Preface to the Second Edition

Welcome to this new and substantially updated revision of *Professional Development for Change.* Since the publication of the original version in 1995, much has happened within the field—new practices, new research, new ideas, and new foci.

In the 1960s, when I first became a developer of teachers, the inservice day was the primary model of professional development. With the opportunity to work with Madeline Hunter, Roger and David Johnson, Art Costa, Larry Chase, Bernice McCarthy, Tom McGreal, and others who were stepping forward with week-long workshops, I began my studies of what worked. Over the years, this lead to collaborations with Ron Brandt, Robin Fogarty, Howard Gardner, and others who influenced my thoughts on how the workshop model might best help teachers bring their new learning to the classroom. The work of Bruce Joyce and Beverly Showers, as well as that of Art Costa and Bob Garmston with their seminal research on the role of coaching, lead to studies of learning transfer based on the work of David Perkins and his associates.

Throughout the 1980s, professional developers relied on the workshop as the principle practice. Even today, in spite of efforts by the National Staff Development Council (NSDC) to move professional developers from their reliance on the workshop format to an emphasis on learning communities, the workshop remains the dominant medium for professional

development. In fact, there are a plethora of districts and many educational organizations, including NSDC, that adhere to the one-shot workshop in many of their conferences.

In the early 1990s, Beau Fly Jones and Barbara Preseissan from the National Labs introduced me to Reuven Feuerstein. Asa Hilliard, a long-time advocate of Feuerstein's work applied to children of poverty and color, seconded the idea that I become involved with disseminating Reuven's work. Together, we planned the first Teaching for Intelligence Conference in Taunton, Massachusetts. Asa keynoted that conference and the subsequent Teaching for Intelligence conferences, which featured the school districts using Feuerstein's work.

As recently as the spring of 2007, Asa and I were continuing our get-togethers to discuss how to best advance Reuven's core ideas into American schools. At that meeting, we were planning how Asa could lead a research project on what he called "the most substantive program I know for changing children's minds so that they could learn better." Sadly, not long after, I received word of Asa's untimely and tragic death.

Over the years, I have studied and used Feuestein's principles of learning to undergird my understanding of how cognition impacts the teaching and learning for not only children, but also for adults. His theory of the mediated learning experience, reinforced by hundreds of research and evaluation studies, aligns tightly with the "shepherding" concepts of Perkins, Barell, and Fogarty. Both "mediated" learning and "shepherded" transfer of learning encourage the construction of new understandings facilitated by the interventions of a well-prepared teacher who has the intention of teaching for transfer.

In this scenario, learning is not left to chance. Without the mediation or shepherding, many adult learners can easily miss much of the depth of meaning and the reach of knowledge transfer. They can stay stuck in the "information is enough" mode of learning that they mastered in college and become mired in the swamp of immediate results, as opposed to finding ways to make instruction soar to the heights. With

a Bo-Peep "mediator" who skillfully bridges new concepts into new dimensions of knowing, adult learners more quickly and more deeply make new cognitive connections across the curriculum. As pressed for time as teachers are, shepherded mediation is an alternative that can't be overlooked if transfer is the goal. While reaching for the transfer goal, teachers not only raise students' test scores, but they enable their students to learn for a lifetime.

In the professional work that my colleagues and I do today, we attempt to make use of what we have learned through successful practices and continued intentional transfer of our own new learning into the schools with which we work. The new content in this edition reflects what we have learned, yet does not abandon practices that have continued to help teachers help children.

Professional development for educators continues to evolve as a science. As new instructional practices are validated by research, they become more accepted. Some practices are replaced. Others forgotten. However, it is important for professional developers in search of sustainable improvements to remember that such improvements are first and foremost for the students, not the teachers. Improvement of teacher performance is a means to an end, not the end itself.

WHAT IS NEW IN THIS EDITION

With these principles in mind, some of the new concepts I have introduced into this book include:

1. A focus on the roles of the site-based professional developer as a champion for change in a learning community that is student-centered.

2. A focus on the assessment of a school's low-performing students' learning needs as the starting point for creating a sustainable long-term program to improve academic achievement for all.

3. A connection among those theories and practices of adult learning that result in the most effective learning transfer into classroom practice.

4. A framework for guiding professional developers through three stages of implementation that ensures the strongest sustainability.

5. An emphasis on how to best facilitate teachers' transference of new understandings gathered from multiple sources of information that will best improve achievement by all students at a school site.

6. The importance of mediated learning experiences through skillful coaching of adult learners as they gather information, make sense of its value for their students, and implement new approaches.

7. An explicit alignment of transfer theory and practice with the goal of program sustainability.

This book is a primer. Like the start of a master garden, this primer highlights the "the bones" of the garden of learning. The bones are those structures set in place to guide where various plants will go in the garden's completed plan. In this analogy, the gardener is the site-based professional developer, be that person the school's administrator, a professional development specialist, or a team of teachers assigned the responsibility. The professional developer, like the master gardener, wears many hats.

After a professional developer at the school site has designed the garden with its key elements marked—the trees, the bushes, the flower beds—she will consult other resources—the flower catalogs and local garden shops—to learn about the various perennials and annuals that will best fit in the plan. After professional developers have planted their choices, they will add the organic fertilizer, water, and other elements of love and care, which will turn their seedlings into the beautiful garden they can till and enjoy for many, many years.