



Pat Roy is co-author of *Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations* (NSDC, 2003)

REFERENCES

**Easton, L. (Ed.) (2004).** *Powerful designs for professional learning.* Oxford, OH: NSDC.

**Hall, G. & Hord, S. (2001).** *Implementing change: Patterns, principles, and potholes.* Boston: Allyn & Bacon.

**Little, J.W. (1982).** Norms of collegiality and experimentation: Workplace conditions of school success. *American Educational Research Journal, 19,* 325-340.

**Roy, P. & Hord, S. (2003).** *Moving NSDC's staff development standards into practice: Innovation configurations.* Oxford, OH: NSDC.

# Different needs require different designs

Research in the past 10 years has underscored the importance of schools as the center of change and the principal's crucial role in developing staff members.

Principals, therefore, need to acquire a new set of knowledge and skills related to the design of professional development. In *Moving NSDC's Staff Development Standards into Practice: Innovation Configurations* (Roy & Hord, 2003), one of the Desired Outcomes for principals regarding the Design standard is:

**The principal ensures that staff development designs align with expected outcomes.**

The principal needs to be clear about both what students and educators will achieve as a result of professional development. Principals and teachers identify these outcomes after examining student information such as achievement, discipline, attendance, and/or graduation data. The best outcomes clearly and specifically state the desired change, the amount of change desired, the timeline for accomplishing the outcome, and the way the change will be measured.

To achieve the Desired Outcome, the principal **advocates for collaborative interaction as a major component of professional development.** Since Little's (1982) first description of conditions that influenced changes in classroom practice, collaboration has been viewed as a critical cultural feature of strong schools. In part because of the noted isolation of many teachers from their peers, collaboration is not just about having good school morale. It is about creating a school where professionals learn from and with each other. This is one

hallmark of a professional learning community.

The principal also **provides training in a variety of collaborative activities that are aligned with expected outcomes.** Collaborative activities among educators require deprivatizing classroom work. In other words, the classroom doors need to be opened, student work examined, and joint planning and common assessments developed. While many educators look forward to these activities, many have not been prepared for the kind of interdependence or

## DESIGN

Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

collaborative skills necessary to do these activities well. Many new designs and protocols are available (Easton, 2004) that could be used to help educators learn how to learn from and with each other.

Finally, the principal **aligns a variety of staff development designs with expected adult learning outcomes.** It takes time for adults to learn to use new instructional practices well.

According to Hall and Hord (2001), educators must journey through a sequence of levels and different development activities are necessary to meet the needs at each of those levels. Principals need to learn how to diagnose those levels and determine appropriate activities to assist their staffs.

Designing effective professional development requires effective leadership from principals. Principals do not have to conduct all this work alone but can build the capacity of staff members to accomplish the appropriate design of professional development.

**For more information about the NSDC Standards for Staff Development, see [www.nsd.org/standards/index.cfm](http://www.nsd.org/standards/index.cfm)**