

## Annotated Bibliography

### Chapter 3: Collaborative Professional Learning

**DuFour, R. & Eaker, R. (1998). Chapter 4: Building the foundation of a professional learning community: Mission and vision. In *Professional learning communities at work: Best practices for enhancing student achievement* (pp. 57-86). Bloomington, IN: National Educational Service and Alexandria: VA: ASCD.**

The authors offer a process for school teams to describe the results they seek. A shared vision provides a compelling picture while motivating and energizing people toward establishing professional learning communities as characterized by mutual collaboration, emotional support, personal growth, and a synergy of efforts. The assumption is that a vision focuses on the future and gives direction for an agenda for action while highlighting discrepancies between the ideal and the reality of a school's present status. School teams can use the book's survey, "Current Reality vs. Our Future Ideal" to assess the current reality of their school. The survey includes researcher conclusions from schools all across the country and rates each statement in terms of how well it describes conditions in the school being assessed.

*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; 3. Best practices; 5. Integrates new learning; and 9. School culture for continuous improvement and challenges traditional roles).*

**Hord, S. (2004). Chapter 2: Professional learning communities: An overview. In S. Hord (Ed.), *Learning together, leading together: Changing schools through professional learning communities* (pp. 5-14). New York, NY: Teachers College Press and Oxford, OH: National Staff Development Council.**

This chapter offers a process for teams that desire to have professional learning communities play a major role to improve learning for students and teachers. Researchers at Southwest Educational Development Laboratory have spent a decade focusing on professional learning communities' impact on school renewal and reform. Their work is grounded in the assumption that learning communities will make a positive impact on learning. Stressing the importance of "vision," this chapter focuses on the characteristics of professional learning communities: supportive and shared leadership; shared values and vision; collective learning and its application; supportive conditions; and shared personal practice. Teams can use this chapter to build understanding of professional learning communities and to build a shared language and vision as they move toward designing new ways of learning for teachers and students.

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*traditional roles; and 11. Supported by time for collegial learning and professional development).*

**Martinez, M. (2004). Chapter 5: The growing need for teamwork. In *Teachers working together for school success* (pp. 47-60). Thousand Oaks, CA: Corwin Press.**

This chapter offers a process for teams that desire to work more effectively in team settings; they will learn why teams are important and how they work. The research of Maslow (1943/2000) and McGregor (1957) called attention to the psychological and social needs of people in the workplace and was followed with the vast field of study and interest in teams, with the assumption that teams would positively impact both student and teacher learning. Because student preparation at one level affects success at another, the independent mindset is increasingly difficult to keep or adopt. To develop teams that improve over time, members work *interdependently* and value the need for diverse personalities, skills, and knowledge, understand the importance of the objective and believe in it, and go through four stages that lead to productive outcomes. A discussion of the dynamic nature of these stages, as well as a checklist for individual effectiveness in team performance, will assist teachers as they examine themselves and their contributions to the team.

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**Martin-Kniep, G. (2004). *Developing learning communities through teacher expertise*. Thousand Oaks, CA: Corwin Press.**

Teams can use this book, or individual portions of it, to engage in activities that will result in learning communities. The underlying assumption is that identifying teacher expertise and utilizing it will ensure proactive learning communities centered on student and teacher learning. Chapter 1 examines the potential of learning communities while warning of their fragility. Filled with examples of learning communities, the book describes how they work. Chapter 2 focuses on the design of standards-based curriculum and assessment, concentrating on rigor and best practices. Three teaching units and their supporting materials illustrate best practice. Chapter 3 highlights action research and data-driven inquiry, citing them as processes to examine educator practice. Portfolios are addressed in the fourth chapter of this book.

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**Peery, A. (2004). *Deep change: professional development from the inside out*. Lanham, NY: Scarecrow Press.**

Teams can use the ideas in this book as they seek to improve “the ongoing education of the adults who facilitate student learning,” while nurturing teachers and providing positive support for their ongoing development. Using the work of well-known theorists, Peery emphasizes the assumption that change must come from teachers as they seek answers to their questions concerning improving their practice. She maintains that teachers need to experience education from the perspective of a student in order to connect with their students. The author describes five strategies to lead teachers to know themselves as teachers: teaching journals, classroom research, observation with feedback, professional reading, and attending professional conferences. Teams can use the activities and ideas to enhance their professionalism and facilitate change.

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**Rényi, J. (1996). *Teachers take charge of their learning: Transforming professional development for student success*. Washington, DC: National Foundation for the Improvement of Education.**

This report offers teams that desire to incorporate teachers’ learning into their daily work in schools processes to follow. An NFIE national survey of more than 800 teachers and two years of observations, consultations, surveys, and other studies yielded two major findings: 1) 74% of teachers said they engage in professional growth to improve student achievement, and 2) 53% said they participate in professional development to improve their teaching skills. Based upon the assumption that incorporating teachers’ learning into their daily work is a good thing, the report explores the conditions and policies needed and makes recommendations regarding incentives, processes, policies, and structures that support wise, shared decisions about teachers’ learning.

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**Rogers, D. & Babinski, L. (Eds.). (2002). *From isolation to conversation: supporting new teachers’ development*. Albany, NY: State University of New York Press.**

This book offers teams ways to reflect on their work by engaging in sustained conversations about teaching with their peers. The authors followed nine “New Teacher Groups” over a three-year period, analyzing audiotape transcriptions of group meetings, facilitator’s notes, interviews, and questionnaires. The assumption is that peer groups are important for effective professional development. The case for peer groups is made as the authors guide the reader through research and literature on job-embedded professional development, learning communities, and the development of self-as-teacher. The essentials of professional development, active teacher engagement in learning, talking with peers, and learning to collaborate are not new — but these things are looked at here through the eyes of new teachers as they are able to talk openly with their peers about their disappointments, challenges, successes, and joys. Chapters on development of a comprehensive support program for beginning teachers can be helpful to schools addressing the issue of new teacher retention and improvement.

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