Annotated Bibliography

Chapter 5: Supportive Conditions for Collaborative Professional Learning

Easton, L. (2004). Chapter 1: Context: Establishing the environment for professional development. In L. Easton (Ed.), *Powerful designs for professional learning* **(pp. 9-16). Oxford, OH: National Staff Development Council.**
Examining the environment of a school offers a way for teacher teams to answer the question: "Are we ready to make the changes necessary to improve student achievement?" Case studies of two different schools lead into two ways to examine the context for professional learning within a school. Focusing on the Context standards of National Staff Development Council's Standards for Staff Development, teams can use this chapter to discuss Learning Communities, Leadership, and Resources [Handout 1 in Chapter 1 — Context file on CD-ROM included with book provides a self-survey for school use]. The second way that educators can assess and build readiness for school improvement is simply by focusing on it. The assumption is that professional development is most effective when it is a part of a clear and consistent vision of learning that is shared schoolwide. Handouts 2 and 3 on CD-ROM provide components of context and a motivational framework for culturally responsive teaching.
This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).

Deal, T. & Peterson, K. (1999). *Shaping school culture: The heart of leadership***. San Francisco: Jossey-Bass.**
School leaders and teams can use the authors' processes to harness the power of school culture to build a lively, cooperative spirit and a sense of school identity. The assumption is that certain school cultures impact learning for adults and students. The authors draw from more than 20 years of research on school improvement as well as from their own extensive work with school leaders across the country to identify viable new strategies for effective school leadership. They describe the critical elements of culture, show how a positive culture can make school reforms work, explore the harmful characteristics of toxic cultures, and suggest antidotes to negativity on the part of teachers, students, principals, or parents.
This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (3. Best practices; 6. Adult learning and development; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for

collegial learning and professional development).

Futrell, M. & Kelly, J. (2001). Leadership in your own backyard. In *Leadership for student learning: Redefining the teacher as leader* **(pp. 22-24). Washington, DC: Institute for Educational Leadership.**
Teams will be able to use the suggestions in this report to gain consensus from their community for a focused, shared vision of what must be done to improve education and what their roles are to be in this effort. The assumption is that teacher leadership is vital. The report was prepared by a task force that was part of a national effort led by the Institute for Educational Leadership to clarify issues of school leadership, shepherd them into the spotlight of public policy, and debate where they belong. Suggestions include involving representatives from as many different sectors as possible and being prepared to discuss and debate teacher leadership challenges, opportunities and options for action, using the communities' shared education goals as the framework. To provide a starting point for community discussion, a number of questions are suggested that should be considered in order to recruit quality teachers, support them, ensure leadership opportunities for them, and to evaluate and recognize quality teachers. Beginning to build public awareness for the concept of teacher leadership and support for the approaches that contribute to teacher efficacy and improvement are necessary goals of teams engaging in the discovery and implementation of empowering peer learning and leadership.
This process aligns with New Jersey's Core Curriculum Content Standards: Professional Standards for Educators (8. Communication; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (6. Adult learning and development; 10. Supported by intellectual and financial commitment, 11. Supported by time for collegial learning and professional development; and 12. Works with parent and community partners).

Lambert, L. (1998). *Building leadership capacity in schools***. Alexandria, VA: Association for Supervision and Curriculum Development.**
This book offers a process for teams to follow as they initiate teacher leadership. Linda Lambert outlines five key assumptions that form the conceptual framework for building leadership capacity: 1) leadership means providing the reciprocal learning processes that enable participants to construct and negotiate meanings leading to a shared purpose of schooling; 2) leadership is about collective learning that has a shared purpose and leads to constructive change; 3) every member of the school community has the potential and right to work as a leader and can learn to do so, 4) leading and learning must be shared because school change is a collective endeavor, 5) leadership requires the redistribution of power and authority. Teams can use the five key points for building shared vision and language and for ongoing discussion as the teacher leadership initiative progresses.
This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (3. Best practices; 5. Integrates new learning; 6. Adult learning and development; and 9. School culture for continuous improvement and challenges traditional roles).

Olivier, D.F. (2004). Chapter 11: Against all odds: Reculturing a troubled school. In S. Hord (Ed.), *Learning together, leading together: Changing schools through professional learning communities* **(pp. 114-126). New York, NY: Teachers College Press and Oxford, OH: National Staff Development Council.**

This chapter provides insight for teams seeking to enhance their school's culture by focusing on its shared values and norms. The assumption of the author is that schools can be changed for the better through professional learning communities. This process is described as a new principal seeks to *reculture* a troubled school with multiple issues grounded in the teachers' belief that they were not responsible for their students' learning. While there were no magical overnight cures, the restructuring and reculturing focus included more active participation between and among the principal and the teachers, increased teacher decision making, an emphasis on teacher leaders and a sharing of leadership responsibilities, increased teacher collaboration and sharing of personal practice. This chapter realistically portrays the process and will be useful to teams examining their school's culture.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (3. Diverse learners; 4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 7. Special needs; 8. Communication; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers to use appropriate teaching skills; 3. Best practices; 5. Integrates new learning; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).

York-Barr, J. & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. In *Review of Educational Research***, *(74)*3, 316.**

This scholarly review of the body of research on teacher leadership offers teams a set of tables that would be helpful in designing, implementing and supporting teacher leadership. The tables are organized around the following questions: 1) What do teacher leaders do? The table lists dimensions of practice and provides supporting literature for each. 2) Who are teacher leaders? This table lists characteristics "as teachers" and "as leaders." 3) What conditions influence teacher leadership? The table lists three categories: school culture and context, roles and relationships, and structures and then provides a column of facilitators characteristics for each category and another column for challenges for teacher leaders for each category. Teams can also use the article's framework: Teacher Leadership for Student Learning and the Appendix which lists multiple research studies and their findings on teacher leadership.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (1. Human growth and development; 4. Instructional planning and strategies; 6. Learning environment; 8. Communication; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 5. Integrates new learning; 6. Adult learning and development; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).

Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: Creating a culture of continuous improvement.* **Alexandria, VA: Association for Supervision and Curriculum Development.**

This refreshing book uses a fictional school setting to highlight ways to ensure that plans lead to continuous improvement that gets all staff members involved. The authors put the quest for continuous improvement into the context of educators' lives and jobs. Teams can use the book's exploration of school change to gain knowledge that will benefit new or ongoing planning and design for supportive conditions for the establishment of learning communities. Essential principles to support change include: 1) how to tell the difference between a competent and incompetent school system; 2) what to do about the gaps between the current reality and shared vision of your school; 3) which steps are critical to making school improvement continuous; 4) how school leaders make staff development meaningful; and 5) why collective accountability is the only way to ensure success.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 5. Integrates new learning; 6. Adult learning and development; 8. Comes from strategic planning embraced by all levels; 9. School culture for continuous improvement and challenges traditional roles, and 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).