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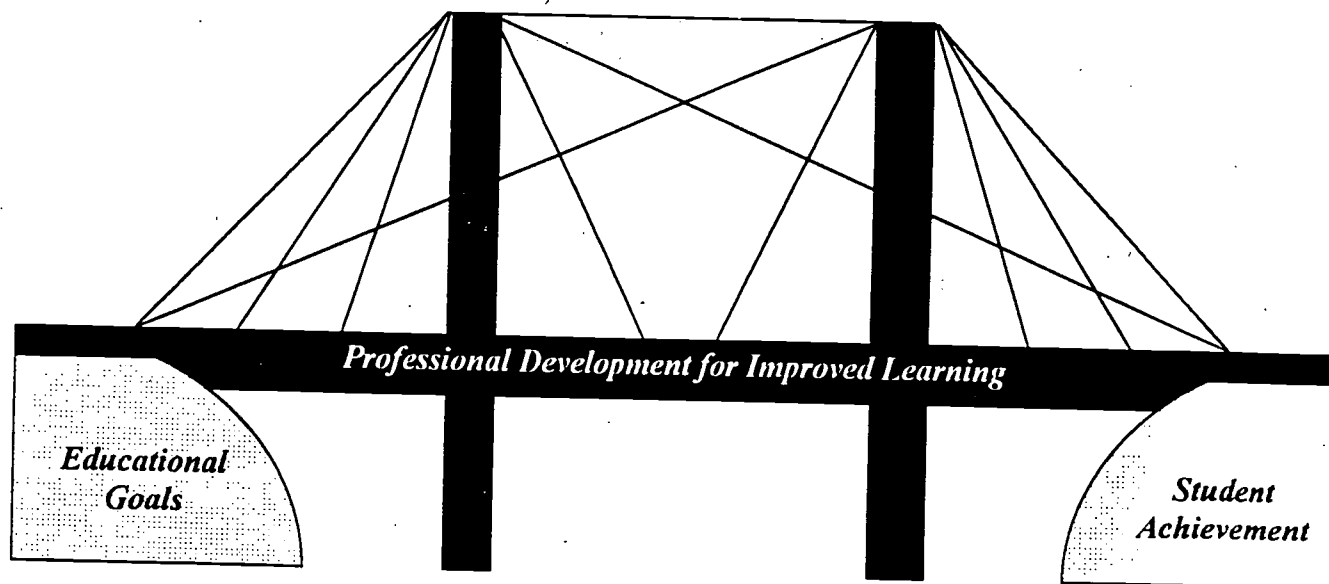
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ABSTRACT

This plan outlines the proposed professional development strategies and actions required for Maryland to achieve full success of the "Schools For Success 2000" school reform efforts. The plan's vision is reviewed and the leadership, resources, support systems, strategic alliance partner, best practices, and educational goals required to achieve the plan are examined. The state professional development in Maryland is described, and the nine design principles that define effective professional development and provide a framework for the design of the strategic plan are examined. These strategies to achieve the vision with professional development serve as the bridge between educational goals and student achievement. They are: (1) implement effective professional development practices linked to improved student performance across Maryland; (2) examine and realign existing support systems (i.e. time, money, technology, staffing needs, assessment, performance feedback, accountability, etc.) to create a cultural which encourages and sustains effective professional development; and (3) provide visible leadership and advocacy for professional development. Finally, implementation guidelines suggest ways to make these strategies and actions successful. Appendices include: action plan details; key elements of individual professional development plan; National Staff Development Council (NSDC) Standards; recommendations for The Educators Academy of Maryland (TEAM); survey comments on professional development from Maryland NEA Delegation (July 1995); "The New Consensus on Professional Development" (Linda Valli); Charter for Professional Development Plan Implementation Leadership Committee; and committee membership list. (ND)

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Recommendation of
Strategic Directions for:

PROFESSIONAL DEVELOPMENT IN MARYLAND'S PUBLIC SCHOOLS 1996 - 2000



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Committee on Professional Development

For information, contact:

Maryland Business Roundtable for Education
111 S. Calvert Street, Suite 2200
Baltimore, MD 21202
410/727-0448

For additional copies, contact:

Maryland State Department of Education
Division of Instruction and Staff Development
200 W. Baltimore Street
Baltimore, MD 21202
410/767-0381

TABLE OF CONTENTS

| | |
|--|--------|
| <i>Executive Summary</i> | i - ii |
| Recommendation of Strategic Directions for Professional Development in Maryland Public Schools, 1996 - 2000 | 1 |
| Vision | 2 |
| Background | 4 |
| Current Situation..... | 6 |
| Design Principles..... | 8 |
| Strategic Plan..... | 10 |
| Implementation Guidelines | 14 |
| <i>Appendix & References</i> | 15 |
| 1. Action Plan Details | |
| 2. Key Elements of Individual Professional Development Plan | |
| 3. National Staff Development Council (NSDC) Standards | |
| 4. Recommendation for The Educators Academy of Maryland (TEAM) | |
| 5. Survey Comments on Professional Development from Maryland NEA Delegation (July 1995) | |
| 6. "The New Consensus on Professional Development"; Linda Valli; University Maryland College Park | |
| 7. Charter for Professional Development Plan Implementation Leadership Committee | |
| 8. Committee membership list | |
| 9. Essential Dimensions of Teaching | |

**RECOMMENDATION OF
STRATEGIC DIRECTIONS FOR PROFESSIONAL DEVELOPMENT
IN MARYLAND PUBLIC SCHOOLS
1996-2000**

EXECUTIVE SUMMARY

This plan outlines the key strategies and actions for professional development required for Maryland to achieve full success of the "Schools For Success 2000" school reform efforts.

The plan is built around achieving a vision in which:

Professional development enables all those involved in educating Maryland's students to be active partners in a learning community.

Staff have the time, encouragement and opportunity to develop ways of increasing student learning.

Professional development goes beyond the traditional in-service approach by using innovative methods of teaching and learning to bring effective practices into Maryland's schools.

As a bridge between educational goals and student achievement, professional development builds capacity for continuous improvement.

Bringing this vision into reality requires: leadership, resources, support systems, strategic alliance partners, and best practices.

The Need: Professional development for educators is a field of work in transition. Just as business and industry have been challenged to innovate manufacturing and business practices to remain competitive, schools have been faced with many challenges, including how to continually improve educators' abilities to help all students meet higher standards. Teachers are also being asked to assume more responsibility for curriculum, assessment, and site-based decision making. These changing expectations have significant implications for professional development.

Maryland teacher feedback and national research find approaches and quality of professional development vary widely. Many lack the focus, intensity and follow-through required to change classroom practices. There is a growing body of opinions among experts that the conventional forms of professional development are often a waste of time.

Key beliefs and principles:

- Professional development refers to high quality, continuous learning for all those who influence the learning and achievement of Maryland's students.
- Successful education systems insist on continuous and ongoing learning that is focused on improving teaching, learning and school management.

- Professional development requires comprehensive results-oriented approaches that provide a bridge between the current results and the achievement goals for both individual students and the broader system.
- Successful organization change and restructuring requires an investment in the training, development and support of all employees who are expected to lead and implement new approaches and to achieve better, more competitive, results.
- Effective professional development respects educators as professionals and as adult learners.
- Professional development is more meaningful when it is planned collaboratively by those who will participate in and facilitate that development.
- Professional development works best when it is part of a clear, coherent plan for the individual, for the school, and for the school system.
- Professional development goes well beyond receiving "knowledge from experts" in training sessions.
- Professional development works best when it part of a system-wide improvement effort.
- Professional development must be evaluated on the basis of its impact on teacher/staff effectiveness and student learning, with results used to guide subsequent professional development efforts.

Strategies: If the vision is to be realized with professional development serving as the bridge between educational goals and student achievement, professional development must be focused, accessible, and ongoing. Achieving this requires action in three key breakthrough strategy areas:

1. **Implement effective professional development practices linked to improved student performance across Maryland.** Results-oriented professional development would become an expected component in every school improvement plan, and much professional development activity would be school-based. Individual development plans, as required under Maryland's new recertification system, will be the essential link between clearly defined needs and goals, appropriate learning activities, and improved results.
2. **Examine and realign existing support systems (i.e., time, money, technology, needs assessment, performance feedback, accountability, etc.) to create a culture which encourages and sustains effective professional development.** Most challenging is providing time, technology, and financial resources for quality professional development to occur. The restructuring of time lends itself to local solutions and is best managed at the school level. The education community must obtain optimum value from the funding resources already available before additional allocations may be considered. Efforts not consistent or not delivering results must be weeded out and reallocated to those efforts more able to improve student achievement.
3. **Provide visible leadership and advocacy for professional development.** Public support must be cultivated so that professional development for teachers is not viewed as a low-priority or as a sign of teacher deficiency. Advocacy is needed to heighten the understanding and valuing of professional development as an investment that can, and must, improve classroom practice and student performance.

Implementation: An action plan outlining key tactics and identifying the groups needed to participate has been developed to guide these strategies into action. It is recommended the State Board of Education appoint an ongoing group to serve as continued advocates for the development and implementation of the actions.

RECOMMENDATION OF STRATEGIC DIRECTIONS FOR PROFESSIONAL DEVELOPMENT IN MARYLAND PUBLIC SCHOOLS 1996-2000

This plan outlines the key strategies and actions for the professional development required for Maryland to achieve full success of the "Schools For Success 2000" school reform efforts. It has been developed by a joint business-education committee, representing more than 10 Maryland Business Roundtable for Education (MBRT) member companies, the Maryland State Department of Education (MSDE), school-based educators, higher education institutions, and other stakeholders from a cross section of Maryland's broad and diverse education community.

There is strong evidence that school effectiveness is fundamentally dependent on the quality of teaching. Parents will testify accordingly, and research studies confirm this. While there are many influences on the quality of teaching, the most important are the knowledge, motivation and capabilities of teachers. Providing educators with meaningful opportunities to improve their abilities enhances their professional expertise and their commitment to improve student learning.

Investment in well-designed professional development is essential to school improvement. This plan recommends strategies to improve the effectiveness of professional development in Maryland public schools. The desired result is that all stakeholders may find ways to continuously improve the conditions of teaching and learning for Maryland's children.

The plan is built around achieving a **VISION** in which:

Professional development enables all those involved in educating Maryland's students to be active partners in a learning community.

Staff have the time, encouragement and opportunity to develop ways of increasing student learning.

Professional development goes beyond the traditional in-service approach by using innovative methods of teaching and learning to bring effective practices into Maryland's schools.

As a bridge between educational goals and student achievement, professional development builds capacity for continuous improvement.

Bringing this vision into reality requires:

Leadership: Collaborative and inclusive leadership engages others in creating and implementing the vision for successful professional development which is fundamental to improving teaching and learning. These leaders marshal the needed resources and model the values of professional development through their own commitment to lifelong learning. Leaders take clear action to ensure that professional development is integral to achieving the improved results at the school level.

Resources: Successful professional development capitalizes on creating and applying knowledge and new skills. Staff have necessary access to sufficient resources of people, team learning, time, funding, technology and learning facilities to meet their professional development needs.

Support Systems: An integrated support network provides effective needs assessment, coaching and mentorship, performance feedback, and rewards and recognition at the individual, school, school system, and state levels.

Strategic Alliance

Partners: School staff, parents, the community, businesses, government, foundations, and higher education form active partnerships to coordinate efforts, create learning experiences and provide resources which enrich professional development.

Incorporation of

Best Practices: The design and implementation of professional development incorporates research and best practices of adult learning from throughout the education and business communities. The content of professional development encompasses the breadth of issues and capabilities needed to ensure student success. These capabilities and standards guide career-long development for the initial preparation of teacher candidates and the continuous professional growth of practicing teachers.

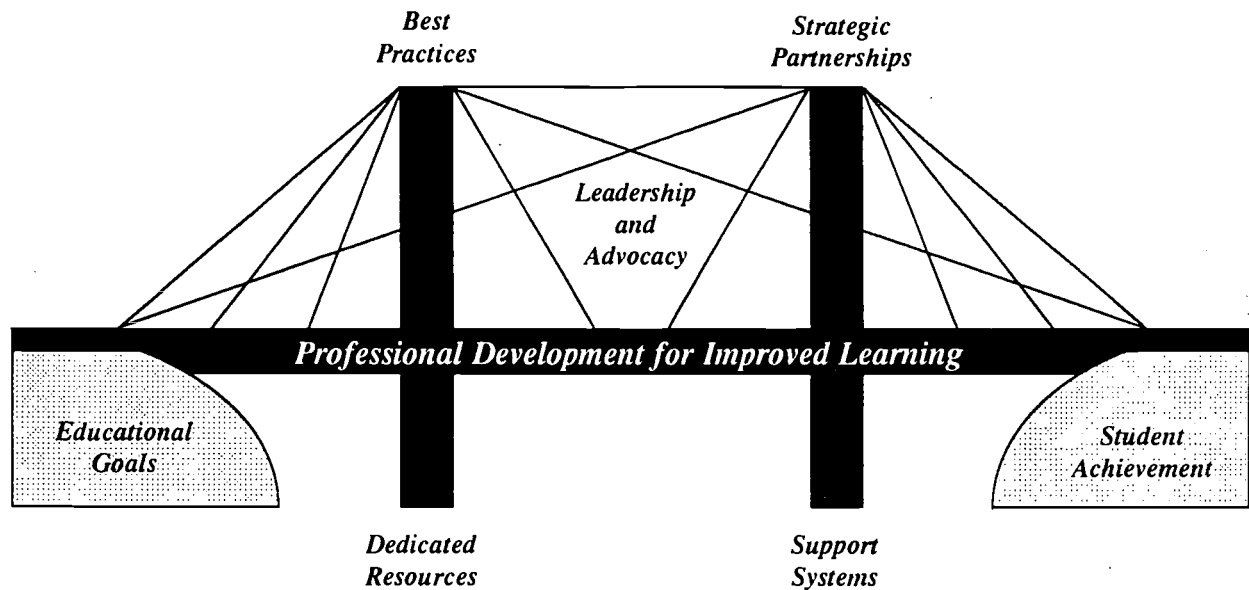
Alignment with

Educational Goals: Learning experiences directly support the alignment of key educational initiatives and goals in place at the individual, school, school system, state and national levels to effect improved student achievement.

Results in Student

Achievement: Professional development is accountable for improving instructional and professional practices which contribute to improved learning and achievement for Maryland's students.

This vision is illustrated by this Bridge to Student Achievement:



Two key points should be clear from this vision:

- The professional development desired is fundamentally different from the piecemeal "sit and get" sessions that too often have characterized educators' learning opportunities.
- Professional development is a key means to the end result of school reform and increased student achievement.

Background

Professional development is a prominent and essential component of a successful education system, as defined by the National Education Goals 2000, the Business Roundtable Education Public Policy Agenda, and the National Governors' Association. It is widely recognized that the success of school reform initiatives depends in large part on the quality and accessibility of professional development for teachers, administrators, and others who play pivotal roles in our schools. In 1993, a MBRT-sponsored assessment of the total Maryland school reform agenda highlighted the need to strengthen the role of on-going professional development, consistent with the Business Roundtable's Nine Essential Components of a Successful Education System. The Maryland Business Roundtable for

Education (MBRT) chartered a committee to address this issue in April 1994. The committee's charter was to recommend:

- ❖ A framework for results-oriented professional development focused on school improvement.
- ❖ Processes and information needed to allow school staffs to make informed decisions regarding good professional development.
- ❖ A broad based support model that encompasses the roles of the business community, MSDE, local systems, and higher education.

Clearly, this type of professional development must be linked to pre-service teacher education. The redesign for teacher education approved by the Maryland Higher Education Commission (MHEC) in 1995 conceptualized a career-long approach to teacher growth and development, beginning with initial preparation and continuing throughout teachers' careers. The school-university partnerships and professional development school activities proposed by MHEC align closely with the goals of this report.

The committee has followed a general model of strategic planning which included analysis of the current state, creation of the desired vision, gap analysis, and development of a strategic as well as action-oriented plan. In January 1995, the Maryland State Board of Education formally linked this work to Maryland Goals 2000 and selected additional members to strengthen our stakeholder representation.

This MBRT Committee brought together the resources, expertise, needs, and vision of business, government and education. We worked to integrate our perspectives and to jointly define strategies with the highest pay-off potential.

There is a vast network of stakeholders with varying degrees of interest in the professional development aspect of school reform. For the purposes of our work, we identified staff at the school and local education agency (LEA) level as the key stakeholders and customers of professional development. By this we mean the performance needs of these individuals in the context of students' needs for improved learning and teaching are prominent and serve as the primary focus of

improvements in professional development. Student needs drive the needs assessment that is a critical component of any professional development approach.

We also recognize a large group of additional stakeholders. These include parents, community members, local governments, the Maryland state government, Maryland State Department of Education, the business community, higher education, state and local boards of education, professional associations, labor unions, and organizations of parents such as PTA's. These stakeholders have had representatives on our committee. In addition, broader participation has been invited as we have sought feedback on our vision and on this final strategic plan.

Current Situation

Professional development for educators is a field of work in transition. Just as business and industry have been challenged to innovate manufacturing and business practices to remain competitive, schools have been faced with many challenges, including how to continually improve educators' abilities to help all students meet higher standards. Teachers are also being asked to assume more responsibility for curriculum integration, assessment, and site-based decision making. These changing expectations have significant implications for professional development.

In mid 1994, Maryland's local school systems were surveyed by our committee to assess their current staff development and training plans. This study indicated significant activity was occurring at both the LEA and school level. There were encouraging indicators of LEA emphasis on professional development and its role in school improvement and student achievement. These include references to school-based plans and the strong role of local school boards in setting district goals, requiring plans and reviewing of results. Regional Staff Development Centers, Professional Development Schools and some individual LEA Staff Development Centers represent models of innovative and effective professional development.

While we believe high quality, on target professional development is occurring in Maryland, we cannot ignore feedback from individual teachers which reflects a concern and/or dissatisfaction with

many current professional development programs. These programs are often piecemeal, not tied to specific identified needs, do not provide educators with an opportunity to choose what they need, do not reflect high quality standards of rigorous content and effective delivery, or restrict them to be passive rather than active learners. This matches national research which finds wide variation in both the approaches and the overall quality of professional development. Many lack the focus, intensity and follow-through required to change classroom practices. There is a growing body of opinion among experts that the conventional forms of professional development are often a waste of time.

In September 1994, the Maryland State Department of Education adopted the "Essential Dimensions of Teaching" (See Appendix 9). The ten dimensions and the performance-based indicators for each dimension establish powerful standards to guide the initial learning of teacher candidates, and the continuing professional growth of beginning as well as seasoned teachers. These standards are currently being used to review all teacher preparation programs in Maryland institutions of higher education.

At the national level we find a range of state policies, strategic plans, and practices. Examples include mandating hours of training time per year; requiring each school district to submit annual professional development plans to the state; requiring local boards to submit to state boards comprehensive local plans for school improvement and staff development; centrally available leadership academies; linking professional development with re-certification; legislation that sets baseline budgets for every school district; regional centers for Professional Development and Technology; and state level grant money set aside to fund critical needs. Establishing state-wide strategic plans for professional development seems to be work-in-process in many states; fewer than half of the responding states indicated they had a state-wide plan.

Also at the national level, the U.S. Department of Education's Professional Development Team recently produced a mission statement and principles to guide the Department's work in this area. A business-education National Commission on Teaching and America's Future, funded by the

Rockefeller Foundation and the Carnegie Corporation of New York, expects to publish a report by Fall 1996 on improving teaching and teacher development.

Design Principles

The following key beliefs and principles outline effective professional development and provide a framework for the design of the strategic plan. They are based on our assessment of the current situation in Maryland and nationally, as well as our assessment of effective practices and research on professional development in both education and the business community.

- Professional development refers to high quality, continuous career-long learning for those who influence the learning and achievement of Maryland's students.
- Professional development is an essential component of effective education systems. Successful systems insist on continuous and ongoing learning that is focused on improving teaching, learning and school management.
- Professional development requires comprehensive results-oriented approaches that provide a bridge between the current results and the achievement goals for both individual students and the broader system. This includes the use of data on student performance to identify problems and define the goals of professional development. It also includes evaluation of the effectiveness of professional development in terms of student outcomes. (There is a caution here. A delay between the initial professional development experience and changes in student learning should be expected.)
- Successful organization change and restructuring requires an investment in the training, development and support of all employees who are expected to lead and implement new approaches and to achieve better and more competitive results. This is an accepted belief and practice in our most effective schools and in the corporate world, nationally and in Maryland.

- Effective professional development respects educators as professionals and as adult learners. Professional development is most effective when it is relevant, actionable, and needed. It is best driven by analysis of needs in the context of an integrated plan for the individual, for the school, and for the school system.
- Professional development is more meaningful when it is initiated and planned collaboratively by those who will participate in and facilitate that development. This is consistent with site-based planning and decision making.
- Professional development goes well beyond receiving "knowledge from experts" in training sessions. Effective professional development includes activities such as individually guided learning, observation of effective strategies in action, practice, peer coaching, involvement in a school improvement team or other action-oriented committee, collaborative problem solving in which teachers try out new approaches and gather information to help them reflect on the effectiveness of those approaches, and developing a team approach to curriculum integration with other teachers. Behavior changes leading to improved teaching and learning are enhanced by the peer support that comes with learning and practicing alongside trusted colleagues.
- Professional development works best when it is part of a system-wide effort to improve and integrate selection, preparation, licensing, ongoing development and support, and advanced certification of educators.
- Professional development must be evaluated over time on the basis of its impact on teacher/staff effectiveness and student learning. Observable results should be used to guide subsequent professional development efforts on an ongoing basis. Expectations for student results must be managed within the realities of time, as the full transfer of learning into new practices, and into student results may require three or more years.

These principles were developed in the early stages of the committee's work, and are consistent with the "Principles of High-Quality Professional Development" recently published by the U.S. Department of Education.

Strategic Plan

If the vision is to be realized with professional development serving as the bridge between educational goals and student achievement, professional development must be focused, accessible, and ongoing. The challenge is not to just do more, but to do it differently, clearly tying professional development to the overall change plan. Achieving this requires action in three key breakthrough strategy areas: broadly implementing effective practices in professional development and adult learning integrated with the overall school, system, and state improvement plan; creating a culture which encourages and sustains this professional development; and providing visible leadership and advocacy for ongoing high quality professional development.

Strategy 1. Implement effective professional development practices linked to improved student performance across Maryland . Fundamental to this is establishing high standards and requiring evidence of results linking to student results. Results-oriented professional development would become an expectation for every school improvement plan, and much professional development activity would be school-based. Many traditional approaches such as one-shot workshops or an array of disconnected courses will not meet the standard for results-oriented approaches that measurably strengthen the practices of educators. Individual development plans, as required under Maryland's new recertification system, will be an essential link between clearly defined needs and goals, appropriate learning activities, and improved results. The content of effective professional development may address data-based needs in a variety of areas, e.g. curriculum instruction, use of research-based teaching strategies, performance assessment, classroom management, etc. The primary activities associated with professional development should be viewed as integral and critical to the daily work of educators, not as activities to endure two to three times a year.

Putting this strategy into action will require the following action plan. Details, including tactics and action plan owners are included in the Appendix 1.

1. A. Develop and implement processes which link the professional growth of teachers, principals, and other school personnel to improved classroom practice and student performance.

1. Ensure that school improvement plans and individual development plans are aligned, data-based and linked to improved student achievement. Develop and deploy locally endorsed framework and recommended format for individual professional development plans.
2. Ensure that local professional development addresses key competencies that define the skills, knowledge and behaviors required for effective teaching and educational leadership.
3. Promote high quality professional development by encouraging the use of the National Staff Development Council (NSDC) standards for professional development. (See Appendix 3)
4. Develop an approach to measure the effectiveness of professional development as key part of school improvement.

1. B. Incorporate technology support systems into professional development approaches.

1. Identify and promote the use of available technological applications that support effective professional development.
2. Endorse implementation of The Maryland Plan for Technology in Education; this plan provides direction on the accessibility and skill development needs related to use of technology in enhancing professional development.
3. Implement innovative applications of technology to support effective professional development.

1. C. Create strategic partnerships.

1. Involve community, institutions of higher education, schools, local systems, and business in meaningful participation in the professional development component of the school improvement plans.
2. Develop broader professional development opportunities (outside the local system), including those available in higher education.
3. Develop school-based support from parents through improved communication of goals, plans and results so that the time teachers spend on planning and learning is not seen as abandoning their classroom.
4. Charter the Maryland Council of Staff Developers to develop and communicate statewide professional development benchmarking on effective practices.

Strategy 2. Examine and realign existing support systems (i.e. time, money, technology, staffing needs assessment, performance feedback, accountability, etc.) to create a culture which encourages and sustains effective professional development. In order for professional development to actually make sufficient changes in educational practices, a supportive culture for this change must exist. Without significant changes in school culture, the learnings that individuals acquire are very difficult to sustain. By culture, we mean the expectations, leadership, values, resources, and behaviors that clearly establish professional development as a priority aspect of school improvement. Most challenging is providing time, technology, and financial resources for quality professional development to occur.

Additionally, the education community must obtain optimum value from the resources already available. Existing programs and budgets should be rigorously assessed for alignment to the change strategies and plans in place. Efforts not consistent or not delivering results must be weeded out and the financial resources reallocated to those efforts more able to improve student achievement. There may be a future need for additional resources for professional development, but the initial emphasis must be placed on analyzing the costs and benefits of current allocations and reallocating as needed to improve the return on investment.

Having adequate time for professional development activities, especially time during the regularly scheduled work day will require a change in mindset as well as change in scheduling. Clearly, different approaches to making time accessible will be required. This design work is best done at the school level. It will be important to include parent representatives in this work, and to foster parental support for the ongoing professional development of school staff.

Putting this strategy into action will require the following action plan:

2. A Develop innovative approaches to funding.

1. Establish locally-managed gap analysis process to evaluate current efforts and reallocate current resources to increase the value returned by professional

development investments. Engage business partners in sharing gap analysis/return on investment methods as needed.

2. Charter a high-level, cross functional team (educators, parents, higher education, business partners, etc.) to network and reapply local system efforts to develop innovative funding opportunities.

2. B. Develop innovative school-based approaches to making time available for professional development in the context of the total school system.

1. Restructure time to create opportunities for meaningful and innovative professional development.
2. Charter a high-level, cross functional team (educators, parents, business partners, etc.) to network and reapply local system efforts to develop innovative time opportunities.

2. C. Make structural changes to professional development support systems.

1. With support from stakeholder groups, examine and re-align existing support systems (e.g., performance evaluation, reward and recognition, pay, job descriptions) to encourage and sustain professional development.
2. Increase overall capacity and effectiveness of school-based decision making throughout Maryland Public Schools. (See Appendix 4)

Strategy 3. Provide visible leadership and advocacy for professional development. This is needed from a broad base of sources, importantly those in school system and school leadership positions; and those in decision making roles such as school board members and legislators. Support from parents and the public must be cultivated so that professional development for teachers and administrators is not viewed as a low-priority or as a sign of deficiency. Advocacy is needed to heighten the understanding and valuing of professional development as an investment that can, and must, improve classroom practice and student performance. Instilling this new way of thinking about professional development is an essential role of educational leaders and advocates.

Putting this strategy into action will require the following action plan:

3. A. Establish strong leadership and partnerships.

1. Identify, recruit, and deploy key leaders and partnerships to visibly advocate professional development as a key component of school reform and student achievement. These will include parents, teachers, legislators, higher education, etc.

2. Actively use advocates in the implementation of the professional development strategic plan.
3. B. Communicate and reinforce the value of professional development.
 1. Develop and implement a comprehensive communication strategy supporting professional development that targets all stakeholders.
 2. Establish expectation/requirement that professional development is a core element of any future school improvement initiatives prior to approval and implementation.

Implementation Guidelines

Implementation of the above strategies and actions will be most successful when those with ownership of the activities which drive and/or support progress also own the development of the detailed plans and timetables. Much of the implementation will be local. The local and/or regional staff development personnel will be essential leaders of and contributors to this work. A school-based coordinator and School Improvement Team member will also provide valuable linkage to other schools, to the system's guidelines and resources, and to the individual school's data and needs as defined in the School Improvement Plan.

It is recommended that Dr. Nancy Grasmick, with input from the State Board and the MBRT, appoint an ongoing Implementation Leadership Committee to serve as continued advocates for the successful development and implementation of the actions needed. This group would also: 1) promote ongoing integration of these Professional Development strategies with interdependent efforts such as Prisoners of Time, High School Assessment, etc.; 2) work to remove obstacles to implementation; 3) monitor progress and design an assessment process for ongoing use by schools, and 4) begin thinking ahead to the next generation of professional development improvements for the year 2000 and beyond. Members would represent the business and education communities, including continuity membership from some members of the original strategic planning committee (See Appendix 8). This committee should be asked to provide an implementation progress report to the State Board by October 1996.

Appendix & References

1. Action Plan Details
2. Key Elements of Individual Professional Development Plan
3. National Staff Development Council (NSDC) Standards
4. Recommendation for The Educators Academy of Maryland (TEAM)
5. Survey Comments on Professional Development from Maryland NEA Delegation (July 1995)
6. "The New Consensus on Professional Development"; Linda Valli; University of Maryland College Park
7. Charter for Professional Development Plan Implementation Leadership Committee
8. Committee membership list
9. Essential Dimensions of Teaching

1. Action Plan Details

22

23

Strategic Plan for Professional Development - Action Plan

| Strategy 1 - Implement Effective Professional Development Practices Linked to Improved Student Performance | | | |
|--|--|--|--|
| Action Statement | Key Initiatives | Tactics | Responsible |
| 1-A Develop and implement processes which link teachers' and principals' professional growth to improved classroom practice and student performance. | 1. Ensure that school improvement plans and individual development plans are aligned, data-based and linked to improved student achievement. Develop and deploy locally endorsed framework and format for individual professional development plans. | <ul style="list-style-type: none"> Promote training for school improvement teams, including how to analyse and use data to develop results-oriented professional development plans. Promote key elements of plan framework, which is consistent with professional development plan guidelines included in the new certification regulations, to LEAs and schools. Local systems develop and deploy their preferred plan format. | <p>Superintendents, Principals, Local Staff Dev. Coordinators, Md. Council of Staff Developers, MSDE, MBRT, Higher Education Institutions</p> <p>MSDE, Md. Council of Staff Developers, Higher Education Institutions</p> <p>Local Systems, Principals, Teachers</p> |
| | 2. Ensure local professional development addresses key competencies that define the skills, knowledge and behaviors required for teaching the outcomes and goals. | <ul style="list-style-type: none"> Review outcomes for grade K-8 and high school core learning goals to concentrate professional development on the appropriate competencies and on data-based analysis of student needs. Establish and train school-based professional development liaison as part of overall school improvement plan. | <p>Local Staff Dev. Coordinators, Principals, School Improvement Teams, Teachers</p> <p>Principal, Teachers, SIT, District Staff Development Leaders, MD Council of Staff Developers</p> |
| 1-A CONTINUED ON NEXT PAGE | | | |

Strategic Plan for Professional Development - Action Plan

| Strategy I - Implement Effective Professional Development Practices Linked to Improved Student Performance | | | |
|--|--|--|--|
| Action Statement | Key Initiatives | Tactics | Responsible |
| I-A Develop and implement processes which link teachers' and principals' professional growth to improved classroom practice and student performance. | 3. Promote high quality professional development by applying the National Staff Development Council (NSDC) standards for professional development. (Appendix 3 includes list of the standards) | - MSDE requires state funded professional development initiatives to include measures of program quality, improved classroom practice, and improved student achievement. | MSDE |
| | | - MSDE endorses and promotes standards to LEAs. | MSDE |
| | | - MBRT publicity endorses standards. | MBRT |
| | | - LEAs endorse standards and incorporate into use in individual, school, and LEA efforts. | Superintendents, Principals, Higher Education Institutions |
| | 4. Develop an approach to measure the effectiveness of professional development as key part of school reform. | - Identify key quality and outcome measures. Design and test tool. Implement via LEAs and School Improvement Plan renewals in 1997. | Implementation Leadership Committee, MSDE, Md. Council of Staff Developers |
| I-B | Incorporate technology support systems into professional development approaches | | |
| I-C | Create strategic partnerships | | |

Strategic Plan for Professional Development - Action Plan

| Strategy I - Implement Effective Professional Development Practices Linked to Improved Student Performance | | | |
|---|---|--|---|
| Action Statement | Key Initiatives | Tactics | Responsible |
| I-B Incorporate technology support systems into professional development approaches. | 1. Identify and promote the use of available technological applications that support effective professional development. | <ul style="list-style-type: none"> – Create and distribute inventory of tools available, to include distance learning, video-based, etc. – Develop partnership role with school media specialist to do this work. | MSDE, Media Specialists, Technology Coordinators, Higher Education |
| | 2. Endorse implementation of The Maryland Plan for Technology in Education; this plan provides direction on the accessibility and skill development needs related to use of technology in enhancing professional development. | <ul style="list-style-type: none"> – Agree and be advocates for the Technology Plan. | MSDE, Superintendents, School Boards, Higher Education |
| | 3. Implement innovative applications of technology to support effective professional development. | <ul style="list-style-type: none"> – Investigate feasibility of commissioning the development of a computer-assisted software tool to aid individual and school-based needs assessment and professional development planning. | MBRT/MSDE partnership (higher ed./grad student project), MICCA, Local Systems |
| I-A Develop and implement processes which link teachers' and principals' professional growth to improved classroom practice and student performance | | | |
| I-C Create strategic partnerships | | | |

Strategic Plan for Professional Development - Action Plan

| Strategy I - Implement Effective Professional Development Practices Linked to Improved Student Performance | | | |
|---|---|--|---|
| Action Statement | Key Initiatives | Tactics | Responsible |
| I-C Create strategic partnerships | 1. Involve community institutions of higher education, schools with local systems, and business in meaningful participation in the professional development component of the school improvement plans. | <ul style="list-style-type: none"> Support and endorse ongoing efforts to involve community, higher education, and business in schools, such as Business/Education Success Teams, various local programs, PTA, civic organizations, etc. (No new actions required.) | State Board of Education, MBRT member companies, Local Boards of Education, Md. Congress of PTAs |
| | 2. Develop broader professional development opportunities (outside the local system), in direct support of identified needs. | <ul style="list-style-type: none"> Establish a state-wide "customer" assessment of the emerging needs for professional development and design responses that meet these needs. Request business partners to identify opportunities for leading or supporting professional development efforts (e.g. classes, internships, site visits, etc.) as identified in the School Improvement Plan. Maintain and enhance support for Professional Development schools. | <p>MHEC, Deans of Colleges of Ed, Md. Association of Teacher Educators</p> <p>MBRT Partnership and BEST school partners; local system partnership program leaders</p> <p>MSDE, Higher Education</p> |
| | 3. Develop school-based support from parents through improved communication of goals, plans and results so that the time teachers spend on planning and learning is not seen as abandoning their classroom. | <ul style="list-style-type: none"> Identify needs, define messages, develop plan for targeted and on-going communication. Evaluate progress and support. | Teachers, SIT, Principals, PTAs, MSTAs units |
| | 4. Charter the Maryland Council of Staff Developers to develop statewide professional development benchmarking on effective practices. | <ul style="list-style-type: none"> Assess current practices and how evaluated (Maryland models as well as national) to establish benchmarks. Design and recommend on-going method for evaluating and reapplying effective practices. | MSDE, Maryland Council of Staff Developers |
| I-A Develop and implement processes which link teachers' and principals' professional growth to improved classroom practice and student performance | | | |
| I-B Incorporate technology support systems into professional development approaches | | | |

Strategic Plan for Professional Development - Action Plan

| Strategy II - Create a Culture Which Encourages and Sustains Effective Professional Development | | | |
|---|--|--|--|
| Action Statement | Key Initiatives | Tactics | Responsible |
| 2-A Develop innovative approaches to funding. | 1. Establish locally managed gap analysis process to evaluate current efforts and reallocate current resources to increase the value returned by professional development investments. Engage business partners in sharing gap analysis/return on investment methods as needed. | <ul style="list-style-type: none"> Secure agreement/commitment of local boards of education, county councils re: financial investment in professional development. We support current action to put funding for professional development into instructional budgets. Link to public engagement agenda. (Provide data that demonstrates return on investment of funds in professional development.) MBRT members present professional development recommendations to all 24 Maryland school boards and Superintendents. Provide for more school-based management of professional development funds and decision making. Locals to assess current and needed allocation of funds in support of individual professional development plans and school improvement plans. | <p>Md. Association of Boards of Education, MBRT, MSDE</p> <p>MSDE, Local Superintendents</p> <p>MBRT, Superintendents</p> <p>Superintendents, Principals, School Improvement Teams</p> |
| | 2. Charter a high-level, cross-functional team (educators, parents, business partners, higher education, etc.) to network and reapply local system efforts to develop innovative funding opportunities. | <ul style="list-style-type: none"> Charter team. Sponsor/convene learning conference on Successful LEA and School-Based Approaches to Funding Professional Development. | <p>Implementation Leadership Committee</p> <p>MSDE</p> |
| 2-B Develop innovative school-based approaches to making time available for professional development and in the context of the total school system. | 1. Restructure time to create opportunities for meaningful and innovative professional development. | <ul style="list-style-type: none"> Endorse the need for Maryland's Response to Prisoners of Time to recommend specific and flexible actions re: time alternatives. | MSDE, MBRT |
| | 2. Charter a high-level, cross functional team (educators, parents, business partners, etc.) to network and reapply local system efforts to develop innovative time opportunities. | <ul style="list-style-type: none"> Design and implement time alternatives at the school level. Provide research based models and alternatives. Sponsor/convene learning conference on Models for Restructuring Instructional and Professional Development Time...to foster learning and re-application of successful approaches. | <p>Local School Systems & Schools</p> <p>Higher Education</p> <p>MSDE Sponsorship</p> |
| 2-C Make structural changes to professional development support systems | | | |

Strategic Plan for Professional Development - Action Plan

| Strategy II - Create a Culture Which Encourages and Sustains Effective Professional Development | | | |
|---|--|--|-----------------------------|
| Action Statement | Key Initiatives | Tactics | Responsible |
| 2-C Make structural changes to professional development support systems. | 1. With support from stakeholder groups, examine and re-align existing support systems (e.g. performance evaluation, reward and recognition, pay, job descriptions) to encourage and sustain professional development. | <ul style="list-style-type: none">Recommend that a state-level dialogue begin between MSTA, BTU, MABE, PTA, MASSP, and MAESP with the desired result of developing a common understanding of professional development, exploring options and examining opportunities for strengthening support systems. | MBRT (catalyst/convenor) |
| | 2. Increase overall capacity and effectiveness of school-based decision making throughout Maryland Public Schools as a key enabler of effective professional development. | <ul style="list-style-type: none">Support the MBRT's TEAM committee's report on School-Based Decision Making (Appendix 4). This provides a definition of the skills needed as well as identifying and providing resources designed to help the development of school-based decision making and team effectiveness skills.Provide content in advanced degree programs for school leaders that incorporates research and practice relative to school decision making. | |
| 2-A | Develop innovative approaches to funding | | |
| 2-B | Develop innovative school-based approaches to making time available for professional development and in the context of the total school system | | |

Strategic Plan for Professional Development - Action Plan

| Strategy III - Provide visible leadership and advocacy for Professional Development | | | |
|---|---|---|---|
| Action Statement | Key Initiatives | Tactics | Responsible |
| 3-A Establish strong leadership and partnerships. | 1. Identify key leaders and partnerships to visibly advocate professional development as a key component of school reform and student achievement. | <ul style="list-style-type: none"> Identify & recruit key leaders (e.g. legislators, board members, leaders, parents, higher education, etc.). Define the role of advocates in implementation of professional development strategic plan. Develop and implement an event that informs, enables and energizes leaders to be strong advocates for professional development. Recommend that MABE, local board members and the Maryland Association of County Councils collaboratively develop a model for local school board use with county/city councils. This model will be a tool for enrolling councils on the overall school improvement plans, results vs. prior plans, and the value of professional development time and money. | <p>MSDE, MBRT, MABE, Local System Leaders</p> <p>Implementation Leadership Committee</p> <p>MSDE, Md. Council of Staff Developers, Higher Education</p> <p>MABE, Representatives of Local System Leaders, Maryland Association of County Councils</p> |
| | 2. Actively use advocates in the implementation of the professional development strategic plan. | Establish action plan sponsors who will add credibility and influence the full deployment of the plan. | Implementation Leadership Committee. MBRT |
| 3-B Communicate and reinforce the value of professional development. | 1. Develop and implement a comprehensive communication strategy supporting professional development that targets all stakeholders. | <ul style="list-style-type: none"> Recognize and communicate successes in professional development. Ensure that strong support for professional development is included in MSDE/MBRT Public Engagement/Communication Plan. | <p>MSDE/Communications</p> <p>MBRT Communications Committee</p> |
| | 2. Establish expectation/requirement that professional development is a core element of any future school improvement initiatives prior to approval and implementation. | Take action such that change initiative plans will not be approved/adopted unless there is an appropriate professional development plan to support successful implementation and ongoing improvement. | <p>State level: Superintendent/State Board</p> <p>Local School System: Superintendent & Local Board of Ed.</p> <p>School Level: Principal</p> |

2. Key Elements of Individual Professional Development Plan

38

39

KEY ELEMENTS TO CONSIDER
IN INDIVIDUAL
PROFESSIONAL DEVELOPMENT PLANS

FOR: _____ **DATE:** _____

SUMMARY OF STUDENT NEEDS:

PROFESSIONAL DEVELOPMENT PLAN SKILLS AREA: Focus on the one or two development opportunities with the biggest potential impact on achieving the student performance goals for the year ahead.

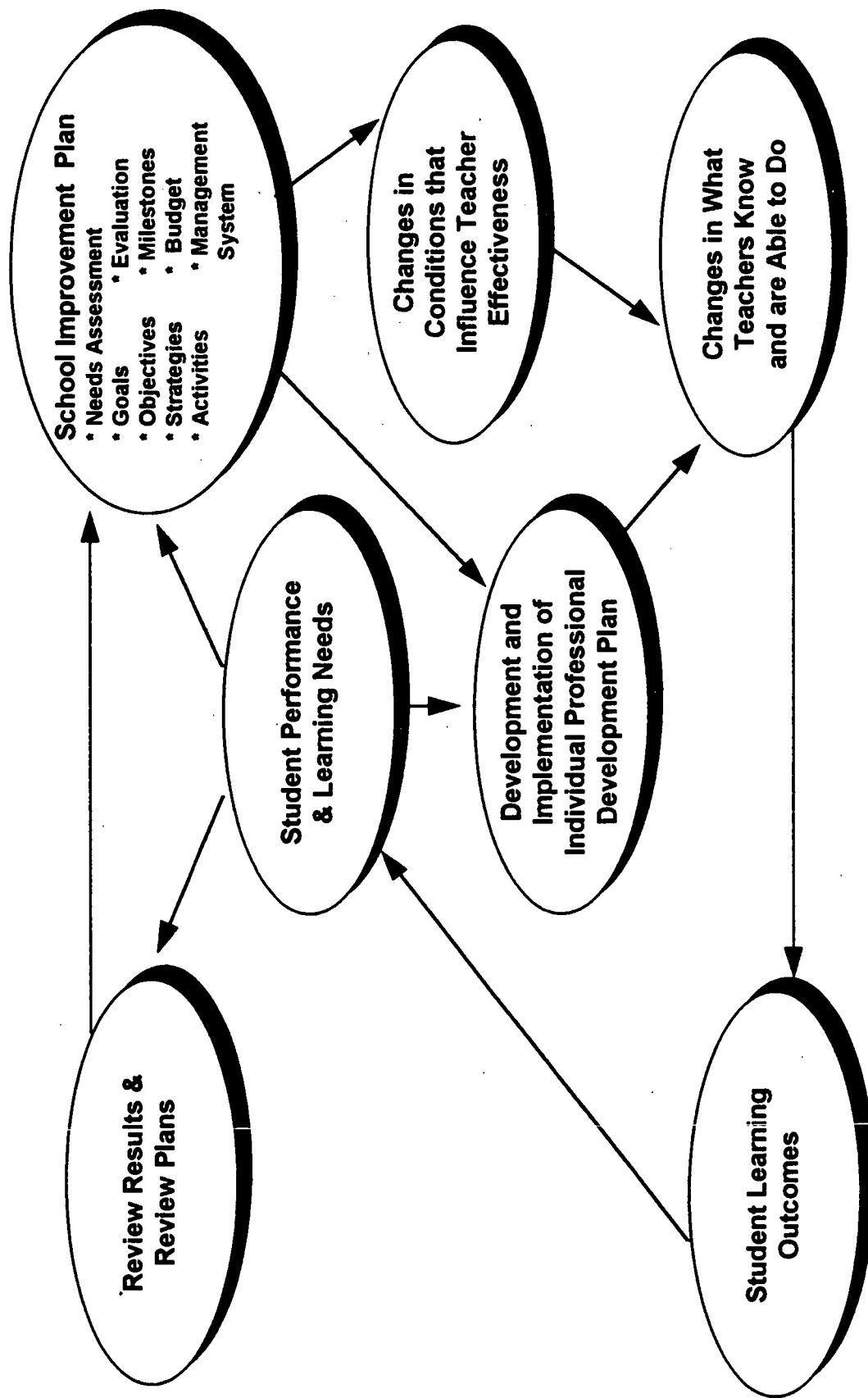
List actions to be taken and timing milestones.

| <u>Action</u> | <u>Timing</u> | <u>Resources Needed</u> | <u>Desired Change in Classroom/School Practice</u> | <u>Desired Student Result/Timeframe</u> |
|---------------|---------------|-------------------------|--|---|
|---------------|---------------|-------------------------|--|---|

SUMMARY OF RESULTS AND INPUT TO FUTURE PLANNING:

Appendix 2.

PROFESSIONAL DEVELOPMENT PLANNING PROCESS



3. National Staff Development Council (NSDC) Standards

43

44

NATIONAL STAFF DEVELOPMENT COUNCIL

STAFF DEVELOPMENT STANDARDS

Context

- Effective school staff development requires and fosters the norm of continuous improvement.
- Effective school staff development requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and the community to be advocates for continuous improvement.
- Effective school staff development is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.
- Effective school staff development provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
- Effective school staff development is an innovation in itself that requires study of the change process.

Process

- Effective school staff development provides knowledge, skills and attitudes regarding organization development and systems thinking.
- Effective school staff development is based on knowledge about human learning and development.
- Effective school staff development provides for the three phases of the change process: initiation, implementation and institutionalization.
- Effective school staff development bases priorities on a careful analysis of desegregated student data regarding goals for student learning.
- Effective school staff development uses content that has proven value in increasing student learning and development.
- Effective school staff development provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- Effective school staff development requires an evaluation process that is ongoing, includes multiple sources of information and focuses on all levels of the organization.

- Effective school staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- Effective school staff development provides the follow up necessary to ensure improvement.
- Effective school staff development requires staff members to learn and apply collaborative skills to conduct meetings, and make shared decision, solve problems and work collegially.
- Effective school staff development requires knowledge and use of the stages of group development and build effective, productive, collegial teams.

Content

- Effective school staff development increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the development needs of K-5 and adolescents.
- Effective school staff development facilitates the development and implementation of school and classroom-based management which maximize student learning.
- Effective school staff development addresses diversity by providing awareness and training related to the knowledge, skills and behaviors needed to ensure that an equitable and quality education is provided to all students.
- Effective school staff development enables educators to provide challenging, developmentally-appropriate curricula that engage students in integrative ways of thinking and learning.
- Effective school staff development prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- Effective school staff development prepares educators to demonstrate high expectations for student learning.
- Effective school staff development facilitates staff collaboration with and support of families for improving student performance.
- Effective school staff development prepares teachers to use various types of performance assessment in their classrooms.
- Effective school staff development prepares educators to combine academic student learning goals with service to the community at the secondary level.
- Effective school staff development increases administrators' and teachers' ability to provide guidance and advisement to adolescents.

4. Recommendation for The Educators Academy of Maryland (TEAM)

47

48

SCHOOL-BASED DECISION MAKING

INTRODUCTION

Autonomy, empowerment, site-based management, enablement, school - based decision making. All these terms point to one concept: Effective schools are intense and intentional collaborations among teachers, parents, administrators, school board, business representatives and community members -- all determined to do everything necessary to help students achieve high standards. Working with a broad based representative group of educators and business people, the Maryland Business Roundtable for Education (MBRT) has developed this document on school-based decision making. The Roundtable hopes that it will be endorsed by the Maryland State Board of Education to provide a framework for school improvement in Maryland.

The term School-Based Decision Making (SBDM) has been chosen to describe the beliefs upon which this work is based:

- *Students benefit when those closest to the action make as many of the decisions as possible.*
- *There are Maryland schools that have already begun SBDM. Their learning about process, skill development and results is reflected in the following definitions of SBDM.*

THE VISION

- Each individual school community is given the freedom to act and resources necessary for high student performance and true accountability.
- Each individual school community is responsible for its own educational process and results, and for the learning and working climate.
- Each individual school community sets the tone for the level and type of commitment called for by those who hold a stake in student achievement.

Undergirding this vision is the understanding that SBDM is a process, a way of working together that takes practice. It takes time for a school community to develop its own style of SBDM. It is a process of making choices, taking risks, having successes and failures, and moving forward to be productive. There is no one right way. There is only the process of moving forward, in the belief that better results in learning, climate, and commitment will occur. Stakeholders will learn how to make the process work as they do it.

THE COMMITMENT

The vision requires:

- Flexibility in school organization, operations, and governance, all to promote student learning.
- Full participation from all the stakeholders.
- Professional development of staff to meet the needs of the students and the school.
- Dedicated time and resources required for the implementation and the on-going operation of the SBDM process.

THE SCOPE

School - based decision making provides individual schools:

- The authority and flexibility to improve the students' educational experience by making specific decisions about instruction, allocation of funds, time and human resources.
- Control over key decisions so that stakeholders own the change process.

The SBDM team focuses its work on key areas that directly affect student learning such as:

- The climate and culture of the school
- Teaching practices
- School organizational/staff structure and scheduling
- Budget for non - capital expenditures, including aligning the school budget to support the school's program in such areas as staffing and professional development, selection of curriculum, materials and instructional strategies
- Student discipline and safety
- Extra - curricular activities

These examples illustrate the broad range of influence SBDM may have on the short and long term strategic management and leadership of the school, and on student achievement.

Key Factors for SBDM Success

The best results for students depend on the following essential elements.

Individual schools which adopt SBDM will:

- Be led by a principal who is able to delegate authority and empower all stakeholders.
- Focus all the work on the improvement of the learning climate and opportunities for each and every student.
- Define expectations and accountability of stakeholders and the SBDM team.
- Articulate guidelines for decision making.
- Analyze and evaluate school community demographic and performance data, which leads to action plans appropriate to the specific school.
- Define the process to challenge and change existing rules, regulations and procedures to achieve the school's goals.
- Design a communication process to keep all stakeholders up-to-date on approach, parameters, methods, decisions, and desired outcomes.

- Develop a clearly articulated vision of the school mission, beliefs, and goals created jointly by all stakeholders.
- Link on-going staff development with student success and school needs.
- Provide adequate time for SBDM meetings and for professional development activities.
- Evaluate and assess results so that progress towards school goals and achievement of objectives is recognized.

Local school boards ready to adopt and support SBDM, will:

- Identify legal boundaries and decision making parameters for all stakeholders at the outset of the process.
- Set the tone of support and respect for basic norms of society, federal, state and local laws, and local school system policies and procedures.
- Adopt a process of waivers for policies and procedures that impede opportunities for SBDM to enhance student learning.
- Be led by school board/administration that demonstrates empowerment, and encourages full participation in the SBDM process.
- Support the SBDM effort with resources for school teams to achieve their goals.

The sum of all these key factors is that challenge, change and evaluation become a continual part of the school-based decision making process.

THE STAKEHOLDERS

The board of education, superintendent, principal, and central staff have traditionally been part of the decision making process in a school. In addition, those who have been affected by their decisions, i.e., students, teachers, support staff, parents and the community are also equally important stakeholders. The transition to an SBDM process involves giving those stakeholders most directly impacted by school decisions a key role in making those decisions.

A key component in the successful implementation of the SBDM process is the identification of an SBDM team at each school. The team not only serves as a key communication and decision making group, but it also models for the rest of the school and community the team focus, team behaviors, climate of trust and communication style that are essential in an SBDM school. These factors are important to the success of an SBDM team and should be in place at the earliest stages of the process:

- The SBDM team is an inclusive group consisting of representatives from each group of primary stakeholders in the total school community.
- The roles, responsibilities and accountability of each member of the team are clearly defined and communicated both within and outside of the team. The Board of Education, superintendent and central office personnel are also clear about their roles and responsibilities in support of the SBDM team.
- The Board of Education and the superintendent validate the team's existence and create a supportive environment in which the team can flourish.
- The principal is a member of the team and helps invest the team with real authority, fosters a climate of trust, coaches and facilitates the team and serves as a key liaison to the school community.

PRIMARY STAKEHOLDERS

Students

Students are invited into the process when appropriate to the team's task. Although the students' roles and responsibilities would be situationally determined, a general responsibility would be to bring the perspective of the student body to the team and to help communicate the team's process and decisions back to the students.

Parents

Parents are represented on the team as full partners, and are chosen in a way that represents the diversity of the community. If there is an active PTA, parent representatives may be chosen by that group.

Faculty

Representatives are chosen in a way determined by the local staff to fully reflect the faculty structure. The members participate in the decision and communication process as defined by the team.

Principals

The principal is an active member of the SBDM team and works with his or her administrative staff to support it.

Support Staff

Support staff, which includes groups such as office, custodial and cafeteria staff, and paraprofessionals may choose representation by a method determined by them.

Business and Community Members

Business and community representatives are selected by the process defined within the local school district.

SUPPORTIVE STAKEHOLDERS

Board of Education, Superintendent, Central Office Personnel and Representative Unions

These stakeholders support a team's work and serve as resources. They may take action on team recommendations to enable implementation of team proposals. They will support parent, community and school personnel involvement in the decision making process while maintaining a high level of accountability.

They set the context for SBDM teams by developing and communicating system wide priorities. The success of the school and the success of the school system are linked in many powerful ways, and they must work together as partners toward common goals of school performance. For SBDM to be successful, all stakeholders must be involved and plan their unique mutually supportive roles toward positive systemic change.

ACCOUNTABILITY

SBDM teams, including both primary and supportive stakeholders, will hold themselves and each other accountable for meeting the specific objectives they have defined.

Results are evaluated by quantitative and qualitative measures. Specific outcomes are defined in the initial decision making process when questions such as these are asked:

- What change is needed?
- What is the outcome or purpose of the change?
- How will we know the goal has been met? What do successful results look like?

When clear, specific, measurable and/or observable objectives are established, evaluation of results becomes a simple task. School improvement plans and strategies should undergo regular examination and evaluation.

The Maryland School Performance Assessment Program is currently given to students to measure school achievement. It is expected that SBDM will help teachers and students improve results in all aspects of the Maryland School Performance Program, but these results are not the only measure of success.

Objectives that relate to school climate and culture, team support, scheduling, safety, etc., will be measurable against their initial definition. However, quantifying their effect in terms of MSPAP improvement may not be feasible. Each school district will implement annual measures of SBDM success. Such changes are observable but not always statistically measurable.

A valuable measure of school improvement is that which takes place each day by the classroom teacher. SBDM teams will build into the measurement process observations and assessments by individual teachers, revisions, and celebrations of student achievement by the entire community.

SBDM teams that define their process, set goals, make progress and /or meet those goals should be rewarded with some form of recognition by whatever person or group will be the most effective in the given situation.

Communicating results, whether they meet the goal or not, will help build the learn-by-doing approach. Not every attempt a team makes will be a winner, but the team wins by being honest, and going forward. Sometimes teams and the entire school community learn the most from attempts that seem to fail.

IMPLEMENTATION

Management Commitment to Staff Development

One of the SBDM vision commitments is to professional development of staff. This brief outline of skills becomes the basis for a training plan and resources to develop teams.

School teams adopting SBDM will develop new skills or refresh existing skills.

There is a balancing act between the urgency to acquire new skills to be effective quickly and the long-term perspective of continuous improvement which allows and expects teams to learn as they go. So, the word of caution is two - fold: neither wait to begin SBDM until all training is complete, nor begin without a plan for team development.

Examples of the leadership skills that school principals must demonstrate are:

- Working with stakeholders to create and communicate the vision for SBDM
- Interpersonal and coaching skills, group management and coalition building techniques
- Letting go, trusting that the team process will work.

SBDM teams will need to:

- Gather and use necessary data to make informed decisions.
- Create approaches to analyze problems and make decisions.
- Diagnose student needs and develop school - specific strategies.
- Measure and evaluate results, and act on those results to enhance academic success.
- Challenge themselves to find fresh, creative, and simple solutions.
- Lead the organizational change process.
- Plan for skill development of the school community, as needed.

Staff and SBDM team skill development will work best when teams think about training. Course attendance is just one of many ways to obtain the skills a group needs. The critical piece is to get the skill to the team when it is needed, in the most effective manner. All teams and stakeholders share in school leadership under SBDM and all have needs for learning skills in practicing SBDM. Needs vary by stakeholder group (and situation), but some of these general SBDM skills include participating in productive meetings, analyzing and interpreting data, cost-effective planning, active listening, using problem-solving tools, resolving conflicts, etc.

All teams and stakeholders will not need the same development opportunities at the same time. However, the school board and administration's investment in terms of budget, time for SBDM teams to meet, time for training, and follow-up, will give the team essential support for success.

TEAM ADVISORY COUNCIL

Wayne Walbrecher. *Chair*
Vice President, Corporate
Administrative Services
Fidelity & Deposit Company of
Maryland

Linda Adamson
1995 Teacher of the Year
Jessup Elementary School

Robert Anastasi
Executive Director
Maryland Business Roundtable
Foundation

Stephanie Bowers
Assistant Vice President
Alumni & Development
University of Maryland University
College

Susan Buswell
Executive Director
Maryland Association of Boards of
Education

Michael Butera
Executive Director
Maryland State Teachers Association

Edward Centofante
Assistant Superintendent
Caroline County Public Schools

Rochelle Clemson
Maryland State Department of
Education

Bill Ecker
Executive Director
Public School Superintendents
Association of Maryland

Thomas Field
Principal
Wicomico Senior High School

Redmond Finney
Consultant

Willie Foster
Director of Middle Schools
Baltimore County Public Schools

Daniel Gadra
Superintendent
Frederick Co. Board of Education
Public School Superintendents'
Association of Maryland

Wallace Gatewood
Maryland Insurance Group

Ann Gleason
Assistant Director of Development
University of Maryland University
College

Keith Hettel
Maryland Association of Elementary
School Principals, Inc.
Charles County Public Schools

Marijo Hickok
Vice President & Dept. Manager
First National Bank

Donald Hoes
Director, School-Based Programs
Maryland Business Roundtable for
Education

Deborah Kendig
Former Member
Howard Co. Board of Education

Mary Leach
Assistant to the Chancellor
University of Maryland System

James Lupis
Eastern Shore of Maryland
Educational Consortium
Queen Anne's County Public
Schools

Nancy Lynn
President
Lynn Associates, Inc.

Bruce McKay
Consultant

Jane Mehl
Sr. Human Relations Development
Specialist
Potomac Electric Power Company

James S. Mitchell
Executive Director
Maryland Association of Elementary
School Principals, Inc.

Ellen Moyer
Maryland State Teachers Association

Trudi Niewiaroski
1993 MD Teacher of the Year
Richard Montgomery High School

Lyle Patzkowsky
Director, Professional Development
Center
Baltimore City Public Schools

Carl Roberts
Assistant Superintendent
Harford County Public Schools

A. Skipp Sanders
Assistant Superintendent
Maryland State Department of
Education

Craig E. Spilman
Executive Director
Maryland Middle Schools'
Association

William Storage
Eastern Shore Regional Staff
Development Center
Queen Anne's County Public
Schools

June Streckfus
Executive Director
Maryland Business Roundtable for
Education

Sue Ann Tabler
Executive Director
Maryland Association of Secondary
School Principals

Thomas D. Weible
Professor & Acting Chair
Education Policy, Planning &
Administration
University of Maryland

**5. Survey Comments on Professional Development from Maryland NEA Delegation
(July 1995)**

57

58

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SURVEY COMMENTS ON: **PROFESSIONAL DEVELOPMENT FROM** **MARYLAND NEA DELEGATION (JULY 1995)**

The following are a sample of the feedback collected by committee members Patty King and RuthAnn Hall. These comments reflect the primary themes from the entire set of responses.

- Allow people to design their own programs by having them identify their own felt needs for learning, identify needed resources and inputs, and be supported by personnel and materials needed to achieve the desired learnings.
- Develop programs responsive to needs expressed by those to be trained.
- Somehow include time to absorb and implement strategies learned, e.g. staff development program follow-up a week or so after initial training. Most often, teachers leave training sessions with great intentions and enthusiasm, but without time and follow-up, materials end up in a drawer, forgotten.
- Ask staff what type of professional issues that they would like to have addressed.
- Offer more individual or small group professional development programs.
- Allow more joint school/subject area/interest area professional development.
- Another thought is that staff development should be for credit. Credit given by your local employer for recertification or pay increases.
- Try to meet the needs of those involved.
- Would design staff development according to professional interests and/or needs, as expressed by the professionals on a given work site, not the principal.
- Continue to introduce educators to new ideas to decrease stale teaching styles. Curriculums remain the same - in some instances, as the 1900s. We MUST move into the 21st century.
- Staff development must be designed for/by each school site staff.
- Although there are some areas which all teachers need "information" (i.e. training), on e.g., sexual harassment, mainstreaming accommodations, health and safety, etc., other topics could be offered on a staff-by-staff basis after input from recipients of the training. To the greatest extent possible, training should be hands-on and cooperative rather than "telling" (lecture). Some kind of "self-check" at the end would allow participants to confirm their learning.

- In my school, we are given an "extra" period to work on areas of staff and team needs. We are trying to use this time to integrate staff development into this time. Also, our SIT plan has specific staff development activities planned into their plan. When the teachers are able to plan what areas they need instead of administrators, the sessions seem much more welcomed and accepted by the staff.
- The current staff development is a "last minute," "any volunteers," "forget it the minute you learn it," joke. It needs to be redesigned.
- Staff need to be invested in their own professional growth and given opportunity to choose what they need. Staff development should model good teaching. Too often it doesn't. When it does, people don't seem too negative - even if it was mandatory.
- I would make sure that the program offered credit towards your certification. Also, the courses, programs, etc. would be held during the work day with substitute time provided.
- We need choices so that the learning will fill our needs.
- We need released time for observation of other teachers and for selected study.
- Staff development needs to focus on current new changes - focus on the things (topics) we focus our time and the students' time on.
- Employees should be integral part of yearly plan - thus having an opportunity to influence "how" and "where" staff development will go for the year.
- Divide staff development between individual building needs and whole county needs.
- Choose area of focus for the year as staff development focus.
- I can't describe in words the resentment I feel when I am forced to sit in "mandatory" staff development! As professionals, why can't we initiate concerns for staff development and let us pick what sessions we want to attend?
- Staff development programs should be organized to include parents in order to make them feel a part of the planning which affects their children.
- I feel all schools need a mentor program, where length of teaching years does not matter - if you feel you need help in specific areas, there is a place to go.
- At the beginning of the year, make sure your staff is told about what your county has to offer. Example: A professional video library is located at site X. See John Doe for more information. Example: The county library offers these special services for teachers. I feel that just getting information to all is important. I've taught in the dark for too many years.
- Staff development should occur with a large block of time for everyone to be involved and then there must be time and materials provided during the school day to implement. One can't keep adding responsibilities with no time to accomplish them.

- Time in sufficient blocks must be provided (away from the students and not in a one-hour session after school!). There should be a greater ratio of staff development time to student contact time.
- Evaluation of in-service programs is needed so that good stay and bad are revised or go.
- True professionals recognize the need for professional growth, whether it is self-directed or necessitated by changes in one's field. If this were the case, mandatory professional development would not be necessary.
- Too often, "staff development" seems a waste of time or not relevant to "most" staff. Presenters of these in-services should make these offerings appealing, so as to help teachers anxious to take the information, and use it for the benefit of "all"!
- Our school improvement team develops a school improvement plan. Included in that plan are staff development opportunities, etc. planned for the staff. These opportunities relate directly to focused items in the SIT plan. There is very little "top-down" staff development.
- I have found that programs planned and implemented by the LOCAL BUILDING staff are well accepted, meaningful and even useful! There has never, in my experience, been a "wasted" afternoon (or other time period) when it was organized in this way.

6. “The New Consensus on Professional Development”; Linda Valli, University of Maryland College Park

62

63

The New Consensus on Professional Development

by *Linda Valli*

(with V. Collinson, J. Price, J. O'Flahavan & W. Hawley)

Efforts to improve student learning without corresponding efforts to improve teacher learning are doomed from the start. Student learning is intimately linked with teacher learning; student growth to the growth of those responsible for their educational achievement (Hawley & Rosenholtz, 1984; Rosenholtz, 1989; Stallings, 1989; Sarason, 1990; Joyce & Showers, 1995). If students are to acquire meaningful knowledge and skills, their teachers must have professional development opportunities that lead to engaging instruction and authentic assessments. Aiming for optimal achievement for *all* students places even greater demands on teachers. These goals require much more from professional development opportunities than is typical. Narrow, brief, or piecemeal approaches simply will not work.

Teachers must know how to help all students view knowledge in more complex ways. Like their students, teachers must develop “principled” understandings and an ability to solve demanding problems across many knowledge domains. Their academic and professional development must be nurtured by attending to their motivations and to the social context in which they teach and learn. The sustained pursuit of deep understanding and problem-solving abilities are dependent on motivational and social factors within all learners--including teachers--and within the learning environment. Like their students, teachers must be active participants in learning communities. They must be meaningfully and cooperatively engaged in studying, creating, and evaluating instruction.

Successful, professional development activities promote teacher engagement by attending to four critical elements: knowledge use, learning strategies, motivational forces, and social interactions. To learn how to implement effective instruction, teachers will have to

- * become knowledgeable about underlying principles of instruction,

- * develop a diverse array of teaching, learning, and problem-solving strategies, ..
- * be motivated to reflect upon their mode of instruction and to transform their instruction when necessary; and
- * have access to a system of peer support and interaction.

Use of Knowledge

The literature specifies four possible outcomes for professional development: greater awareness, attitude change, skill development, and consistent and appropriate use of the newly acquired knowledge (Joyce & Showers, 1995). Only the last outcome--using new knowledge--is linked to student achievement, and, then, only if the professional development content directly deals with curriculum, instruction or technology. But teachers will use this new knowledge appropriately only if they have a deep understanding of the embedded theory, rationale, and principles related to that knowledge. Understanding the theoretical underpinnings of a proposed innovation is essential to effective teaching practice (Fullan, 1991).

This theoretical orientation, however, cannot occur in a vacuum. Professional development activities must consider teachers' beliefs, experiences, and habits. Teachers engage new knowledge and skills through the lens of past experience. They bring a host of prior beliefs, ideas, and values about teaching, assessment, subject-matter knowledge, and students (Carter, 1990; Cohen & Ball, 1990; Feiman-Nemser, 1983; Feiman-Nemser & Floden, 1980, 1986; Zeichner & Gore, 1990). Thus, creating effective professional development opportunities requires an understanding of how teachers make connections between what they know and how they learn. In essence, providing opportunities for teachers to learn new practices requires an understanding of how teachers gain perspective on their own beliefs and actions when confronted with new theories and practices. In Fenstermacher's (1994) terms, this means that professional development experiences must help teachers carefully relate and (re)consider their formal knowledge (TK/F) and their practical knowledge (TK/P).

In addition to theoretical and practical understanding, the literature highlights four attributes of professional development necessary to facilitate the adoption of innovative practices (NRCTE, 1991; Joyce & Showers, 1995). First, teachers need opportunities to investigate why some practices may be better than others. Second, they must be provided with models of such practices. Third, they need opportunities to personally develop these practices. And fourth, they need school-based guidance and support to engage in new practices. If innovations are to take root at the school level, colleagues must develop a shared understanding of the purposes, rationale, and processes involved in the innovation (Fullan, 1991).

Teaching/Learning Strategies

Research on effective teaching indicates that many teachers use a narrow range of instructional practices; they expand their repertoire only with carefully designed professional development which includes observation, analysis, and collaboration (Howey & Collinson, 1995). Moreover, some researchers have found that with properly designed professional development, “virtually all teachers can learn the most powerful and complex teaching strategies” (Joyce & Showers, 1995, p. 10). These new teaching strategies must, however, be used immediately or teachers lose their newly acquired skills. They quickly retreat to more familiar and comfortable practices--a habit that Fullan (1991) calls the “implementation dip.”

These findings have implications for learning strategies which must be incorporated in professional development opportunities. These learning strategies must foster both comprehension and self-monitoring skills so teachers can develop and assess expertise in new areas. To be self-monitoring, teachers must acquire inquiry skills of data collection, analysis, interpretation, evaluation, and reflection. This is best accomplished when schools establish problem-solving structures which sustain inquiry. Goals must be set, data collected on the innovation, obstacles considered, and so forth. Through this process, individual teachers and whole schools can become self-monitoring.

Placing another adult in the classroom also helps teachers develop these skills (Howey & Collinson, 1995). This type of pairing can be used to help teachers develop the metacognitions necessary to enable self-teaching over the long-term. Teachers need assistance from either peer coaches or outside experts to support new instructional strategies (Little & McLaughlin, 1993). Teachers must have opportunities to see new strategies modeled, practice them, engage in peer coaching, acclimate students to new ways of learning, and use new teaching and learning strategies on a regular and appropriate basis (NCRTE, 1991; Joyce & Showers, 1995).

Decisions about appropriate use of new strategies are often complex. Too often, instructional strategies are introduced in staff development sessions with little regard to conditional or contextual factors (Little & McLaughlin, 1993). It is not enough to know, for instance, what cooperative grouping is or how to use it. Teachers need to learn how to judge when cooperative grouping matches instructional goals, classroom context, student needs, and content demands. Using a variety of teaching strategies without a clear basis for choice is just as unreasoned as using the same strategy without variation. Neither signals reflective or effective practice. When content and learning tasks are novel or particularly complex, professional development opportunities should incorporate well-rehearsed or familiar instructional strategies. Likewise, when instructional strategies are new to students, teachers should learn how to introduce them with familiar content.

Forces of Motivation

Central to teachers' motivation to change their practice are two areas of beliefs: belief in the desirability of change and belief in its feasibility. Proposals for change must be consistent with teachers' learning goals and interests. If they are not, evidence must be marshalled to persuade teachers that the changes will bring about better conditions for teaching and learning. In addition to believing that the change is desirable, teachers must also be convinced that it is possible. They must believe that they (will) have the skill and resources necessary to effect change. Teacher efficacy (making a difference for students) and teacher certainty (confidence in one's personal competence) are both characteristics of learning enriched schools (Rosenholtz, 1989). Those

guiding professional development experiences must understand classroom contexts and must be able to frame their information in ways that are not only comprehensible, but feasible for teachers.

Many believe that younger teachers are more likely to be motivated participants in school improvement projects. This belief is probably fostered by the concept of “teacher burn-out,” but turns out to be a myth. A summarize of recent research indicates that “the rhetoric about ‘burnout’ does not stand the test of formal investigations. . . . age correlates, if anything, with increasing power as a learner and problem solver” (Joyce & Showers, 1995, p. 183). Measures that have correlated with teachers’ motivation to participate and benefit from professional development activities have to do with their stages of ego, moral, conceptual, and interpersonal development, not their age (Oja & Smulyan, 1989). This body of adult development literature suggests that professional development models must take into account teachers’ levels of development. Study teams, for example, should always have some teachers at higher stages of development. And activities such as peer coaching can be used to raise levels of development (Glickman et al., 1995; Reiman & Thies-Sprinthall, forthcoming).

In addition to these individual-level factors, institutional-level factors have an influence on teacher motivation. First of all, the range of initiatives teachers are expected to implement must be narrowed and carefully chosen. Teachers are often overwhelmed by multiple, simultaneous, and sometimes conflicting, initiatives. Self-efficacy cannot develop in such contexts (Rosenholtz, 1989). Second, teachers must work closely with trusted colleagues. “Without companionship, help in reflecting on practice, and instruction on fresh teaching strategies, most people can make very few changes in their behavior, however well-intentioned they are” (Joyce & Showers, 1995, p. 6). With peer support, teachers are better able to persist through the initial, and often disappointing, changes in practice. Too often, promising practices die because of lack of persistence in developing new expertise. Third, professional development activities must reward reflection-on-practice rather than rebellion-against-practice. Educational innovations have an unfortunate history of promising

more than they deliver. Teachers with a history of such experiences will be reluctant to invest in yet another revolution.

Influence of Social Factors

The final critical area for teacher learning and engagement is the social environment in which that learning occurs. Essentially, the research indicates that the most effective professional development experiences are job-embedded. They a) are part of the regularities of schooling and b) directly affect the practice of teaching. Many of the social factors identified for children's learning have broad implications for this type of professional development. Among these factors are social relations, social organization, and social motivation.

Social relations with colleagues and administrators are an essential part of the context in which teacher learning occurs. Research suggests that these social relations must be nested in an extensive and coherent system of professional development which includes district, school and individual components, as well as the intervention of external facilitators and technical advisors. Otherwise, professional development has little probability of changing school norms and teaching practice (Barth, 1991; Clune, 1991; Joyce & Showers, 1995). But as currently structured, schools encourage teacher isolation rather than cooperation. There is little opportunity for purposeful, social interaction. Lortie (1975) identified this characteristic as a primary source of teacher dissatisfaction twenty years ago. It also correlates with poor teaching skills (Rosenholtz & Smylie, 1984). Teachers are too often asked to change their instruction in isolation and without support. But even when individual teachers improve their practice there is minimal impact on such broad reaching reform efforts as promoting rigorous academic standards or integrating the curriculum. School cultures are simply too entrenched--or "stuck"--to be affected by individual level change (Rosenholtz, 1989).

This suggests that the social organization of the school, as well as individual teachers, must be open to change and growth (Joyce, 1990). Many schools are not yet structured to facilitate collective study. To establish more collegial norms and processes, teachers must be given time to

engage in collaborative planning and in developing school communities that facilitate new approaches to student learning (Little & McLaughlin, 1993). Schools must, in Rosenholtz's (1989) terms, be "learning enriched," characterized by flexibility, a spirit of inquiry, and a willingness to experiment. To create such schools, radical changes are needed in social relationships. Schools must be redesigned so teachers can work together to implement change (Sergiovanni, 1990; Darling-Hammond, 1994; Newmann & Wehlage, 1995).

Research-based studies recommend that all educators within a school community be members of study and coaching teams. This collective effort results in a higher percentage of teachers who actually transform their instruction as a result of professional development activities (Joyce & Showers, 1995). The social relations and social climate of the school then become powerful motivators, rather than inhibitors, of teachers' desires and capacities to learn. School cultures which promote a genuine sense of collective purpose and provide support systems motivate teacher engagement in continuous learning (Hargreaves & Dawe, 1990; Grimmer & Crehen, 1992; Joyce & Showers, 1995).

This collective approach to teacher learning means that professional development activities are not left primarily to an individual incentive system. Rather, they are part of the structure, culture, and reward system of the workplace. The school organization motivates and supports teacher learning by arranging and paying for teachers' professional development. School leadership organizes study groups and arranges time for teacher learning. External consultants assist with collaborative planning, problem solving, coaching and evaluation. Even so, the change process (especially as measured by student achievement) usually requires three to five years (Fullan, 1991).

Conclusion

Based on our review of the research, we conclude that, to support effective teaching, professional development must:

- o have a selective and sustained focus on developing expertise in teaching and learning, collaboration, and change processes in schools
- o take account of the complexity of teachers' current beliefs, values, and understandings
- o consider teachers' changing capacities, interests, and motivations
- o provide evidence that changes are feasible and desirable
- o provide opportunities to develop principled understanding, self-monitoring skills, and an ability to solve demanding problems across knowledge domains
- o establish workplace conditions that promote collegiality and inquiry

These research-derived conclusions are consistent with those developed by consensus strategies (Corcoran, 1995; National Staff Development Council, 1994; National Governors' Association, n.d.; U.S. Department of Education, 1995). But problems remain.

First, simultaneous implementation of the elements of the consensus model places enormous demands on the current structure and culture of schools at the same time that it substantially alters the current roles of different contributors to professional development. Second, there are few examples of the model in practice so that it is difficult to demonstrate its efficacy. Third, the research base upon which the model is constructed is comprised not of a strong foundation, but of a series of building blocks linked together by theory. Fourth, much of the research upon which the model rests focuses on the impact on teachers and organizational change, but not students. These problems represent barriers to the widespread implementation of the new consensus model of professional development. That is the bad news. There is, however, also good news. It is not often in considerations of educational policy that there is so much agreement about what needs to be done as there is about professional development. This consensus provides a strong basis for action.

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CHARTER FOR:

PROFESSIONAL DEVELOPMENT PLAN

IMPLEMENTATION LEADERSHIP COMMITTEE

Purpose: To ensure the strategic plan for "Professional Development in Maryland Public Schools" is implemented successfully. This may require the committee and its members to serve as an advocate, sounding board, expert resource, "barrier buster" and to monitor of progress and results.

Background: Maryland has a comprehensive state-wide focus on improving results in Maryland's public schools. In 1994-95 a committee representing diverse facets of the business and education communities developed a recommendation addressing the state's need for high value professional development for educators. With State Board of Education acceptance in March, the plan moves into the implementation phase.

Desired Results: Fully implement the plan's strategies and actions, with broad-based leadership, support and ownership from the stakeholder groups, by 9/97. Develop and implement a tool for evaluating the quality, extent and impact of the implemented actions. (Action Plan Item I.A.4.)

Expectations & Guidelines:

1. The approved strategic plan provides both the overall strategic and the basic tactical direction. It is expected this plan will guide the work of this committee and of the detailed action plan implementation.
2. The committee will provide MBRT Strategic Steering Team and Dr. Nancy Grasmick with quarterly progress updates. State Board of Education updates would be provided twice a year.
3. The committee will proactively develop and promote integration with appropriate organizations and other committees as needed to create consistency, synergy and strategic alliances.

Resources & Roles:

- Committee Membership:
 - To include a mix of continuity members from the planning committee and new members who represent the action groups.
 - Target size 12-15
 - To be jointly appointed by MBRT (June Streckfus) and MSDE (Nancy Grasmick)
- Sponsors:
The MBRT Strategic Steering Team, as represented by June Streckfus, and the Maryland State Department of Education, as represented by Dr. Nancy Grasmick, are the sponsors and "customers" of this committee's work.

Timing: The committee will be appointed in April 1996; it will be disbanded when the strategic plan has been fully implemented and delivering the expected results.

8. Committee membership list

78

79

MBRT PROFESSIONAL DEVELOPMENT COMMITTEE

Kathleen Fitzgerald, *Co-CHAIR*
Associate Manager, Human
Resources
Cosmetic and Fragrance Division
Procter & Gamble

Margaret Trader, *Co-CHAIR*
Assistant State Superintendent
Division of Instruction
Maryland State Department of
Education

Robert E. Anastasi
Executive Director
Maryland Business Roundtable
Foundation

Retta Barkley
Principal
Liberty Elementary School

Mary Ann Blankenship
Maryland State Teachers Association

Marvin Briscoe
North Bend Elementary School

Gaye Brown
Branch Chief, Staff Development
Division of Instruction and Staff
Development
Maryland State Department of
Education

Brenda Conley
Assistant Superintendent,
Professional and Organizational
Development
Baltimore City Public Schools
Professional Development Center

Dr. Elyse Eidman-Aadahl
Director of the Maryland Writing
Project
Towson State University

Toni Favazza
Chief, Special Projects Branch
Instruction and Staff Development
Maryland State Department of
Education

Ralph Fessler
Professor & Director, Division of
Education
School of Continuing Studies
Johns Hopkins University

Walter Glass
Director, Organization &
Management Development
PHH Corporation

Parthenia Graves
Leith Walk Elementary School

Ruth Ann Hall
Maryland State Teachers Association

Ardith Harle
Supervisor, School Improvement
St. Mary's County Public Schools

Willis D. Hawley
Dean, College of Education
University of Maryland College Park

Tom Hess
Sheppard Health System

Michael E. Hickey
Superintendent of Schools
Howard County Public Schools

Don Hoes
Director, School-Based Programs
Maryland Business Roundtable for
Education

Gloria Holland
Director, Extended Learning
Towson State University

Audrey Hudson
Vice President
New Options Group

Marvin E. Jones
Member
Maryland State Board of Education

Addie Kaufman
Principal
Mt. Hebron High School

Patty King
Swansfield Elementary School

Lawrence Leak
Chair, Department of Secondary
Education
Towson State University

Jim Lupis
Director
Eastern Shore of Maryland
Educational Consortium
Queen Anne's County Public
Schools

Jane Mehl
Senior Human Relations
Development Specialist
Potomac Electric Power Company

Gerald Mehlbaum
Manager, Employee Services
Potomac Electric Power Company

Donna Newcomer Coble
Coordinator, Staff Development
Division of Instruction
Washington County Public Schools

Doris Novak
Supervisor, Staff Development
Center
Howard County Public Schools

Marilyn Praisner
Montgomery County Council
County Council Office Building

Florence Pritchard
Assistant Provost
Salisbury State University

Fran Pruce
Senior Manager
KPMG Peat Marwick

Orlie Reid
Psychotherapist
Coordinator, CBM of Annapolis

Valerie S. Ricklin
Vice President, Human Resource
Development
First Maryland Bancorp

Nancy Roche
Consultant
Westat, Inc.

Jeanne Smetana
Custom Middle Markets Account
Executive
Maryland Insurance Group, The

Anthony South
Specialist, Planning Branch
Division of Planning, Results & Info.
Mgmt.
Maryland State Department of
Education

Dennis Sparks
Executive Director
National Staff Development Council
Dearborn, MI

June E. Streckfus
Executive Director
Maryland Business Roundtable for
Education

Carmela Veit
Maryland Congress of Parents &
Teachers

Bonnie Walston
1994 Teacher of the Year

Edmonia T. Yates
Maryland State Board of Education

9. Essential Dimensions of Teaching

81

82

ESSENTIAL DIMENSIONS OF TEACHING

Teacher Candidates and Teachers Will:

1. Demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques.
2. Demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, social, and cultural development is the basis of effective teaching.
3. Incorporate a multicultural perspective which integrates culturally diverse resources, including those from the learner's family and community.
4. Demonstrate a knowledge of strategies for integrating students with special needs into the regular classroom.
5. Use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs, conceptual abilities, curriculum outcomes and school goals.
6. Organize and manage a classroom using approaches supported by student learning needs, research, best practice, and expert opinion.
7. Use computer and computer-related technology to meet student and professional needs.
8. Demonstrate an understanding that classrooms and schools are sites of ethical, social, and civic activity.
9. Collaborate with the broad educational community, including parents, businesses and social service agencies.
10. Engage in careful analysis, problem-solving, and reflection in all aspects of teaching.

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for their many contributions
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Recommendation for Strategic Directions for Professional Development in Maryland Public Schools

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Kathleen Fitzgerald

Maryland State Department of Education
Margaret Trader
Gaye Brown

National Staff Development Council
Dennis Sparks

Sharon Shinsky of Procter & Gamble
and
Holly Geppi of the MBRT



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