

Who Killed Professional Development in Rosyville District?

Was It.



George Gridlock in the Central Office with a Firm Grasp on Tradition?

George Gridlock, the assistant superintendent in charge of scheduling, has lived in the community for years and therefore knows, or envisions, what everyone wants the school year to look like. Traditions must be preserved at the school. He schedules no staff development early in the fall; he arranges the Thanksgiving schedule to allow families an extra day with their children and staff to have in-service. Likewise, he schedules staff development on afternoons before major holidays and spring break. He knows many staff skip these sessions in order to have a long weekend, but he doesn't see any harm in that—they've earned it. When new ideas are suggested, he simply dismisses them by saying that it wouldn't work because that's not what staff are used to.



Noah Message in the Auditorium with a Long, Drawn-Out Speech to the Staff about Absolutely Nothing of Relevance?

Noah, a former principal who has been retired for 10 years, had implemented a middle school teaming model with moderate success during his last year as a principal. When his old friend, Principal Friendly, asked him to talk to his middle school staff about the viability and relevance of middle school teaming for their students, Noah agreed to help out his friend even though his recollections about this strategy were vague. During the session, while Noah talked about the good ole days, when teaming wasn't really needed, most of the participants slept in the hot auditorium. His jokes didn't even get much reaction, as the staff had heard them many times before. After the presentation, the staff voted not to pursue middle school teaming.



Doctor Didactic, the Superintendent, in the Office with a Full Franklin Planner?

Dr. Didactic has good intentions of appointing a staff development committee for the district, but there is never a good time for the group to meet. So, because the staff never has an opportunity to preplan, a few days before the professional development session, he calls the local university to ask for a speaker who can come and talk about "something important for educators."



Betty Budget, Board Member, in the Boardroom with a Budget Axe?

Betty Budget, board member, firmly believes that when you hire teachers, they've already been taught all they need to know. She feels that spending money for staff development is frivolous and only leads to problems, because the teachers will want money to implement some new idea. Betty votes against all institutes, conferences, and early release days for teachers and administrators. She was heard to say at a school board meeting, "Let them go to summer school on their own money. The taxpayers aren't paying hard-earned money for teachers to have days off. They don't need to think they that they will get credit for classes they take. How do we know the classes are even useful?"

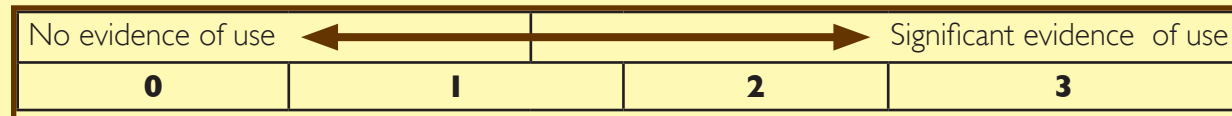


Vera Veteran in the Teachers' Lounge with Her Venomous Advice?

Vera has been around the school since dirt. She believes that if staff ignores all professional development and new ideas, things will be just fine. She has taken it upon herself to mentor new teachers, advising them just to close their doors and teach. She has convinced most of the newcomers to stand with her against any changes. She volunteers to be on school committees so that she can voice her veteran opinion early and squelch any changes before they are proposed to the entire staff.

Who Killed Professional Development?

Using the rating scale below, to indicate the culpability of each person in Killing Professional Development in Rosyville District and tally your scores to determined the culprit.



Criteria for Quality Professional Development	George Gridlock	Noah Message	Doctor Didactic	Betty Budget	Vera Veteran
Professional learning opportunities . . .					
are data-driven	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
are research-based	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
communicate clear expectations for improving professional practice at all levels of the system	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
require methods for monitoring implementation and applying pressure and support	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
require adequate time, job-embedded processes, and collaborative and active participation	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Total Points Awarded					