

Annotated Bibliography

Chapter 4: Getting Started

Bella, N. (2004). Chapter 4: Forming collaborative learning teams. In *Reflective analysis of student work: Improving teaching through collaboration* (pp. 25-50). Thousand Oaks, CA: Corwin Press.

Teachers in the process of forming teams can use this chapter's suggestions to guide them: voluntary team membership, regular and frequent meeting times, commonly established definitions, completion of a personal teaching inventory (sample in book), and selection of student work for discussion and analysis. The assumption is that collaborative teams can be successfully formed if certain steps are followed. Teams will find other samples, including an "Intellectual Engagement Indicator Worksheet" and worksheets to use in reflecting in the presence of students, in the presence of self, and in the presence of colleagues.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (1. Subject matter knowledge; 4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 8. Communication; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 7. Periodically assessed for impact on teaching or student learning; and 11. Supported by time for collegial learning and professional development).

Roberts, S. & Pruitt, E. (2003). *Schools as professional learning communities: Collaborative activities and strategies for professional development*. Thousand Oaks, CA: Corwin Press.

This book offers strategies for providing learning opportunities for teacher teams that lead to schools changing from organizations to learning communities. The book is based on the assumption that professional learning communities can lead to enhanced learning for students and teachers. Designed for those who will be leaders in the new paradigm, the book presents knowledge and skills to work effectively with teachers, parents, administrators, students, and the community at large. The information presented comes from research and presents many central concepts and theories. Teams can use the book by first studying the questions formulated at the beginning of each chapter and then studying the case studies, scenarios, strategies, tips and processes that will develop stages of the growth of a learning community.

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; 6. Adult learning and development; 9. School culture for continuous improvement and challenges traditional roles; and 12. Works with parent and community partners).

Wald, P. & Castleberry, M. (Eds.). (2000). *Educators as learners: Creating a professional community in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Educators as Learners offers a “lesson plan” for members of a school team to transform their organization into a learning community. This book emerged from the three-year work of Project REALIGN, a national model inservice training project funded by the U.S. Department of Education. The assumption of this professional development model is that powerful professional learning communities can be built by deepening the capacity of adults in schools to create new strategies for meeting the diverse needs of all students in their schools. Teams can use this book for step-by-step design and implementation — from building a shared vision to building a learning community that truly improves student results. Case studies and tools go hand in hand with the movement toward collaboration.

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; 6. Adult learning and development; 8. Comes from strategic planning embraced by all levels; 9. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).