
Foreword

Educators who are committed to high levels of learning for all students and who understand the link between student learning and educator learning will find guidance and inspiration in this third edition of *Designing Professional Development for Teachers of Science and Mathematics* by Susan Loucks-Horsley, Katherine E. Stiles, Susan Mundry, Nancy Love, and Peter W. Hewson. Like its predecessors, this edition places the design of professional development firmly within the context of standards-based reform and a performance-based culture that seeks to continuously improve professional practice and student achievement.

The third edition continues in the tradition of its predecessors by linking professional learning and student achievement, with a particular focus on closing the achievement gaps that exist between rich and poor students, and students of color and White and Asian students. As *Designing Professional Development for Teachers of Science and Mathematics* points out, the planning and implementation of effective professional development efforts always occur within a particular setting that presents unique goals, strengths, resources, and barriers. Because there are no formulas, successful planning and implementation require—as the authors make clear—the blending of research, “practitioner wisdom,” and “a repertoire of strategies from which to choose,” with the emphasis always on “a process of thoughtful, conscious decision making.”

This edition extends the groundbreaking work presented in the first two editions by expanding its discussion regarding the intended outcomes of professional development strategies, including developing leadership, and ways

to combine approaches to serve various purposes; extending its discussion on the role of evaluation in promoting continuous reflection and improvement; updating its discussion of knowledge, beliefs, and recent research; and elaborating on the contextual factors that influence professional development, with a new emphasis on practical approaches for assessing context in relationship to each factor. Of particular interest to readers of the third edition will be the authors' discussion of professional learning communities, an approach that has taken hold in many K–12 schools in the past few years.

Although Susan Loucks-Horsley passed away in 2000, she remains the first author of this book, an ongoing testament to the power of her ideas and collegueship. The high regard in which she was held by her coauthors and the effects she had on their professional lives and that of countless others (including myself) clearly demonstrate the influence Susan continues to have on the field of professional development a decade after her untimely death.

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