

# APPENDIX H, RESOURCES FOR TEACHER SUPPORTS AND ADULT LEARNING COMMUNITIES

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## Websites

### 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.

### Council of Chief State School Officers (CCSSO).

<http://www.ccsso.org>

CCSSO is a nonpartisan, nationwide, nonprofit organization that provides leadership, advocacy, and technical assistance on major educational issues. CCSSO works in four strategic areas: Educator Workforce; Information Systems and Research; Next Generation Learners; and Standards, Assessment, and Accountability. Resources on this site include a publication about Model Core Teaching Standards, a white paper on a High-Quality Educator Development System, and research results about the Effects of Teacher Professional Development on Student Achievement.

### Education Northwest: Creating Strong Schools & Communities.

<http://educationnorthwest.org/>

Formerly the Northwest Regional Educational Laboratory, Education Northwest conducts more than 200 projects annually, working with schools, districts, and communities across the country on comprehensive, research-based solutions to the challenges they face. The website's extensive resource section includes much on training and technical assistance as well as research, evaluation, and assessment.

### 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.

### Learning Forward.

<http://www.learningforward.org/index.cfm>

Learning Forward (formerly the National Staff Development Council) is an international membership association of learning educators focused on increasing student achievement through more effective professional learning. The website features the newly revised 2011 Standards for Professional Learning, a blog, newsletters, e-learning, and tons of information and resources on all aspects of professional learning.

### The National Association for the Education of Young Children (NAEYC), Training Opportunities.

<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.

### 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.

### **National Comprehensive Center for Teacher Quality (TQ Center).**

<http://www.tqsource.org/>

The TQ Center was created to serve as the premier national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring highly qualified teachers are serving students with special needs.

### **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. Includes a library of professional development resources.

### **NC Professional Development Guidelines and Standards.**

<http://www.ncpublicschools.org/profdev/standards/>

This section of the Public Schools of North Carolina website includes a Professional Development Rubric, Guidelines for Professional Development in NC, NC Standards for Professional Development, a Professional Development Tool Kit, and a Standards Tutorial. You can also find plenty of professional development resources, a repository, conferences and summer institutes, a directory, and online courses.

### **PBS TeacherLine.**

<http://pbs.org/teacherline>

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

### **Transforming Early Childhood Education, Pre-K to Grade 3.**

<http://www.naesp.org/transforming-early-childhood-education-pre-k-grade-3>

This section of the National Association of Elementary School Principals' (NAESP) website includes information on important NAESP task force reports, policy statements, and related publications such as Building and Supporting an Aligned System: A Vision for Transforming Education Across the Pre-K-Grade Three Years and Leading Early Childhood Learning Communities: What Principals Should Know and Be Able to Do.

## **Articles & Reports**

Bogard, K., Traylor, F., Takanishi, R. **Teacher Education and PK Outcomes: Are We Asking the Right Questions?** September 2007. Foundation for Child Development.

<http://www.icpsr.umich.edu/icpsrweb/PREK3RD/resources/522248.jsp>

This commentary by FCD staff, published in *Early Childhood Research Quarterly*, challenges recent research that finds no relationship between PreK-3rd teacher qualifications (degree, major, or certification) and child outcomes.

Croft, A., Coggshall, J. G., et. al. **Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done.** Issue Brief. April 2010. The National Comprehensive Center for Teacher Quality, the Mid-Atlantic Comprehensive Center, and the National Staff Development Council.

<http://www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf>

Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning.

Catapano, S., Huisman, S. & Song, K. **Are We There Yet? Perspectives from Partners in a Community of Practice.** Learning Communities: International Journal of Learning in Social Contexts. March 2008, p. 2-20.  
[http://www.cdu.edu.au/centres/spil/publications\\_ijlsc.html](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.

**An Emerging Overview of NC's Approach to Professional Development for Early Care and Education and School Age Professionals.** July 2010. North Carolina Institute for Child Development Professionals.

<http://www.ncicdp.org/documents/An%20Emerging%20Overview%20July%202010.pdf>

This document was developed to inform the work of state, local, and regional partners as they work respectively and collectively to improve the quality of early care and education and school age care professionals.

Shore, R. PreK-3rd: **Teacher Quality Matters.** July 1, 2009. FCD Policy to Action Brief Series No. 3.

<http://www.fcd-us.org/resources/prek-3rd-teacher-quality-matters>

Describes 1) Why effective teaching matters for student outcomes; 2) How schools can organize to sustain effective teaching in every classroom; and 3) What high-quality instruction looks like in PreK-3rd classrooms

## Books

Carr, J. F., Harris, D. E., & Herman, N. **Creating Dynamic Schools Through Mentoring, Coaching, and Collaboration.** 2005. ASCD.

<http://shop.ascd.org/ProductDetail.aspx?ProductId=381>

Create a school environment that ensures improvement ideas are more likely to succeed by using the guidelines and strategies from this book. After the authors present the foundational principles of group decision-making in a collaborative school, they explain the functions that are key to a dynamic school that embraces change and improvement. Learn how these functions come together to form a learning community that is committed to a continuous improvement cycle.

Easton, L. B. **Protocols for Professional Learning.** The Professional Learning Community Series. 2009. ASCD.

<http://shop.ascd.org/ProductDetail.aspx?ProductId=1073>

Once you understand the rationale for a Professional Learning Community and know the steps to setting one up, you still need some really good plans for how to use your PLC to explore topics and solve problems. That's where this handy guide comes in with 16 different protocols for facilitating PLC conversations and activities.

Hall, P. A. & Simeral, A. **Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders.** 2008. ASCD.

<http://shop.ascd.org/ProductDetail.aspx?ProductId=1030>

Emphasizing just three things—identifying teachers' strengths, maximizing their potential, and building their capacity—this book lays out a clear and practical pathway toward higher student achievement. Front-line advice from a principal and an instructional coach helps you increase your faculty's instructional effectiveness by implementing the principles of strength-based school improvement.

Hord, S. M. & Sommers, W. A. **Leading Professional Learning Communities: Voices from Research and Practice.** 2007. Corwin Press.

<http://www.amazon.com/Leading-Professional-Learning-Communities-Research/dp/1412944775>

This research-based, step-by-step guide shows principals how to build leadership capacity, embed professional development, create a positive school culture, develop accountability, and increase student achievement. It also discusses the constant focus needed on student and teacher learning and the commitment and courage necessary to lead a PLC.

Semadeni, J. **Taking Charge of Professional Development: A Practical Model for Your School.** 2009. ASCD.

<http://shop.ascd.org/ProductDetail.aspx?ProductId=1070>

Overcome budget cuts, lack of leadership, top-down mandates, and other obstacles to professional development by using this book's take-charge approach.... guides you through a systemic method to professional development..... Learn how to combine three key elements—time, a motivational system, and teacher leadership—to generate a high-energy schoolwide improvement effort.

Stronge, J. H. **Qualities of Effective Teachers.** 2<sup>nd</sup> Edition, 2007. ASCD.

<http://shop.ascd.org/ProductDetail.aspx?ProductId=699>

Educators involved with teacher professional development can use this book to focus on cultivating teacher qualities that are most apt to raise student achievement. The 2<sup>nd</sup> edition extends this results-based approach to include teachers who work with at-risk and high-ability students.

## Tools

**Early Childhood Professional Development Systems Toolkit, with a Focus on School-Age Professional Development.** July 2009. National Child Care Information and Technical Assistance Center (NCCIC).

[http://nccic.acf.hhs.gov/pubs/pd\\_toolkit/index.html](http://nccic.acf.hhs.gov/pubs/pd_toolkit/index.html)

This toolkit provides a compilation of early childhood professional development resources and is intended to serve as a practical guide. It includes definitions, overviews, State stories, selected resources, State examples, and planning tools. Available free online.

Lauer, P. A., Dean, C. B., Martin-Glenn, M. L., & Asensio, M. L. **Teacher Quality Toolkit.** 2<sup>nd</sup> Edition, 2005. Aurora, CO: McREL  
<http://www.mcrel.org/topics/TeacherPreparation/products/225/>

The Teacher Quality Toolkit 2<sup>nd</sup> Edition incorporates McREL's (Mid-Continent Regional Educational Laboratory) accumulated knowledge and experience related to teacher quality and standards-based education to support the continuum of teacher learning by providing tools and resources to improve both pre-service and in-service teacher education. Each chapter in this toolkit provides self-assessment tools that can guide progress toward improved teacher quality and describes resources for designing exemplary programs and practices. Available for free download.