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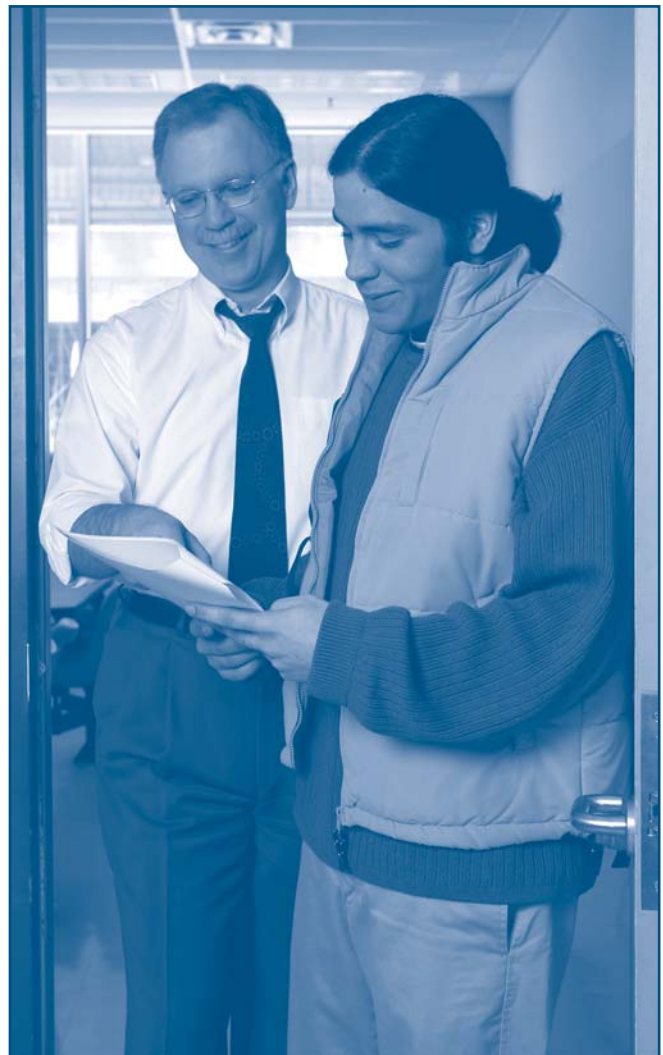
A Second Look at Who's Accountable: The Roles and Responsibilities of Educators in Implementing the North Carolina Professional Development Standards

"Accountability breeds response-ibility." Those are the words of Covey, and he is on target. William J. Bennett says, "A weakened sense of responsibility does not weaken the fact of responsibility." North Carolina has always been ahead of the standards game establishing a system of accountability for public school students more than ten years ago. Through the years, we have learned much about accountability. One powerful lesson has been that every educator along with every student and every parent has a role and a responsibility for accountability. In the words of Douglas Reeves, "When accountability is the exclusive initiative of the legislature, the board of education, or the superintendent, the inevitable consequence is the perception that accountability is something "done to" students and teachers."

North Carolina has clearly sent the message of accountability. North Carolina now takes leadership in sending the message of "response-ibility" and responsibility in the arena of professional development. The North Carolina Professional Development Standards describe a system of professional development that can lead to improved student achievement and clearly set the direction for quality professional learning for all educators. Additionally, the standards describe a comprehensive system that is the shared responsibility of all educators. Just as accountability cannot be the lone work of the legislature, the board, or the superintendent, so too can professional development not be the lone work of the school or district staff developer. To proceed in that fashion results in professional development being something "done to" educators.

Fully implementing the standards requires more than one single role acting within a school or district. Fully implementing the standards requires teachers, principals, central office administrators, superintendents, and local boards of education to gain new knowledge and skills, to change beliefs, and to engage in new thinking and practice. Each *role* has a unique challenge and responsibility. Likewise, the

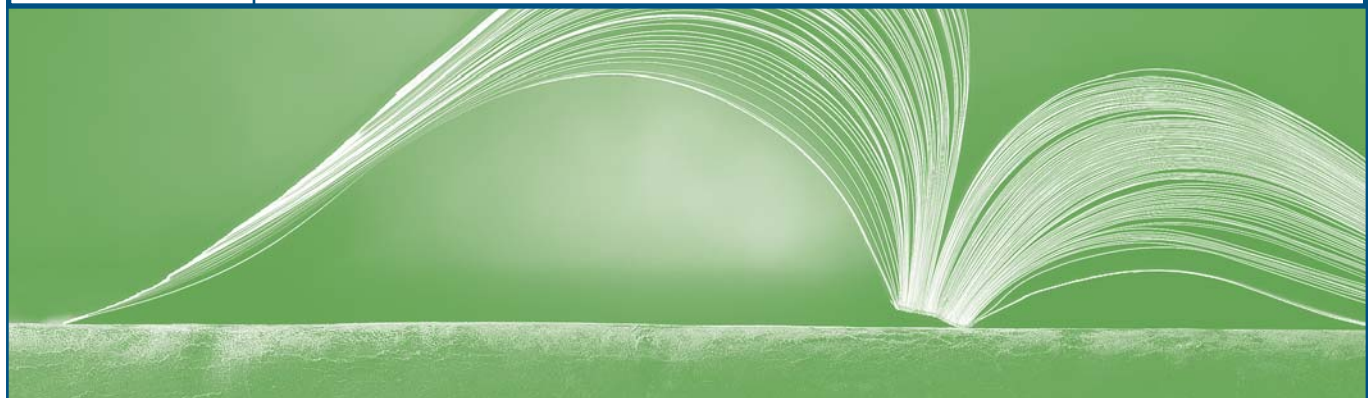
State agency also has a role and a responsibility. The April newsletter focused on the roles and responsibilities of teachers and principals. This edition of the professional development newsletter looks at the roles and responsibilities of central office personnel and local superintendents and what it means for each to implement the professional development standards.



The Role of the Central Office

The teacher role and responsibilities are clear across each of the twelve professional development standards.

STANDARD	CENTRAL OFFICE ROLE & RESPONSIBILITY
LEARNING COMMUNITIES	Provide professional learning experiences to enable principals and teachers to function as instructional leaders.
LEADERSHIP	Model results-driven professional development while articulating the intended results of district-based professional learning experiences and advocating for high-quality experiences.
RESOURCES	Identify and allocate resources to support the identification of district-wide priority goals. Model utilization of resources to create professional learning using a variety of activities and models.
DATA-DRIVEN	Uses a variety of disaggregated student data to determine adult learning priorities and to make program decisions. Instructs teachers and building administrators in how to use data for instructional decision making.
EVALUATION	Designs and conducts formative and summative evaluations of district-based professional learning while developing capacity of school-based administrators to evaluate building-based professional learning.
RESEARCH-BASED	Reads, analyzes, interprets educational research for the purpose of selecting professional development designs and approaches.
DESIGN	Models differentiated effective professional development design in district initiatives.
LEARNING	Applies knowledge of the change process when planning and implementing district-based professional development experiences.
COLLABORATION	Creates, supports, and sustains a district culture characterized by collegiality.
EQUITY	Provides experiences for school and district personnel to develop skills and knowledge related to educational equity.
QUALITY TEACHING	Ensure that all teachers have deep content knowledge and use research-based instructional strategies in order to effectively teach all students.
FAMILY INVOLVEMENT	Develop school and district personnel knowledge and skills about family involvement.



The Role of the Superintendent

Fully implementing the standards also requires superintendents to gain new knowledge and skills. In fact, the teacher and principal cannot fully implement the standards in the absence of a knowledgeable and supportive superintendent.

Principals are commonly referred to as *instructional leaders*. That being so, the expectation is that the principal creates and maintains the culture and context that will enable the instructional staff to access the resources, develop the knowledge, skills and behaviors, and engage in the practices that result in instruction appropriate to meet the needs of the students. Superintendents must equip and empower principals to be true instructional leaders within their schools.

Therefore, superintendents, like principals, must know, understand, and embrace the professional development standards allowing them to guide practice, conversations, and assessments. Just as the other roles in the school system and state are responsible for making teacher and principal action possible, so they are responsible for creating expectations of superintendents and making superintendent action possible.

The Superintendent role and responsibilities are, like those of the teacher, principal, and superintendent clear across each of the twelve professional development standards.

STANDARD	SUPERINTENDENT ROLE & RESPONSIBILITY
LEARNING COMMUNITIES	Establishes expectations and rewards collaboration that achieves district goals.
LEADERSHIP	Promotes the understanding that staff effectiveness is the foundation for student achievement.
RESOURCES	Allocates adequate resources (including time, money, and personnel) for professional learning.
DATA-DRIVEN	Uses a variety of disaggregated student data to determine adult learning priorities and to make program and personnel decisions.
EVALUATION	Requires comprehensive formative and summative evaluations of all professional development and requires that evaluation data drive future planning.
RESEARCH-BASED	Requires district and school personnel to apply research to decision making.
DESIGN	Ensures that administrators and teachers design and apply effective professional development strategies.
LEARNING	Ensures that school and district staffs apply knowledge about human learning and change to all professional learning experiences.
COLLABORATION	Builds and sustains a culture characterized by collective responsibility, trust, respect, and collaboration.
EQUITY	Develops the skills that communicate high expectations for self, staff, and students and ensures that all personnel are prepared to address educational equity issues for all students.
QUALITY TEACHING	Ensures that district and school staffs implement quality instruction.
FAMILY INVOLVEMENT	Implements strategies to intentionally increase meaningful, relevant family involvement.

Summary

Fully implementing the standards requires more than one single role acting within a school, district, or state. Fully implementing the standards requires every educator to gain new knowledge and skills, to change beliefs, and to engage in new thinking and practice.

Schools and districts can use the tables in this newsletter to begin assessing current practice and creating theories of change and precise plans to transform professional development at the local level. Let the following simple questions guide thinking and discussion:

QUESTIONS

- On a scale of 1-5 with 5 being ideal, how well do our current practices align with the central office and superintendent descriptors identified for each standard?
- How can communication between/among schools, central office, and superintendent be improved?
- What, specifically, can each 'role' do to improve current practices?
- What are our priorities for each role?
- What first steps do we need to take?
- What should be our next steps?
- How will we know we are moving in the right direction?
- What is our timeframe?
- Have we identified and appropriately involved all stakeholders?
- Will all stakeholders accept the same evidence of success?



References

Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations. (2003). NSDC.

