

Professional Development & Mentoring		Round orange sticker		
Year	TITLE	Author/s	CALL NO.	Annotation
2010	<i>Connecting inquiry and professional learning in education</i>	Campbell, Anne & Groundwater-Smith, Susan, eds.	CT 370.71 CON	Subtitle: <i>International perspectives and practical solutions</i> . "This book is designed to make explicit the connections between practitioner inquiry and teacher professional learning in initial teacher education and ongoing teacher professional development." Hmm.
2006	<i>From staff room to classroom : a guide for planning and coaching professional development</i>	Fogarty, Robyn & Pete, Brian	CT 370.71 FOG	This book is ..."built around four critical roles of the staff developer: designing, presenting, facilitating, and coaching ... using myriad real-life mentoring and coaching scenarios for reference and inspiration"
2012	<i>Professional capital : transforming teaching in every school</i>	Hargreaves, Andy & Fullan, Michael	CT 370.711 HARG	"Andy Hargreaves and Michael Fullan set out a groundbreaking new agenda to transform the future of teaching and public education. Ideas-driven, evidence-based, and strategically powerful, <i>Professional Capital</i> combats the tired arguments and stereotypes of teachers and teaching. It includes action guidelines for classroom teachers, administrators..."
2002	<i>Student achievement through staff development, 3<sup>rd</sup> ed.</i>	Joyce, Bruce & Showers, Beverly	CT 370.715 JOY	"Through case studies of successful programs, evidence from formal research, and concept illustrations, Joyce and Showers help educators and administrators design programs that measurably improve student achievement."
2011	<i>Improving teaching with collaborative action research : an ASCD action tool</i>	Cunningham, Diane	CT 370.72 CUNN	"The best instructional practices are driven by research, and when educators become researchers who investigate their own methods, struggles and problems, they can improve their teaching."
2010	<i>Collaborative action research for professional learning communities</i>	Sagor, Richard.	CT 370.72 SAGO	Focuses on five habits of enquiry (Clarifying a shared vision for success; Articulating theories of action; Acting purposefully while collecting data; Analysing data collaboratively; Informed team action planning.)
2006	<i>Teachers &amp; schooling making a difference : productive pedagogies, assessment and performance</i>	Debra Hayes ... [et al.].	CT 371.1 TEA	"Based on extensive research ... this book examines the tough questions about teaching methods, curriculum, assessment and teachers' professionalism. The authors isolate the key elements that make the difference in the classroom and offer teachers practical approaches to working with all their students."
2005	<i>Helping teachers develop</i>	Bubb, Sara.	CT 371.102 BUB	Readable and practical manual on aspects of professional development, teacher observation, mentoring, etc.
2002	<i>Mentoring guidebook : Level 1, starting the journey</i>	Burke, Kay	CT 371.102 BURK	

2008	<i>Enhancing professional practice : a framework for teaching</i>	Danielson, Charlotte.	CT 371.102 DANI	Based on the US Framework for teaching (1996) and its four domains – Planning & Preparation; The classroom environment; Instruction ; Professional responsibilities. Explains each aspect of each domain and contains rubrics that allow the teacher to evaluate their own or others’ performance.
2009	<i>The handbook for enhancing professional practice : using the framework for teaching in your school</i>	Danielson, Charlotte	CT 371.102 DANI	Supplements the previous title with step-by-step procedures and practical tools for using the framework.
2000	<i>The pocket mentor : a handbook for teachers</i>	Niebrand, Chris.	CT 371.102 NIEB	“... offers sound, easy-to-follow advice on managing time, avoiding or coping with stress, and handling the wide range of duties, responsibilities and concerns every K-12 teacher faces.”
2000	<i>Mentoring novice teachers : fostering a dialogue process</i>	Pitton, Debra Eckerman.	CT 371.102 PITT	1. Defining the mentoring relationship -- 2. The heart of mentoring: trust and open communication -- 3. Understanding the needs of the novice teacher -- 4. Addressing the novice teacher's specific needs -- 5. The mentor's lens -- 6. The conferencing cycle -- 7. Data-gathering techniques and tools -- 8. Evaluating the mentoring experience.
2001	<i>Leading the teacher induction and mentoring program</i>	Barry W. Sweeny.	CT 371.102 SWEE	“...takes school leaders through the process of creating and sustaining an induction and mentoring program.”
2009	<i>Having hard conversations</i>	Abrams, Jennifer <b>2 copies</b>	CT 371.1022 ABRA	“For many educators, confronting a colleague about a work-related issue can be a daunting matter. This insightful book helps educators speak with clarity and courage to directly address difficult situations within their schools.”
2006	<i>Whole-staff study groups : creating professional learning communities that target student learning</i>	Carlene U. Murphy, Dale W. Lick.	CT 371.12 MUR	Promotes and supports the concept of “job embedded, self directed, data based professional development, the heart of the learning team or small study group approach.”
2000	<i>Teacher evaluation to enhance professional practice</i>	Charlotte Danielson & Thomas L. McGreal.	CT 371.144 DAN	Proposes a three track evaluation system – 1. For beginning teachers; 2. For tenured teachers; 3. For tenured teachers needing assistance. Provides concrete examples, useful forms and assessment tools.
2012	<i>Coaching classroom instruction</i>	Marzano, Robert J. <b>15 copies</b>	CT 371.144 MARZ	CD included. Marzano and his team “guide coaches in giving targeted feedback to teachers and identify specific steps that teachers can take to improve their knowledge and skill.”
2009	<i>Schools as professional learning communities : collaborative activities and strategies for professional development</i>	Roberts, Sylvia M. & Pritt, Eunice Z.	CT 371.148 ROB	“Your one-stop sourcebook for building a professional learning community in your school!”
2011	<i>Effective supervision : supporting the art and science of teaching</i>	Marzano, Robert <b>15 copies</b>	CT 371.203 MARZ	Marzano and his team “show school ... administrators how to set the priorities and support the practices that will help all teachers become expert teachers. Their five-part framework is based on what research tells us about how expertise develops”.

2009	<i>Leading professional learning teams: a start-up guide for improving instruction</i>	Sather, Susan E.	CT 371.7155 SATH	" ... provides a field-tested model for implementing PLTs (professional learning teams) that strengthen teacher collaboration in professional learning communities, improve instruction, and increase student achievement."
------	--	------------------	---------------------	---