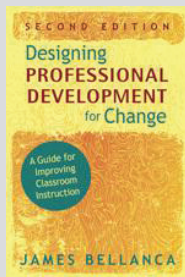


Bellanca, J. (2009). *Professional Designing Development for Change (Second Edition)*. Thousand Oaks, CA: Corwin Press.

Book Review

By *Kara Hawkins*,
University of Louisiana at Monroe



Professional Designing Development for Change, as a tool for improvement which could be used during a book study amongst educators in a small group. Professional development within the workplace allows employees

the ability to study material related to their profession. Studying professional development should be a priority topic in all careers. As an educator, I found this book a valuable resource for teachers, educators and administrators. This book outlines strategies and stages that promote active learning in the classroom. Educators, mainly classroom teachers can use effective techniques through development stages to improve student success.

As I began reading Bellanca's, *Designing Development for Change*, I found his views interesting and practical in everyday educational settings both in schools and colleges. The preface points out the historical background of professional development that tracked in the 1980s as the primary source of practice. Even today, workshops are the dominant medium for development. Bellanca discusses his studies of Feustein's principals of learning for an understanding of how

cognition impacts children and adults through teaching and learning. This second edition includes many new concepts such as focusing on the assessment of school's low-performing needs of students as a starting point for improvement in academic achievement. The book outlines a connection among practices of adult learning which can be most effective for transferring learning into the classroom.

Chapter one presents professional development framework to guide teachers. Knowledge and skill should not only be acquired, but utilized in the classroom for improvement. Chapter two shares the principals of effective student-centered teaching such as giving first priority to identifying the needs of students and identifying the knowledge and skills needed to better facilitate change and learning success of school students.

Chapter three examines learning difficulties. The author points out some teachers do not have sufficient determination to work with lower student learners', they lack motivation and hate change, and most prefer a quick fix" (pp. 20-21).

Chapters four and five examine students' learning transfer through behaviorist perspectives that sees professional development as a schoolhouse with many classrooms. The author focuses on the fact that connections are not made from previous learning: "Math is not science, literature is not music and art is not math" (p.36). These two chapters discuss the multiple tactics professional developers can utilize when

building learning communities to promote learning transfer.

Chapter six discusses the three stages of professional development for change. Stage one, piloting innovation, begins with the identification of a student with learning needs and ends with the teacher seeing his/her “innovation” mastered. Stage two involves making sense of the data where teachers construct lesson plans based on review of material. Stage three is the transfer of understanding where teachers meet in grade-level teams and assess the data used to track student progress.

Chapter seven discusses peer coaching use of the checklist which was borrowed from Boeing aircraft procedures. The author suggests that teachers began using the checklist in peer support by evaluating each other. One teacher uses the checklist while another observes and provides feedback. The author reviews the process using tactical checklist which takes place through communication with other teams.

Chapter eight discusses planning professional development for sustainability. The author mentions that while planning for a rubric, educators should focus on the learning community through a series of procedures. In the end, the ultimate responsibility falls on the site leadership team.

Chapter nine outlines a checklist for change for the professional developer. The plan is designed to serve as a roadmap for educators, which consists of the materials outlined in this book. Long-term incentives should be considered for educators to remain motivated and create a desire to improve student success.

The author does an outstanding job in discussing and outlining the tools necessary for educators to utilize in professional development to create success in the classroom and school system. Furthermore, he has constructed an interesting collection of

techniques and stages to improve educators through professional development. As indicated, educators need not only attend seminars, workshops, self-improvement courses, but also must utilize and practice the material learned. Information should be carried out in their classrooms and schools and be shared with others to improve student learning.

I enjoyed the strategies and stages discussed in the book, and I am eager to bring these ideas back to my school and grade-level teachers. Meetings such as grade-level collaborations are an excellent source of sharing ideas. Veteran educators are able to offer suggestions to newer teachers along with attempting fresh ideas themselves. The different views discussed in the book compare previous times to more recent, outlining how times have changed our practices of teaching and learning. Professional development, as outlined in the book, helps assist teachers in formulating strategies necessary to accomplish this goal.

Overall, this book is a useful resource for not only the veteran educator, but new teachers who desire to improve their delivery of curriculum. I would recommend *Professional Designing Development for Change*, as a tool for improvement which could be used during a book study amongst educators in a small group. The book could be broken down into 9 weekly meetings where checklists could be organized and creative ideas used to improve development within the school.

About the Author

Kara Hawkins is graduate student in Curriculum and Instruction at the University of Louisiana at Monroe. She is interested in professional development, special education, and elementary education.



© *Journal of Interdisciplinary Studies in Education*
ISSN: 2166-2681 Volume 2, Issue 2, 2014
ittc-web.astate.edu/ojs

Call for Manuscripts

Journal of Interdisciplinary Studies in Education, a peer-reviewed publication, is currently accepting manuscripts for forthcoming volumes. This is a professional journal that publishes interdisciplinary and multidisciplinary theoretical and empirically-based research articles, and book reviews related to all aspects of teaching and learning at all levels. The journal audience includes students, faculty, administrators, all engaged in research and practice in education.

Published bi-annually in print and online versions, the journal encourages the submission of original manuscripts from around the world, and from a wide range of academic fields, including comparative education, international education, student affairs, and culture studies in education.

Submission Requirements

- Articles should be 6000-8000 words in length
- Font should be 12-point type, Times New Roman, standard margins (1" on all sides).
- Manuscripts **must** be prepared according to the guidelines in the *Publication Manual of the American Psychological Association*, Sixth Edition.
- Include an abstract of 200 words or less.
- Do **not** use footnotes.
- **Electronic submissions only.**

Submission Process

Please submit **two (2) copies** of the manuscript as email attachments in MS Word or rich text format:

- **One complete copy** with a title page that includes the names (in the order in which they should appear), mailing addresses, telephones, faxes, and emails of all authors; and
- **One "masked" copy** without author name(s), institution(s), or contact information.

Email submissions to:

Amany Saleh, PhD,
Editor, *Journal of Interdisciplinary Studies*
asaleh@astate.edu



© *Journal of Interdisciplinary Studies in Education*
ISSN: 2166-2681 Volume 2, Issue 2, 2014
ittc-web.astate.edu/ojs

Call for Reviewers

We are delighted to present a new and exciting journal in the field of education, *Journal of Interdisciplinary Studies in Education*. The journal is peer-reviewed and will be available online and in print. The journal publishes two issues a year.

The journal publishes scholarly articles in the field of education; interdisciplinary and multidisciplinary theoretical and empirically-based research articles. The journal also publishes book reviews related to all aspects of teaching and learning in K-12 and Higher Education.

We appreciate and highly acknowledge your contributions to the field of education and we would like to invite you to serve as a reviewer for the *Journal of Interdisciplinary Studies in Education*.

If you agree to serve as a reviewer for JISE, please log on our website at ittc-web.astate.edu/ojs, and create an account as a reviewer.

We hope that you will consider being one of the reviewers for JISE. Your contributions will be greatly appreciated.

Amany Saleh, PhD,
Editor, *Journal of Interdisciplinary Studies*
asaleh@astate.edu

Contributors

Katherine Berry

Lauren Brinkley-Rubinstein

Krista Craven

Mary Ann Gorman

Kara Hawkins

Kioh Kim

In Seog Seo

Sagarika Kosaraju

Mark McCormack

Char L. Miller

Mary Gene Saudelli

Jayme L. Smith

Allison White

Printed with the Support of :
Center for Excellence in Education
Arkansas State University
State University, AR 72467
USA