

Professional Development: An Annotated Bibliography

A selected listing of titles available on this topic from the
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NDE Early Childhood Training Center

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Books

212 Degrees: The Extra Degree. Sam Parker and Mac Anderson. (2005). Aurora, IL: Simple Truths. *212 Degrees: The Extra Degree* captures the essence of excellence in an unforgettable way. At 211°, water is hot. At 212°, it boils. And with boiling water, comes steam. And steam can power a locomotive. The one extra degree makes the difference. This simple analogy reflects the ultimate definition of excellence. Because it's the one extra degree of effort, in business and life, that can separate the good from the great. This powerful book gives great examples, great quotes, and great stories to illustrate the 212° concept. Includes a DVD.

Child Development Associate Assessment and Competency Standards: Family Child Care Providers. Council for Professional Recognition. (2006). Washington, DC: Author. This book is intended to be used by trainers assisting candidates or individuals who want to learn about the Child Development Associate (CDA) system. It is divided into four parts: the CDA program, eligibility, competency standards, and appendices.

Child Development Associate Assessment and Competency Standards: Home Visitors. Council for Professional Recognition. (2006). Washington, DC: Author. This book is intended to be used by trainers assisting candidates or individuals who want to learn about the Child Development Associate (CDA) system. It is divided into four parts: the CDA program, eligibility, competency standards, and appendices.

Child Development Associate Assessment and Competency Standards: Infant/Toddler Caregivers in Center-Based Programs. Council for Professional Recognition. (2006). Washington, DC: Author. This book is intended to be used by trainers assisting candidates or individuals who want to learn about the Child Development Associate (CDA) system. It is divided into four parts: the CDA program, eligibility, competency standards, and appendices.

Child Development Associate Assessment and Competency Standards: Preschool Caregivers in Center-Based Programs. Council for Professional Recognition. (2006). Washington, DC: Author. This book is intended to be used by trainers assisting candidates or individuals who want to learn about the Child Development Associate (CDA) system. It is divided into four parts: the CDA program, eligibility, competency standards, and appendices.

Coaching Families and Colleagues in Early Childhood. Barbara Hanft. (2004). Baltimore: Brookes. Using the book's five steps of coaching—initiation, observation, action, reflection, and evaluation—readers will learn what it takes to be an effective coach.

Cognitive Coaching: Weaving Threads of Learning and Change into the Culture of an Organization. Jane Ellison (2003). Norwood, MA: Christopher-Gordon Publishers. See how Cognitive Coaching principles have been woven into schools, systems, and classrooms, and get a complete look at the ongoing process of implementing and sustaining the coaching ideals in this guide.

Please note that many of the descriptions have been provided by the publishers and distributors.

Conversations. Regie Routman. (2000). Portsmouth, NH: Heinemann. *Conversations* was written, in part, to spur teachers to challenge assumptions, clarify their own learning, and take the lead in their own professional development. While this is not a book about a particular methodology, Routman does explore current theory and practice, and supports her views with classroom-based and scientific research.

Critical Issues in Early Childhood Professional Development. Martha Zaslow. (2006). Baltimore, MD: Brookes. Effective teaching leads to positive student outcomes, and professional development for early childhood teachers is key to improving both. But what exactly do we mean by professional development? What effect does it have on school readiness? Which models and approaches really work? A timely volume on a high-priority topic in early education, this resource provides the solid foundation of knowledge the field needs to focus future research studies and make informed decisions about teacher preparation.

The Dash: Making a Difference with Your Life. Linda Ellis. (2005). Aurora, IL: Simple Truths. Joseph Epstein once said, "We do not choose to be born. We do not choose our parents, or the country of our birth. We do not, most of us, choose to die; nor do we choose the time and conditions of our death. But within this realm of choicelessness, we do choose how we live." This is what *The Dash* is all about. A DVD is included with the book.

Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry. Bruce Wellman. (2004). Sherman, CT: MiraVia, LLC. This resource presents a three-phase model that supports groups in discovering assumptions, promotes data-focused investigations, and develops shared understandings of both problems and possible solutions. Readers will increase their confidence and skill in facilitating data-driven dialogue by applying these easy-to-follow directions for tools and techniques.

Designing Professional Development for Teachers of Science and Mathematics. Susan Loukes-Horsley, et al. (2003). Thousand Oaks, CA: Corwin. *Designing Professional Development* presents best practices to help professional developers, administrators, and teacher leaders design learning experiences for mathematics and science teachers that are directly linked to improving student learning.

Designs for Learning: A New Architecture for Professional Development in Schools. Paul Bredeson, (2002). Thousand Oaks, CA: Corwin. Using the metaphor of architecture, this book outlines innovative ways to create and implement such a transformation, and highlights the rationale behind why these changes are so crucial. This insightful guide also offers straightforward explanations of the past, present, and future of professional development programs.

Early Learning Standards and Staff Development: Best Practices in the Face of Change. Gaye Gronlund. (2008). St. Paul, MN: Redleaf Press. One of the few staff development books on early learning standards, this resource will assist directors and trainers in guiding early childhood

staff to fulfill learning standards—without compromising best practices. The book includes activities for reflecting on issues, such as how much teachers should direct each type of classroom activity, and helps staff developers assist teachers in strengthening their observation and documentation skills. A DVD features video vignettes of the observation exercises and a CD-ROM offers Power Point training aids and activity handouts.

Essentials for Child Development Associates Working with Young Children, 2nd Edition. Carol Brunson (Ed.). (2004). Washington, DC: Council for Professional Recognition. A study guide for the Child Development Associate (CDA) Professional Preparation Program, this book contains essential information on the basics of good professional practice for early childhood educators. It includes self-study activities, checklists, and resources for additional information.

Ethics and the Early Childhood Educators: Using the NAEYC Code. Stephanie Feeney and Nancy K. Freeman. (1999). Washington, DC: NAEYC. The well-chosen examples and questions in this book clarify key points about ethical conduct and decision making, and stimulate reflective discussion on critical issues confronting early childhood educators.

Evaluating Professional Development. Thomas R. Guskey (2002). Thousand Oaks, CA: Corwin. *Evaluating Professional Development* illustrates how to ask the right questions to effectively measure professional development, understand the dynamic nature of professional development, identify what contributes to improved student learning, and demonstrate results and accountability.

Evidence-Based Practice in the Early Childhood Field. Virginia Buysse. (2006). Washington, DC: Zero to Three. The concept of evidence-based practice is helping early educators, special educators, early interventionists, child care professionals, mental health professionals, social workers, health-care professionals, and others work together more effectively to transform the services provided to children and families. This unique book defines the evidence-based practice movement and explains how it is empowering professionals to deliver the most effective interventions available. The authors examine how evidence-based practice is changing the way research is conducted, how research findings can be applied to solve real-world problems, and how research can be used to inform critical policy decisions.

Focused Early Learning: A Planning Framework for Teaching Young Children. Gaye Gronlund. (2003). St. Paul, MN: Redleaf. This easy and adaptable planning tool provides a framework for organizing teaching plans into a format that focuses on the unique needs of each child. It combines multiple facets of early childhood education including providing a classroom environment with specified learning areas, building relationships with children and families, integrating academic learning, and coordinating planning with assessment processes.

Foundations for Teaching Excellence: Connecting Early Childhood Quality Rating, Professional Development, and Competency Systems in States. Carolee Howes and Robert C. Pianta. (2010). Baltimore: Brookes. Improving teacher quality in early education is a major part

of ensuring young children's school readiness and closing the achievement gap. This book is the first effort to integrate at a state level three critical components of teacher quality: Early Childhood Education Competencies, Professional Development, and Quality Rating Systems.

Giving It Some Thought: Cases for Early Childhood Practice. Muriel K. Rand. (2002).

Washington, DC: National Association for the Education of Young Children. The author offers 49 real examples to help teachers-in-training start thinking as decision makers. As they work with these cases, students wrestle with tough issues and gain experience and strategies for thinking through difficult situations.

In the First Few Years: Reflections of a Beginning Teacher. Tina Humphrey. (2003). Newark, DE: International Reading Association. In this collection of 22 essays, author Tina Humphrey shares insights and experiences from her first three years of teaching. She uses humor, honesty, and compassion to cover topics such as memorable first-year moments, challenging students, heartaches in the classroom, and life outside teaching.

Individualizing Professional Development. Vicki Husby. (2005). Thousand Oaks, CA: Corwin. *Individualizing Professional Development* explains how to satisfy both individual needs and preferences of teachers and organizational demands for accountability and improved student achievement. The author integrates best practices of adult learning, action research, and self-directed learning into a job-embedded professional development process that successfully joins these sometimes competing goals.

The Intentional Teacher: A Voice for Teachers. Arthur S. Comrie. (2005). Indianapolis, IN: Dog Ear Publishing. In a survey done with foreign teachers, the data show that they are in agreement with the establishment of an international program-institution that would help teachers acquire higher levels of training and certification.

Leadership in Early Childhood. Jillian Rodd. (2006). New York: Teachers College Press. This book is an invaluable resource for early childhood professionals who want to understand how to create successful early childhood programs. Thoroughly revised, the third edition features additional material on women as leaders, a new typology of leadership, a new chapter on being an ethical leader and completely updated references.

Making Teaching Visible. Project Zero. (2003). Cambridge, MA: Project Zero, Harvard University Graduate School of Education. *Making Teaching Visible* reports on the struggles and solutions of the American teachers as they learned to document and documented to learn. This monograph includes the stories of what teachers learned through documentation and provides a framework for considering how documentation of individual and group learning can serve as professional development. It also contains thoughts on how to support this type of professional development in schools.

Measuring Performance. Barbara Elliott. (2002). Clifton Park, NY: Delmar. This professional development tool establishes a standard of practice that encourages an educator's best performance. The workbook format allows directors to measure success while teachers are working directly with children from infancy to age six. It includes a detailed action plan with examples and checklists to evaluate skills. These checklists are available on the accompanying CD-ROM.

Mentor: Guiding the Journey of Adult Learners. Laurent A. Daloz. (1999). San Francisco: Jossey-Bass. This second edition is a practical, engaging exploration of mentoring and its power to transform learning. Filled with inspiring vignettes, *Mentor* shows how anyone who teaches can become a successful mentor.

Mentor Coaching and Leadership in Early Care and Education. Mary Nolan. (2006). Clifton Park, NY: Delmar. This guidebook is designed for community college and university level students enrolled in administration and supervision courses and professionals in the field of education who are interested in planning, implementing, and evaluating a successful mentor/protégé program for an early care and education staff. The text includes many special features such as case studies, descriptions of real-life mentoring situations, and activities for mentor coaches and protégés to participate in.

Mentoring Matters: A Practical Guide to Learning-Focused Relationships. Laura Lipton. (2003). Sherman, CT: MiraVia, LLC. An invaluable reference for mentors of beginning teachers, this guide offers structures, strategies, and tools for developing expertise in teaching. Sections include specific information about the mentor's role, the needs of beginning teachers and the attributes of effective mentor-protégé relationships. This volume features templates and tools for flexibly navigating a continuum of interaction, from consulting to collaborating to coaching

The Mentoring Year. Susan Udelhofen, et al (2003). Thousand Oaks, CA: Corwin. Overflowing with rubrics for measuring growth towards best practice, checklists, tools and templates, this program provides every needed element for first-year induction. Further, it provides deep resources to support multi-year professional development and preparation for National Board Certification. Ready-to-go seminars for mentor/protégé communities focus on important themes including assessment, classroom management, instruction, goals, writing a professional development plan, standards, and curriculum.

NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education. National Association for the Education of Young Children. (2005). Washington, DC: Author. The new NAEYC accreditation standards outline a broad research- and evidence-based consensus in the field on what every early childhood education program should seek to achieve.

New Teachers for a New Century: The Future of Early Childhood Professional Preparation. National Institute on Early Childhood Development and Education. (2000). Washington, DC: US Department of Education. This publication reviews the status of early childhood teacher preparation programs across the country.

The Passion Plan: A Step-by-Step Guide to Discovering, Developing, and Living Your Passion. Richard Chang. (2000). San Francisco: Jossey-Bass Publishers. Whether they run multi-national companies or feed the homeless, successful, satisfied people share one trait: a powerful sense of passion for what they do. According to Richard Chang, we all have the potential for passion, but we don't all use it. In fact, a majority of people today suffer from what he calls "passion deficit," following life's path and feeling too afraid or reluctant to change its course. This insightful book lays out a seven-step plan to discover and develop your passion and turn it into personal and professional fulfillment.

Performance Basics. Joe Willmore. (2004). Alexandria, VA: American Society for Training and Development. *Performance Basics* is designed to introduce Human Performance Improvement (HPI), which is a methodology that provides its practitioners with a logical framework to analyze and diagnose workplace performance problems before offering specific problem-solving interventions. While dozens of high-level books have been written about HPI, *Performance Basics* is directly targeted to those with little background in the subject.

Practical Approaches to Early Childhood Professional Development. Pamela J. Winton. (2008). Washington, DC: Zero to Three. The key to improving the early education of all young children, including those with special needs, is the effective preparation and development of the professionals who work with them. The authors rely on evidence-based practices and their many years of experience to present an organized and accessible format for building quality into professional training and development programs. An accompanying CD-ROM includes course handouts, outlines, activities, and syllabi, and lists hundreds of additional resources.

Preparing Early Childhood Professionals: NAEYC's Standard for Programs. Marilou Hyson. (2003). Washington, DC: National Association for the Education of Young Children. This comprehensive guide offers NAEYC's standards for the higher education programs that will prepare the next generation of our society's teachers of young children.

Program Administration Scale: Measuring Early Childhood Leadership and Management. Teri N. Talen. (2004). New York: Teachers College Press. Designed to reliably measure the leadership and management practices of center-based early childhood organizations, this easy-to-use instrument looks at 10 categories: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications.

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Promoting Meaningful Learning. Nicola Yelland. (2000). Washington, DC: National Association for the Education of Young Children. Teacher educators from Australia and the US describe experiences and innovative approaches in educating early childhood professionals in the university and other contexts. In this rich collection of ideas and innovations, preservice and inservice teachers are involved in a wide range of meaningful experiences. Participating in early childhood settings and the larger community, actively discussing issues, and collaborating with others, tomorrow's early childhood educators experience learning that can make a lasting difference in their teaching and professional lives.

Quality Measurement in Early Childhood Settings. Martha Zaslow, Kathryn Troup, Ivelisse Martinez-Beck, and Tamara Halle. (2011). Baltimore: Brookes. Readers will find invaluable guidance on big picture issues such as how to align quality measures with professional development goals and desired child outcomes; how to make sound, data-driven decisions when implementing a large-scale Quality Rating and Improvement System; and how to conduct integrated quality assessments that combine the best of observational and structural approaches.

Reflective Practice for Educators: Professional Development to Improve Student Learning. Karen Figler Osterman, et al. (2004). Thousand Oaks, CA: Corwin. Written for teachers, administrators, and professional development specialists in schools and universities, this book is an educators' guide to reflective practice. In clear, accessible language, the authors explain the potential to create meaningful change in schools and show you how to integrate reflective practice effectively into the daily work of schools.

Schools as Professional Learning Communities. Silvia M. Roberts and Eunice Z. Pruitt. (2003). Thousand Oaks, CA: Corwin Press, Inc. This resource offers research-based activities and strategies for providing professional learning opportunities that lead to the building of community in schools as well as improved learning outcomes for both teachers and students.

Seminar Instructor's Guide for the CDA Professional Preparation Program. Carol Brunson Day. (2006). Washington, DC: Council for Professional Recognition. Designed to accompany *Essentials*, this guide provides an overview of the Candidate's field experiences as well as the assignments that require follow-up during the Seminar phase. It also contains a description of specific topics for presentation and discussion, and suggestions for other activities. This book is also available in Spanish under the title of *Guía del instructor de seminario*.

Guía del instructor de seminario. Designado como un texto complementario de Fundamentos, esta guía provee un resumen de las experiencias del Candidato en el campo de trabajo, así como las asignaciones que requieren seguimiento durante la fase de instrucción. También consta de una descripción de tópicos o temas específicos para presentación y debate; y sugerencias para otras actividades. Este libro también está disponible en Inglés bajo el título de *Seminar Instructor's Guide*.

Skill-Building Journal: Caring for Preschool Children, 3rd Edition. Derry G. Koralek, Diane Trister Dodge, and Peter J. Pizzolongo. (2004). Washington, DC: Teachers College Press. This book is available to help teachers develop the skills and knowledge necessary to obtain a CDA credential. The *Skill-Building Journal* and trainer's guide provide flexibility for use in college programs and in-service training programs. Based on the training program Teaching Strategies developed for the US military, *Caring for Preschool Children* is organized into modules that can be used for individualized staff development, a college course, or ongoing workshops. The *Skill-Building Journal* includes learning activities that help build skills and knowledge as staff work with children every day.

Student Achievement through Staff Development, 3rd Edition. Bruce Joy and Beverly Showers. (2002). Alexandria, VA: Association for Supervision and Curriculum Development. The focus of the book is on the potential for both personal and organizational growth inherent in staff development programs. School renewal ultimately depends on the individual development of all its members. The authors lead the way to creating a community in which organizers, providers, teachers, administrators, and students learn and grow together to achieve the goal of lasting student achievement.

Supervision in Early Childhood Education: A Developmental Perspective. Joseph L. Caruso. (2007). New York: Teachers College Press. Written for practitioners who must supervise staff from a wide variety of educational and cultural backgrounds, this pioneering volume was the first to provide guidelines and practical suggestions for staff training and development in early childhood settings. Now this important resource has been completely updated to reflect the many notable changes that have taken place in the early childhood field.

Supporting and Sustaining Teachers' Professional Development. Marilyn Tallerico. (2003). Thousand Oaks, CA: Corwin. Focusing on seven questions selected for their relevance to school administrators, this essential reference summarizes the practical implications of the latest research and theory on the topic of teacher development. Organized around three key elements of current NSDC national standards, new, veteran, and aspiring school leaders will learn how to emphasize research and practice, provide rationales that explain and justify the encouragement of professional development, link teachers' professional development to student learning, and interpret national standards for professional development and apply them practically.

Training New After-School Staff. Roberta Newman. (2002). Nashville: School-Age Notes. *Training New After School Staff* is designed as a tool for school-age care directors who want to provide new staff with important information and ideas for carrying out their responsibilities, but who have limited resources and time to devote to staff training. Topics include understanding and responding to children's needs, interests, and concerns; building positive relationships with children; planning for a successful first day; providing safe, effective supervision; developing and maintaining effective program rules and limits; planning and implementing activities children will enjoy; and managing conflicts among children.

Trusting What You Know: The High Stakes of Classroom Relationships. Miriam B. Raider-Roth. (2005). San Francisco: John Wiley & Sons. *Trusting What You Know* shows that building genuine trustworthy relationships between teachers and students is pivotal in students' capacity to learn. Based on an extended research study, *Trusting What You Know* reveals what students think about their relationships in the classroom and how these relationships shape their ability to learn.

What the Kids Said Today: Using Classroom Conversations to Become a Better Teacher. Daniel Gartrell. (2000). St. Paul, MN: Redleaf Press. The freshness of life lessons that young children teach keeps many teachers rejuvenated, and committed to the field. This book looks at how teachers and young children talk with each other in the classroom. Teachers can use conversations with children to build skills such as acceptance, cooperation, creative and peaceful problem solving, and appropriate emotional expression. The book includes 145 stories from 60 staff members at Head Starts, centers, and kindergartens, ranging from beginning students to experienced directors. Discussion questions will help you make the most of what kids say to you, and what you say to them.

Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Richard DuFour, Rebecca DuFour, Gayle Karhanek, and Robert Eaker. (2004). Bloomington, IN: National Educational Service. What happens when, despite our best efforts in the classroom, a student does not learn? A professional learning community creates a school-wide system of interventions that provides all students with additional time and support when they experience difficulty in their learning. The authors describe the systems of interventions, including Adlai E. Stevenson High School's Pyramid of Interventions, created by a high school, a middle school, and two elementary schools. The authors also discuss the logistical barriers these schools faced and their strategies for overcoming them.

Compact Disk

Exchange Articles on CD #6: Staff Training. Exchange Press. (2005). Redmond, WA: Author. This CD is a compilation of Articles from Exchange (formerly Child Care Information Exchange) of the topic of staff training.

DVDs

Communication and Professional Growth. This program illustrates valuable tips on communicating productively with parents, such as involving them in the classroom; effectively using newsletters, e-mail, and phone calls; conducting parent-teacher conferences; and informing parents of their children's achievements. The importance of communication with fellow staff members is also highlighted. See how a good attitude, acceptance of shared responsibility, and consistent attendance at meetings demonstrates professionalism to peers and supervisors. Produced and distributed by Magna Systems. 29 minutes, 2006.

Passion and Persistence: How to Develop a Professional Learning Community. Inspire your team with this motivational DVD. *Passion and Persistence* provides an overview of important planning learning community (PLC) components using powerful music, memorable quotes, and lighthearted humor to create an experience that simply and beautifully connects your staff to the heart of PLCs. Produced and distributed by Solution Tree, Bloomington, IN. 7 minutes, 2002.

Journals

The Early Childhood Training Center subscribes to the following journals that contain information on professional development:

Exchange (formerly *Child Care Information Exchange*), published bimonthly by Exchange Press, is committed to supporting center directors in their efforts to construct early childhood environments where adults and children thrive.

Young Children, published six times per year, is the official publication of the National Association for the Education of Young Children. The goal of NAEYC is to offer professional development opportunities to early childhood educators to improve the quality of services to children during the critical years of development from birth through age eight.

Zero to Three, published six times per year by the National Center for Clinical Infant Programs, is intended for persons who work with infants, toddlers and their families and includes information on children with special needs.