

... although professional development by itself may be insufficient to bring about significant improvement in education, it is an absolutely necessary ingredient in all educational improvement efforts. (p. 4)

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press, Inc.

Changing what we do, even slightly, can unbalance the rest of our “game.” Whether switching from quarterback to tight end, adjusting the grip of a golf club, or initiating an inquiry procedure for science teaching, the new skill does not fit smoothly with existing practice . . . Other behavior must adjust to the presence of a different approach, and the discomfort of this new awkwardness is often enough to ensure a return to the former smooth, if less efficient performance. (p. 8)

Joyce, B. & Showers, B. (1982) The coaching of teaching. *Educational Leadership*, 40(1), 4-10.

To accomplish the changing of minds is a formidable thing to attempt. It is hardest of all with adults who have developed a repertoire of more or less successful strategies for interpreting the world and coping with its problems and don't want to be bothered reexamining them, much less changing them. (p. 4)

Mayher, J. S. (1990). *Uncommon sense: Theoretical practice in language education*. Portsmouth, NH: Boynton/Cook Publishers.

Traditional professional development strategies such as one-shot workshops can be useful for delivering information, but the opportunities they provide for teachers to translate theoretical knowledge into effective classroom practices are limited. Effective professional development calls for adequate support structures and opportunities for teachers to select, plan, carry out, and evaluate the professional development activities in which they are involved. When teachers have the chance to participate collegially and collaboratively in the creation and implementation of professional development activities, they develop ownership over the learning process, and their learning is more likely to promote student success. (p. 2)

Diaz-Maggioli, G. H. (2003). Professional development for language teachers. *ERIC Digest*. (retrieved October 3, 2007 from ERIC Document Reproduction Service, ERIC No ED-FL-03-03).

The restructuring of a conceptual framework (related to teaching) requires that teachers consciously look for evidence of student learning with real students, explore first hand the implications and applications of that evidence for their own teaching, and debate their ideas with other teachers. (p. 55)

Shymansky, J. A. (1992). Using constructivist ideas to teach science teachers about constructivist ideas, or teachers are students too! *Journal of Science Teacher Education*, 3(2), 52-57.

For the kinds of changes necessary to transform American education, the work force of teachers must do three tough things more or less at once: change how they view learning itself, develop new habits of mind to go with their new cognitive understanding, and simultaneously develop new habits of work. (p. 140)

Meier, D. (1995). *The power of their ideas*. Boston, MA: Beacon Press.

Change in thinking and reflective practice will almost necessarily entail that teachers reconstruct their knowledge, especially if the teachers hold nonoptimistic beliefs about students and if they have adopted an objectivist epistemological stance . . . find ways and means of helping teachers reconstruct their knowledge and stance. (p. 135)

Hillocks, G. (1999). *Ways of thinking; ways of teaching*. New York, NY: Teachers College Press.

. . . When adults enter any learning situation, they immediately begin to filter information based on the depth of their knowledge about the topic as well as on the whole repertoire of their life experiences. They employ ongoing problem-solving and questioning processes that require attending to new material and ways of thinking, structuring the information to understand it at a deeper level, integrating new knowledge with previous learning, and finally working the new knowledge into greater degrees of application, abstraction, and generalizing. The learning process is not linear. Adult learners continually cycle back and forth between current knowledge and new knowledge, employing the problem-solving and inquiry process. (p. 37)

York-Barr, J., Sommers, W. A., Ghere, G. S., and Montie, J. (2001). *Reflective practice to improve schools: An action guide for educators*. Thousand Oaks, CA: Corwin Press.

The reality is that teachers likely will require more than 20 percent of their work time for learning and collaboration if they are to be successful in implementing ambitious reform initiatives.

Cook, C. J. & Fine, C. (1997). Finding time for professional development. *Critical Issues*. (retrieved October 3, 2007 from <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm>).

A paradigm shift is needed both by the public and in teachers themselves about what the role of teacher entails. Many in the public and in the profession believe that the only legitimate use of a teacher's time is standing in front of the class, working directly with students . . . Changing perspectives to enable the public and the profession to understand and value teacher professional development will require focused and concerted effort.

Hord, S. (1997). Professional learning communities: What are they and why are they important. *Issues...about Change*, 6(1). (retrieved October 3, 2007 from <http://www.sedl.org/change/issues/issues61.html>).

Let go of your attachment to being right, and suddenly your mind is more open. You're able to benefit from the unique viewpoints of others, without being crippled by your own judgment.

Marston, R. (1997). Being right. *The Daily Motivator*. (retrieved October 3, 2007 from <http://great-day.com/motivate/970730.html>).

Teacher learning is the cornerstone to school reform and improvement. Without paying attention to teacher learning and providing structures to support that learning, school reform efforts are not likely to be effective or enduring. (p, 34)

Finley, S., Marble, S., Copeland, G., Ferguson, C., & Alderete, K. (2000). *Professional development and teachers' construction of coherent instructional practices: A synthesis of experiences in five states*. Austin, TX: SEDL.