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Breaking the Box: New Designs for Professional Learning in Schools

Every piece of architecture has to be secured in a landscape. Especially if there is a new direction–there must be a landscape strategy that positions it.[1]

INTRODUCTION

At the beginning of the twentieth century, Frank Lloyd Wright, an aspiring young architect, rejected the formality and dominant design principles of American architecture. During the next 60 years, his prairie school designs harmonizing space, landscape, and people's lives transformed 20th century architecture. Many of his buildings, including the Guggenheim, Taliesin, and Fallingwater are among the most recognizable structures in the world.[2]

However, his most profound impact was on a more familiar structure, the typical American home. Close your eyes for a moment and imagine a 19th century Victorian home. Perhaps you see a tall, two-story house with a steep roof, sharply pointed gables, and a turret. The house's imposing size and height are

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squeezed on to a small city lot resembling a middle-aged man forced into tight blue jeans—spilling over the edges. Victorian rectitude is emphasized by the structure's crisp lines and symmetry in tall rectangular windows. In a few cases, however, 19th century uprightness gives way to gingerbread gables and garish colors, the neighborhood's painted ladies.

Now let us look at this structure through Wright's eyes and imagination. First, he believed this house at the turn of the last century reflected more the formality of Victorian architecture than it did the realities of how people actually lived. He forcefully argued that the Victorian house, "lied about everything. It had no sense of unity at all nor any such sense of space as should belong to a free people. . . . It began somewhere way down in the wet and ended as high up as it could get in the high and narrow. . . . This 'house' was a bedeviled box with a fussy lid; a complex box that had to be cut up by all kinds of holes made in it to let in light and air, with an especially ugly hole to go in and come out of."[3] He chafed at the boxlike rooms that confined interior space, walled out the natural environment, and limited the flow of movement and daily living.

When I first read this description, I was struck by how accurately it described the "bedeviled box" of teacher professional development at the beginning of a new century. Like the Victorian house a hundred years earlier, the major design features of contemporary teacher professional development reflect a legacy of teacher isolation, norms of privacy, fragmentation, and incoherence with far too little attention paid to the current realities of teachers' work and daily lives in schools. Though I have no illusions about comparing myself with America's most famous architect, I would argue that teacher professional development needs a similar transformation that asks teachers to think about their learning and its connections to their primary work, teaching children. This book is about a new architecture for creating learning spaces that provide teachers and administrators opportunities to learn, grow, and improve their professional practice.

The purpose of this book is to propose a set of design principles for expanding and legitimizing learning opportunities for teachers and other professional educators in and beyond schools. Using the metaphor of architecture, the book proposes new designs for creating learning spaces for professional educators that challenge the boundaries, forms, and purposes of traditional design, delivery, content, and outcomes of professional development. Building on empirical research and exemplary practices, the book provides examples of professional learning expressed in this new architecture in its most natural setting—in schools and classrooms. Formal and informal professional learning beyond the school are also included in the landscape of professional learning. Like Wright's prairie style homes featuring natural materials and using the natural contours of surrounding landscapes, I believe the new architecture for professional development must similarly use familiar materials and shapes that fit naturally into the landscape of teachers' and administrators' daily work.

THINKING OUTSIDE AND BEYOND THE BOX

When confronted with seemingly intractable problems, we often ask people to think outside of the box—beyond familiar structures, common solutions, and generally accepted notions of what is possible and what is not. Novel ideas and unforeseen possibilities often emerge from such an activity. Any new ideas, however, will be put back into the original box with some modest adjustments. Another way of thinking about this generative process is simply to do away with the box and its inherent limitations. The novel ideas then become catalysts for transformation. Like the reconceptualized spaces in Wright's creations, I invite you to think beyond the traditional box of staff development and to consider radically transforming professional learning spaces for teachers and administrators. My hope is that this book will engage you in ways that help you think about professional development in new ways, not simply ones that fit familiar teacher routines and current school structures. The new architecture breaks the professional development box by challenging the traditional design, delivery, content, context, and outcomes of teacher professional development.

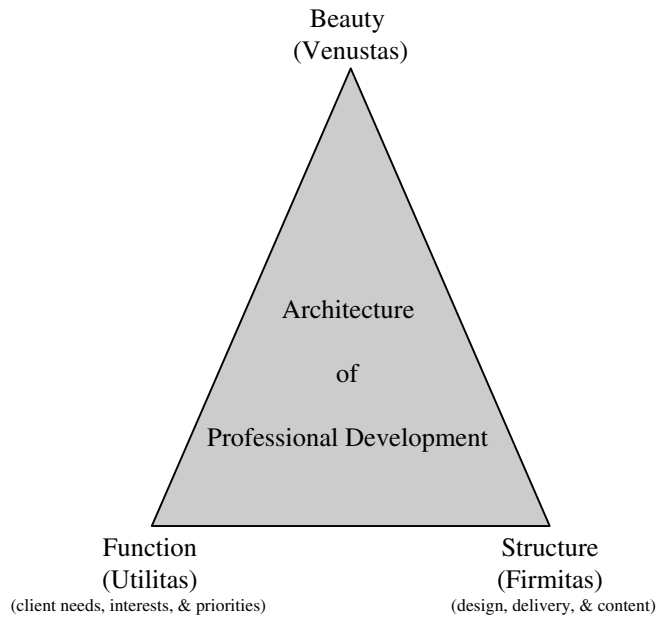## UTILITAS, FIRMITAS, AND VENUSTAS: ESSENTIAL COMPONENTS OF ARCHITECTURE

In one of the most readable books on architecture that I have encountered, *ABC of Architecture*, James O'Gorman[4] cites the classic work of an ancient Roman architect and engineer, Vitruvius, whom he credits for the most succinct and encompassing definition of architecture ever written. Vitruvius's definition describes three essential components of architecture—function (utilitas), structure (firmitas), and beauty (venustas). In Figure 1.1 the three components are displayed as corners of an equilateral triangle. "Each is discrete, yet all combine to shape a larger whole."[5] Professional development is a human endeavor, like architecture, that brings the three components together. Let us look more closely at how these components are expressed in the architecture of professional development.

Function (Utilitas)

The first corner of the triangle represents the function of professional development. One of the major responsibilities of any architect is to listen and respond to the needs, interests, and priorities of clients. In the area of professional development, this means that the design, delivery, and intended outcomes of learning activities are to serve the interest of clients. Who are the clients of professional development? Whose interests are being served? Who benefits from professional development in schools?

Figure 1.1   The Architecture of Professional Development: Essential Components

Beauty
(Venustas)

Architecture

of

Professional Development

Function   Structure
(Utilitas)   (Firmitas)
(client needs, interests, & priorities)   (design, delivery, & content)

The most obvious clients of professional development are teachers and principals. After all, they are the participants in the learning activities. Various professional development programs and strategies are designed to meet educators' needs, helping them learn and grow as people and professionals with the expressed intention of strengthening their professional practice and its outcomes. Though teachers and administrators are the major participants, they are not the only beneficiaries (clients). Professional development is also intended to improve student learning outcomes, improve the quality of educators' work life, facilitate organizational change, support local school improvement efforts as well as broader educational reform, contribute to community building, and last, enhance the quality and impact of the professions of teaching and administration. When we consider the function of professional development in schools, serving client interests includes a wide range of activities with multiple beneficiaries.

Structure (Firmitas)

The second corner of the architecture of professional development triangle is structure. In the area of professional development, structure refers to the structural and material components that are brought together to meet the needs of clients. This includes the elements of design, delivery, and content of learning opportunities. Structures are the concrete and visible dimensions of professional development experiences that we create

to address the interests of teachers, administrators, and schools, including learning experiences "in," "at," "outside," and "beyond" work, as well as the organizational processes and systems that support them.

The relationship of interdependence between professional development structures and function is obvious, but nonetheless, often ignored. For instance, planning and implementing staff development activities may be more the result of convenience and organizational expediency than based on the critical needs and interests of staff. When professional development structures emerge without clear purpose and priorities that meet the needs and interests of teachers and administrators, the result is fragmented and faddish activities masquerading as professional learning. Consequently, there is little wonder why many educators remain wary, cynical, and frustrated by traditional inservice and staff development activities that are designed and implemented without their input.

Beauty (Venustas)

The third corner of the architecture of professional development triangle is beauty. When I first began to reflect on this essential element in architecture, I thought about the common admonition: beware of making arguments that rely on metaphors. Up to this point, the metaphor of architecture has been a friendly linguistic, conceptual companion that has helped me make my case for rethinking and recreating professional development in education. After all, metaphors are powerful cognitive and linguistics devices. Still, we are reminded that metaphors are suggestive comparisons, not exact copies. I believe we need to consider the notion of aesthetics in professional development further.

The element of beauty seems so apparent in such architectural wonders as the Taj Mahal, Taliesin, the Sydney Opera House, and the Alhambra.[6] Yet, it seems less obvious in the context of professional learning. I have some questions regarding the applicability of beauty to the architecture of professional development:

- What are the aesthetic elements in the architecture of professional development?
- Is beauty in the architecture of professional development solely in the "eye of the beholder"?
- If beauty is an essential component in architecture, why has so little attention been given to aesthetics of professional development?

In professional development, beauty comes from the artistic arrangement and use of materials and systems to create learning spaces that engage teachers and administrators in learning opportunities that meet their needs and change them as people and professionals. "Beauty, architectural beauty, is the hoped-for result of appropriate planning and sturdy structure."[7]

Creating new designs for professional learning for educators is anchored in these same essential architectural components. The work of

architects for professional development is to create artful designs for learning (venustas) with structural integrity (firmitas) that appropriately meet the needs of teachers, administrators, and the students and communities they serve (utilitas).

PROFESSIONAL DEVELOPMENT DESIGN THEMES

In a tour of Taliesin, home to Frank Lloyd Wright's design studio and prairie school of architecture in Spring Green, Wisconsin, tour guides often point out a small glass case. In it are children's blocks—geometric shapes—squares, rectangles, cylinders, and triangles—that Wright played with as a child. Were these blocks only artifacts from Wright's 19th century childhood, they would be interesting but hardly noteworthy. What makes them an important exhibit is their relationship to his work as an architect. These basic geometric shapes reappear in new and oftentimes unexpected ways in some of his most famous buildings. From child's play to creative genius, Wright relied on familiar, ordinary shapes. These shapes became design themes, and despite their ordinariness, his creativity transformed these shapes into distinctive signatures on such architectural masterpieces as the Guggenheim in New York City, Fallingwater in Mill Run, Pennsylvania, and the S.C. Johnson & Son Administration Building in Racine, Wisconsin. Like the geometric shapes in Wright's buildings, the new architecture for professional development in education has design themes that draw on familiar and ordinary features, but ones used in different and novel ways. There are six design themes in the new architecture for professional development.

Design Theme One
  • Professional development is about learning.

Design Theme Two
  • Professional development is work.

Design Theme Three
  • Professional expertise is a journey not a credential.

Design Theme Four
  • Opportunities for professional learning and improved practice are unbounded.

Design Theme Five
  • Student learning, professional development, and organizational mission are intimately related.

Design Theme Six
  • Professional development is about people, not programs.

Design Theme One—Professional Development Is About Learning

It is ironic that schools, ostensibly organized to nurture and support student intellectual, moral, and social development, are often sterile, at times even hostile, environments for professional learning. Interestingly, the things we know and practice related to children's learning and development are often missing when it comes to the design, delivery, and assessment of professional development in schools. Though learning can occur even under adverse conditions, we know from research and experience that individual learning is maximized when there is an optimal mix of instructional, curricular, developmental, and environmental factors organized in ways that stimulate and support the learner.

As a design theme, recognizing that professional development is about learning keeps the focus on the learner. Too often the emphasis in professional development is on the activity (a workshop, a speaker, or a conference) and not on the learner's needs. Keeping the focus on learning principles, let's draw on our wealth of professional knowledge about learning.

For example, we know that:

- Learners at different stages of development have different needs.
- Learners have different learning style preferences that affect their learning.
- Learners' prior knowledge greatly influences their learning.
- Learners' motivation and opportunities for reflection are critical to learning.

Now replace the word "learner" with teacher or with principal. Are these principles of learning evident in the design and delivery of professional learning in your school? In what ways do these fundamental understandings of human cognition influence how you think about professional development in your school? Of course, we know much more than these four bulleted items about human cognition. My point here is that we simply need to apply what we know about learning to professional development in schools. The principles are familiar ones. Using these fundamental principles of learning, we can configure new ways that support professional learning, growth, and improved practice—the essence of a professional learning community.

Design Theme Two—Professional Development Is Work

The fact that teachers and principals are learners and continue to be throughout their careers is not new. Highly skilled educators have long been involved in summer institutes, inservice training, graduate degree

programs, and countless other formal and informal activities to gain new knowledge and skills to improve their practice. What is new is the increased emphasis being placed on professional development and its links to school improvement, organizational development, and enhanced student learning. Traditionally, professional development has been relegated to after-school meetings, summers, and off-work hours. Researchers, policy makers, and practitioners now recognize that professional development cannot be an add-on to the end of an already busy workday, nor can it be just an option for those who are interested. Opportunities to learn are not organizational frills and they should not be subjected to the whims of capricious budget cutting exercises. Ongoing professional learning must be a dimension of professional work embedded in daily routines and organizational culture.[8] For this to happen in schools, professional development must be seen as legitimate work, essential to professional expertise and exemplary practice. The challenge is to provide the structures, processes, and resources during educators' workdays so that they can learn and reflect on what they have learned in terms of their practice.

Design Theme Three—Professional Expertise Is a Journey Not a Credential

At one time in our educational history, teachers could simply complete their training programs, receive their licenses, and practice until they decided to move on or retire. There were few, if any, formal requirements beyond initial preservice preparation. Ease of entry, and minimal licensing requirements into teaching and school administration, suggested to some that education was a convenient fallback for employment if other opportunities did not work out. Like the one-room schoolhouse and film-strip projector, those days are gone. Teaching and school leadership are complex, demanding jobs. Preservice training, clinical experiences, and probationary licenses are the beginning phases of the professional socialization journey in teaching and school leadership. In many states, new license requirements for teachers and principals recognize that beginning educators are novices and, therefore, need additional knowledge and skill development under structured and supportive environments before they can be granted advanced licenses to practice. During this probationary period, employing school districts and state licensing authorities require practitioners to design plans for professional growth and development with clear goals and documented evidence of professional competencies. License renewal also requires a plan for ongoing professional growth and development. The central message regarding the career licensing requirements for teachers and administrators is clear. This is a journey that requires commitment to high standards of practice and ongoing professional development.

Design Theme Four—Opportunities for
Professional Learning That Informs Practice Are Unbounded

Recently, I spent a day at a Sami (Laplander) camp in far northern Sweden. My hosts and I traveled miles by snowmobile to a remote winter camp where we lassoed reindeer, competed in sled races, and feasted on fire-roasted reindeer, bread, and strong coffee under a tent of deerskins. The day was full of adventure, new experiences, and vivid images. What I did not know at the time was the impact these experiences would have on my professional thinking and practice. No, I have not incorporated reindeer roasting or races into my teaching. In fact, it is likely my students are quite unaware of my experiences with the Sami. Nevertheless, I believe it was a transformative learning experience. I had been introduced to a unique culture with a worldview different from my own. My assumptions and understandings about life and professional work in the modern world had been challenged; the dissonance created a tension that stretched my thinking and my being.

As a design principle, lived experiences transformed into professional learning provide elements of surprise and serendipity that fire the mind, heart, and soul. Beyond the box of traditional professional development are limitless possibilities for enriching, energizing, and informing educators' professional thinking and work. This is not an argument for doing away with such formal learning as staff development, training, and other traditional forms of professional development. It is, however, one that nurtures and affirms learning opportunities in teachers' and principals' lives beyond classrooms and schools.

Design Theme Five—Student Learning, Professional
Development, and Organizational Mission Are Intimately Related

One of the unanticipated consequences of specialization in complex organizations such as schools is fragmentation and a sense of disconnection. Schools and the people in them are susceptible to silos of separation and specialization. Much of this is a legacy of the organizing principles of industrial America. During the 19th century, as public schools grew exponentially in numbers and with more diverse student populations, educational leaders and policy makers looked to other societal sectors—mining, railroads, manufacturing industries, and the military—for ideas to organize, administer, and operate schools.[9] The major organizing principles of industrial America—specialization, maximization, centralization, concentration, and standardization—became familiar ones to educators much the same as total quality management ideas are common in today's schools.[10] Schools had not always been organized around such principles. Educators purposely rethought the organization and operation of schools in new ways to meet new social and economic realities. Though it will not be easy,

new realities and challenges again demand new ways of thinking about schools and the professionals who work in them. I believe this will be accomplished by rethinking schools and professional work in ways that link purpose, people, and possibilities for human growth and development into a new whole—a professional learning community. This means thinking in systemic, integrative ways. What is important is seeing the interdependence among student learning, professional development, and organizational purposes. There are, to be sure, important distinctions among these areas, but when combined, they have enormous organizational and human generative power and synergy.

Design Theme Six—Professional Development Is About People, Not Programs

The ancient Chinese statesperson, Guan Zhong, captured the essence of this design theme when he described the long view of development in his country: "The plan for a year is growing grains. The plan for a decade is planting trees. And, the plan for life is nurturing people." The new architecture of professional development is fundamentally about people and their essential humanity. While the technical, cultural, and structural dimensions of professional development are critical to success, the formation of educators' sense of identity and moral purpose is more than an accumulation of technical skills and professional competencies. As Parker Palmer reminds us, understanding the inner landscapes of teachers and discovering who they are as people and professionals are critical to supporting their development. "To chart that landscape fully, three important paths must be taken—intellectual, emotional, and spiritual—and none can be ignored. Reduce teaching to intellect, and it becomes a cold abstraction; reduce it to emotions, and it becomes narcissistic; reduce it to the spiritual, and it loses its anchor to the world. Intellect, emotion, and spirit depend on one another for wholeness."[11] Teachers and administrators also depend on one another for wholeness as they individually and collectively develop their capacities for learning and for strengthening their professional practice.

WHY IS IT IMPORTANT TO REDESIGN PROFESSIONAL DEVELOPMENT IN SCHOOLS?

There are at least five major reasons to redesign professional development in education.

Educator Work Is Complex and Demanding. The work of teachers and principals has become increasingly more complex and more demanding and requires greater expertise than at any time in the history of public education.

Consistent calls for teacher professional development is not an indictment of teacher professionalism, but rather recognition that the academic and social needs of today's children, especially those in impoverished rural and urban settings, require highly skilled teachers and principals with new knowledge, skills, and professional competencies. In 1940, for example, when teachers were asked to list major threats to their school community, they listed such transgressions as gum chewing, littering, breaking in line, violating dress codes, talking too loudly, and running in the halls. By the 1990s, teachers were confronted with new challenges including student suicide, assault, robbery, rape, premature pregnancy, and substance abuse.[12] Poverty, violence, child abuse and neglect, drugs, and homelessness are serious conditions that currently affect the nature of teachers' and principals' daily work. While student deportment remains an important issue, the severity of threat and the knowledge and skills teachers and principals need to deal effectively with students are dramatically different. Teaching has always been a demanding profession. However, the context of teachers' and principals' work today is clearly quite different from that found in 1940.

Workshops, guest speakers, various inservice meetings, and advanced degrees have been the primary ways educators have gained new knowledge to improve their practice. There is value to such activities. However, the fact that teachers and principals remain passive recipients and are provided only limited opportunities to reflect upon new information does little to provide them with the expert knowledge and skills to deal effectively with the range of problems and the educational needs of today's students. In addition to having command of their subject matter, teachers need to have a repertoire of teaching skills to work with students who may have multiple disabilities, be disaffected, or become violent. In addition, the infusion of new information technologies in schools compounds the need for increased emphasis on teacher learning and development. The nature and complexity of teaching requires more than a traditional "sit and get" inservice program carried out at the end of a school day.

Professional Development and School Improvement: An Emerging Consensus. A second major reason to redesign professional development is that reform reports and policy initiatives indicate that there is an emerging consensus that professional development is an important component of school improvement and educational reform more broadly. A review of policy and reform documents over the past decade indicates that one of the most powerful ways to enhance learning opportunities and outcomes for all children in public education is to improve the quality and expertise of teachers in our nation's classrooms. See, for example, Professional Development Guidelines, AFT, 1995; *Teaching as the Learning Profession: Handbook of Policy and Practice,* Darling-Hammond and Sykes, 1999; *What Matters Most: Teaching for America's Future,* NCTAF, 1996.[13] As documented

Site Visits

www.nsdc.org/library/
NSDCPlan.html;
www.npeat.org;
www.nfie.org/news.
htm

in the reports cited, the focus of school improvement initiatives and reform efforts is on higher student achievement.

Success in these areas is inextricably linked to the quality and accessibility of ongoing, learning opportunities for teachers and principals. Creating access and opportunity is the force shaping a new architecture for professional development in schools. Research and reports of exemplary practice suggest common characteristics of effective professional development for teachers and principals.

Effective professional development:
- Is continuous.
- Links student learning to educator needs and school goals.
- Is school-based and job-embedded.
- Is supported with resources—time, money, processes, and structures to ensure success.
- Integrates and focuses multiple innovations on student learning and success.
- Incorporates multiple data sources to plan, implement, and evaluate student learning and professional practices.
- Involves teachers and principals in the identification and design of learning experiences to meet individual and collective needs.

New Licensing Regulations. Recognizing the importance of professional development to school improvement and student achievement is necessary but not sufficient. A new architecture, one beyond the traditional professional development box, will create learning spaces that recognize the complexities and realities of teachers' and principals' work lives while simultaneously attending to their needs for ongoing growth and development that strengthen their practice. New designs for professional learning must also recognize the continuum of professional preparation and practice moving from novice to expert. Increasingly, state licensing boards are differentiating among professional licenses for educators by granting *probationary licenses* for beginning teachers and principals, *professional licenses* for career educators, and *advanced licenses* for candidates who demonstrate and document expert knowledge and competence. Professional development plans are important components of these licenses. Board certification by the National Board of Professional Teaching Standards, the National Association of School Psychologists, and the American Speech-Language-Hearing Association are examples of these types of professional credentials.[14]

The license renewal process for educators has undergone similar changes. Many states now require teachers and administrators to maintain and submit for license renewal a professional development plan that documents professional growth and its link to improved practice. Traditionally, teachers and administrators have completed certification programs in their specialties and then applied to the state for a license to practice. Typically, every five years they applied for a license renewal and paid the required fees. Though professional development has always been an implicit goal for career advancement and license renewal, today's licensing and renewal processes make professional development an explicit component of licensure.[15] No longer can teachers and administrators simply take six credits every five years, regardless of their connection to their work, and mail the documentation into the state for license renewal. Graduate credits at colleges and universities are important opportunities to gain professional knowledge and skills, but the case for relevance to one's practice and professional growth plans needs to be made. In addition, new licensing requirements legitimize a wide variety of professional development opportunities beyond traditional courses and graduate credits. These may include such activities as study groups, attendance at professional conferences as participants and presenters, action research projects, mentoring, and curriculum work teams.[16]

Accountability for Education Outcomes. A fundamental shift in the assessment of educational quality in the United States is also an important reason for redesigning professional development. Educational outcomes have always been important to teachers and principals. For many years, the way in which policy makers and practitioners traditionally examined educational quality was by evaluating the nature and quality of inputs into the educational system. This included such measures as the dollars spent per pupil, the breadth and depth of curricular offerings, the degree level and field of professional staff, physical space and equipment, and the ratio of staff to students. There is a large body of research that examines the link between the quality of inputs and educational outcomes.[17] Notwithstanding the importance of inputs to student success, the demand for greater accountability for student learning outcomes has become the new organizer for the assessment of educational quality. Responding to public demands and exercising political muscle, state legislatures across the nation, and more recently the federal government, mandated new standards holding districts, schools, administrators, and teachers accountable for "what students should know and be able to do," the new catch-phrase of the standards movement. Standards-based curricula, high stakes tests, and educational report cards are the new realities for the delivery and assessment of educational quality.

New regulatory requirements have intensified change initiatives across some 15,000 local school districts resulting in staff development and inservice training focusing their resources on compliance with new

standards. Millions of dollars and countless hours invested by school districts are testament to the fundamental shift in the evaluation of educational quality centered on explicit student learning outcomes. Some educators remain skeptical arguing that the diversion of time, money, and energy centered on compliance with new state standards will have only limited impact on student learning outcomes. District and school compliance with standards is one thing; changing teachers' knowledge, beliefs, and instructional practices in classrooms is quite another.

Problems and Possibilities: Paradoxes in Professional Development. Despite the overwhelming consensus that professional development is critical to school improvement, there is an interesting paradox. On the one hand, there are numerous, perhaps inflated, promises from enthusiasts suggesting that professional development has remarkable restorative powers to revitalize teaching, improve instruction, transform schools, break the mold of traditional classroom practices, raise student achievement, address issues of inequality and racism, empower teachers, and redesign the curriculum and teachers' work. In contrast, there is a litany of problems that practitioners and scholars point out. The record indicates that staff development and inservice training in schools suffer from a number of limitations, including that they: (a) tend to be piecemeal, fragmented, and incoherent; (b) do little to change instructional practices; (c) generally are not integrated into teachers' daily work; (d) are too narrow in focus; (e) are poorly evaluated; (f) are not conceptually or programmatically linked to preservice teacher preparation; and (g) generally fail to provide adequate follow-up resources and support to sustain changes in teachers' practices and/or school structures. At this point you might want to throw up your hands in the proverbial gesture of "What's the use!" As Charles Handy reminds us, "Paradoxes are the like the weather, something to be lived with not solved, the worst mitigated, the best enjoyed and used as clues to the way forward."[18] My own sense of these contradictions is that they are the seedbed of tension that feeds creativity and forces us to find new ways to think about persistent problems and dilemmas surrounding educators' learning and professional practice. The contradictory streams of promises and problems provide an opportunity to rethink and redesign teacher and administrator learning in schools creating a new architecture for professional development in education.

CHANGING THE PARADIGM OF PROFESSIONAL DEVELOPMENT

At first, it is likely that some of the new designs for professional development in schools may look as strangely out of place as did some of Wright's prairie style homes set among 19th century traditional houses.

Redesigning professional development into a new architecture for career-long growth and development in schools will not be easy. Everyone is in favor of improvement in professional development; it is changing professional development as they know it that bothers them. Changing the paradigm requires rethinking, restructuring, and reculturing professional development.

Change in any complex system requires vision, requisite knowledge and skills, incentives, resources, and an action plan to bring it about.[19] Changing the paradigm of professional development requires a vision of where we want to be and what it should look like. Once we articulate a vision we can analyze the gap between where we are and where we want to be. Bridging the gap requires such things as new information, technologies, and skills. Because many people will be naturally hesitant about dramatic changes in professional development opportunities in schools, a set of incentives appropriate to the vision and to individual and organizational needs must be in place. This may include adjustments or alternatives to the current salary schedules driven by credits and years of experience. The new architecture for professional development in schools will require two major resources—time and money. External funds through grants, newly budgeted money, and reallocated dollars are primary financial resources. Redesigning time in ways that support the learning community for students and staff is also a critical resource. Finally, we need an action plan to move us successfully from where we are to where we want to be. The plan charts the course, coordinates the logistics, and evaluates progress toward our goal along the way. Each of these components will be is described in greater detail in subsequent chapters.

SITE VISITS

www.ncrel.org/pd/
The North Central Regional Educational Laboratory (NCREL) site highlights research and promising practices in professional development.
www.ed.gov/inits/teachers/eisenhower/
On-line version of Designing Effective Professional Development: Lessons from the Eisenhower Program.
www.nrpdc.org:8080/nrpdc/
The Northeast Regional Professional Development Center (Region 8) is one of 12 centers across Ohio organized to provide long-term, ongoing, and meaningful professional development for all K-12 educators.
www.ascd.org/
The Association for Supervision and Curriculum Development Web site features calendars of activities and resources for professional development.
www.nsdc.org/
The National Staff Development Council Web site offers listings of professional development activities, resources, and current activities.

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