

APPENDIX H, RESOURCES FOR TEACHER SUPPORTS AND ADULT LEARNING COMMUNITIES

Websites

Association for Childhood Education International (ACEI): Sharing Knowledge <http://acei.org/knowledge/>

Provides research, forums, brochures, and articles. Has online training resources, publications, and conferences.

Child Care WAGE\$® <http://www.childcareservices.org/ps/wage.html>

The Child Care WAGE\$® Project provides education-based salary supplements to low-paid teachers, directors, and family child care providers working with children between the ages of birth-5.

Division of Early Childhood (DEC): Tools You Can Use

http://www.dec-sped.org/About_DEC/Recommended_Practices/Tools_You_Can_Use/

Provides recommended practices, PowerPoints, and checklists for early care and education professionals. Has an annual conference link and a store for additional resources.

Edutopia: Teacher Development <http://www.edutopia.org/teacher-development>

Edutopia.org, an initiative of the George Lucas Educational Foundation contains a deep archive of continually updated best practices, from classroom tips to recommendations for district-wide change.

Families and Work Institute (FWI) <http://www.familiesandwork.org/>

A nonprofit, nonpartisan research organization that studies the changing workforce, family, and community. Focused on the development of broad scale communications campaigns to share early learning research with a wide range of public and private sector audiences.

National Association of Child Care Resource and Referral Agency

http://www.naccrra.org/randd/child-care-workforce/cc_workforce.php

Provides research and data, conferences, and publications for early care and education professionals.

The National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org/ecp/trainings>

NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. Follow this link to find training opportunities for early childhood professionals.

National Black Child Development Institute (NBCDI) <http://nbcidi.org/>

The NBCDI's mission is to improve and advance the lives of Black children and their families, through advocacy and education. Provides resources and information pertaining to annual conferences.

NCICDP Continuing Education Library <http://ncicdp.org/continuing-education/continuing-education-library-cel-2/>

This website provides a library of resources for the professional development of early care and education professionals.

The North Carolina Association for the Education of Young Children (NCAeYC)

<http://www.ncaeyc.org/profdev/profdev.html>

NCAeYC is the state affiliate of NAEYC. This site lists professional development opportunities for early childhood professionals.

North Carolina Department of Public Instruction: Professional Learning Communities

<http://www.dpi.state.nc.us/profdev/resources/proflearn/>

Provides detailed definitions, specific steps, and resources for implementing professional learning communities (PLCs), or adult learning communities (ALCs), as they are called in the Ready Schools Toolkit.

North Carolina Institute for Child Development Professionals <http://ncicdp.org/>

Promotes the implementation of a comprehensive professional development and recognition system that links education and compensation for child development professionals to ensure high quality care and education services for children and families.

PBS TeacherLine <http://pbs.org/teacherline>

Professional development for PreK-12 educators. A service of PBS Teachers.

Southern Early Childhood Association (SECA) <http://www.southernearlychildhood.org/>

Committed to improving the quality of care and education for young children and their families through advocacy and professional development.

Zero to Three <http://www.zerotothree.org/>

A national nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers.

Articles

Bartel, V. B. (2005). **Learning Communities: Beliefs Embedded in Content-Based Rituals.** *Early Childhood Education Journal*, 33(3), 151-154. doi:10.1007/s10643-005-0040-4

Carter, M. (2010). **Drive-Through Training.** Exchange: *The Early Childhood Leaders' Magazine Since 1978*, (194), 61-63. Retrieved from EBSCOhost.

Catapano, S., Huisman, S. & Song, K. (March 2008). **Are we there yet? Perspectives from partners in a community of practice.** *Learning Communities: International Journal of Learning in Social Contexts*, p. 2-20.

http://www.cdu.edu.au/centres/spil/publications_ijlsc.html

This article has a complete discussion of the theory, development, and implementation of communities of practice.

Given, H., Kuh, L., LeeKeenan, D., Mardell, B., Redditt, S., & Twombly, S. (2010). **Changing School Culture: Using Documentation to Support Collaborative Inquiry.** *Theory Into Practice*, 49(1), 36-46. doi:10.1080/00405840903435733

Wesley, P. W. & Buysse, V. (2001). **Communities of practice. Expanding professional roles to promote reflection and shared inquiry.** *Special Topics in Early Childhood Special Education*, 21(2), p. 114-123.

<http://tec.sagepub.com/content/21/2/114.short>

This article introduces the concept of expanding roles to include collaborative reflective inquiry within communities of practice as one way to reform professional practices.

Planning for Professional Development in Child Care

<http://ncicdp.org/documents/best.pdf>

This collaboratively developed manual was written for individuals and organizations who are involved in designing, coordinating, and promoting professional development opportunities the child care workforce in their local community. SEDL is a private, non-profit education research and development organization focused on improving teaching and learning. SEDL has published several documents about PLCs.