

# Professional Development: Resources to Meet Your Needs



*A list of professional materials available for borrowing  
from the Stewart Resources Centre – May 2013*

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## The STF's Stewart Resources Centre – CHECK US OUT!

In order to serve you better, we have compiled the following list of resources that directly address some of your professional needs. We hope you find this publication helpful, and we would be pleased to hear from you if you would like us to continue producing more specialized resource lists, or if you have suggestions on how we can improve our service to you. We want to serve you better!

We make it easy for you to use the Stewart Resources Centre:

- For schools outside of Saskatoon, we mail our resources directly to you and provide a postage-paid mailing label for you to use to mail the resources back to us. (Audiovisual resources are excluded from the Canada Post library mailing rate, so you will need to pay postage to return these items.)
- For schools in Saskatoon, your resources arrive at your school through the weekly interschool mail delivery. Materials may also be returned to us using this courier system.
- You don't need to know the exact titles for resources you need. Provide a topic and an approximate grade level at which you would like to use the materials, and we will do the rest!
- We are accessible 24 hours a day through the STF website: [www.stf.sk.ca](http://www.stf.sk.ca) You may search our catalogue online or email us your resource requests at: [src@stf.sk.ca](mailto:src@stf.sk.ca)
- Call us! STF members may call the Stewart Resources Centre toll-free at 1-800-667-7762, ext. 6323, or we can be reached at 306-373-1660, ext. 6323 for local calls.
- Visit us in person! We are open 8:30 a.m. to 5:00 p.m. from Monday to Friday.





027.8 H341

**Adult learners : professional development and the school librarian** / Harvey, Carl A.  
Santa Barbara, CA: ABC-CLIO, 2012.

Subjects: School improvement programs. Teachers – In-service training. School librarians – In-service training. Technological literacy – Study and teaching (Continuing education).

Summary: This practical guide clarifies why school librarians need to be part of the professional development process in their schools - and shows just how to achieve that goal.

370.7155 K48

**Assessing impact : evaluating staff development (2<sup>nd</sup> ed.)** / Killion, Joellen.  
Oxford, OH: NSDC, 2008.

Subjects: Teachers – In-service training – Evaluation.

Summary: This book was written for staff development leaders, program coordinators, principals, and others responsible for designing and measuring the impact of professional learning programs. Killion provides guidance and practical resources through an eight-step evaluation framework. Includes CD-ROM with PowerPoint facilitator's guide and PDF handouts.

370.7155 K48

**Becoming a learning school** / Killion, Joellen. Roy, Patricia.  
Oxford, OH: National Staff Development Council, 2009.

Subjects: Mentoring in education. Teachers – In-service training. Team learning approach in education. School improvement programs.

Summary: This book builds on the intention to provide educators with the resources to implement and to support collaborative professional learning teams in every school focused on improving student learning.

370.711 N975

**The connected educator : learning and leading in a digital age** / Nussbaum-Beach, Sheryl.  
Bloomington, IN: Solution Tree, 2012.

Subjects: Professional learning communities. Digital communications. Teachers – In-service training.

Summary: The authors introduce connected learning communities as a three-pronged approach to effective professional development using local (professional learning community), contextual (personal learning network), and global (community of practice) environments.

375.001 J17

**The curriculum mapping planner : templates, tools, and resources for effective professional development** / Jacobs, Heidi Hayes. Johnson, Ann.

**The curriculum mapping planner : online materials** / Jacobs, Heidi Hayes. Johnson, Ann.  
Alexandria, VA: ASCD, 2009.

Subjects: Curriculum planning – Databases. Curriculum evaluation – Databases. School improvement programs. School administrators – In-service training.

Summary: This manual's collection of templates, samples, and tools helps you: establish the rationale for mapping; ensure long-term support for curriculum mapping; create quality maps for the first time or review and improve existing ones; and connect curriculum maps to assessment data, instructional strategies, and school improvement efforts. The online materials booklet contains print copies of all of the online templates mentioned in the book.

\* Annotations have been excerpted from book descriptions provided by the publishers.

370.715 B436

**Designing professional development for change : a guide for improving classroom instruction (2<sup>nd</sup> ed.)** / Bellanca, James A.

Thousand Oaks, CA: Corwin Press, 2009.

Subjects: Teachers – In-service training – Planning. Educational change. Transfer of training.

Summary: This book offers practical methods for designing staff development experiences that facilitate a high level of learning transfer into the classroom. Administrators and staff developers will find guidelines for professional development that fosters meaningful cognitive connections for participants and supports continuous academic improvement and lifelong learning for students.

507.155 D457

**Designing professional development for teachers of science and mathematics (3<sup>rd</sup> ed.)** / Loucks-Horsley, Susan.

Thousand Oaks, CA: Corwin, 2010.

Subjects: Science teachers – In-service training. Mathematics teachers – In-service training.

Summary: This book demonstrates how to design professional development for teachers that is directly linked to improving student learning. It reflects current research on PD design, underscores how beliefs and local factors can influence the PD design, illustrates a wide range of PD strategies, and emphasizes the importance of: continuous program monitoring, combining strategies to address diverse needs, and building cultures that sustain learning.

370.7155 B786

**Differentiated professional development in a professional learning community** / Bowgren, Linda. Sever, Kathryn.

Bloomington, IN: Solution Tree, 2010.

Subjects: Teachers – In-service training. Teachers – Professional relationships. Professional learning communities.

Summary: The authors suggest that one-size-fits-all professional development cannot provide success for all. Just as classroom teachers are challenged to meet the needs of the diverse learning styles of their students, professional development specialists need to incorporate learning styles into their work with adult learners.

370.113 P377

**The educator's professional growth plan : a process for developing staff and improving instruction (2<sup>nd</sup> ed.)** / Peine, Jodi.

Thousand Oaks, CA: Corwin Press, 2008.

Subjects: School administrators – In-service training. Educational leadership.

Summary: The author provides administrators and staff developers with step-by-step guidance for designing, implementing, and sustaining a professional growth plan. Grounded in research at elementary, middle, and high school levels, the process is delivered in manageable sections with reproducible forms for every step. This guidebook: demonstrates how participants can develop their own goals and action plans, provides current terminology and topics for individual growth plan development, examines steps to take after completing first-generation professional growth plans, and helps redefine school improvement efforts to produce enduring systemic change.

370.715 F655

**From staff room to classroom : a guide for planning and coaching professional development /** Fogarty, Robin. Pete, Brian.

Thousand Oaks, CA: Corwin Press, 2007.

Subjects: Teachers – In-service training. Career development.

Summary: *From Staff Room to Classroom* is built around four critical roles of the staff developer: designing, presenting, facilitating, and coaching. Offering concrete help for working with teachers using myriad real-life mentoring and coaching scenarios for reference and inspiration, this guide presents techniques for: customizing professional development to fit the unique needs of adult learners; organizing a successful workshop; incorporating five essential elements for sound training; building relationships and community; and putting ideas into immediate practice using extensive reproducibles, templates, and practical tips.

370.71 G884

**Growing schools : librarians as professional developers** / Harada, Violet H. Fontichiaro, Kristin. Abilock, Debbie.

Santa Barbara, CA: Libraries Unlimited, 2012.

Subjects: School librarian participation in curriculum planning – Case studies. Teachers – In-service training – Case studies. Technological literacy – Study and teaching – Case studies.

Summary: The authors relate their professional development journeys, collectively representing experience within K-12 and private institutions, district and regional units, and universities across the United States and Canada. The work provides various approaches to professional development with a range of processes and techniques that have been proven effective in different contexts and in achieving diverse learning goals.

370.7155 H968

**Individualizing professional development : a framework for meeting school and district goals** / Husby, Vicki R.

Thousand Oaks, CA: Corwin Press, 2005.

Subjects: Teachers – In-service training. Individualized education programs. School personnel management.

Summary: This book 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.

370.711 K21

**Intentional interruption : breaking down learning barriers to transform professional practice** / Katz, Steven. Dack, Lisa A.

Thousand Oaks, CA: Corwin, 2013.

Subjects: Teachers – In-service training. Professional learning communities.

Summary: If you're involved in professional learning, you know that big ideas can sometimes get stuck on the way to becoming real change. The authors explain the secret to getting unstuck: interrupting the status quo of traditional activity-based professional development to help educators embrace permanent changes in thinking and behaviour. They outline a process for real professional learning that ultimately leads to improved student achievement.

370.7155 H669

**The learning educator : a new era for professional learning**/ Hirsh, Stephanie. Killion, Joellen. Oxford, OH: NSDC, 2008.

Subjects: Teachers – In-service training. Teachers – Training of.

Summary: This book helps readers understand what qualifies as effective professional learning, enables them to believe this kind of professional learning is possible to achieve, and provides a blueprint that enables leaders, researchers, and practitioners to join together in this crucial work.

370.1523 M818

**Learning journals : a handbook for academics, students and professional development (2<sup>nd</sup> ed.)**

/ Moon, Jennifer A.

New York, NY: Routledge, 2006.

Subjects: Learning. Diaries. Authorship – Study and teaching.

Summary: This book offers guidance on keeping and using journals and gives step-by-step advice on integrating journal writing in taught courses, in training and professional development and in supporting personal development planning (PDP) activities. Key topics covered include: the nature of learning journals and how we learn from them; the broad range of uses of learning journals, including portfolios and personal and professional development; the depth and quality of reflection in learning journals; the assessment of learning journals and reflective writing; and the use of narrative and storytelling techniques in journals.

370.71 F394

**Making teamwork meaningful : leading progress-driven collaboration in a PLC / Ferriter,**

William M. Graham, Parry.

Bloomington, IN: Solution Tree, 2013.

Subjects: Professional learning communities. School management and organization.

Summary: The authors examine how staffing decisions can strengthen professional learning communities and explore actions that can help school leaders safeguard their schools against complacency. Collect tips and strategies that every leader can adopt, and apply the professional development techniques that prove most useful.

370.7155 J89

**Models of professional development : a celebration of educators / Joyce, Bruce R. Calhoun,**

Emily.

Thousand Oaks, CA: Corwin Press, 2010.

Subjects: Teachers – In-service training.

Summary: With emphasis on the essential connection to student outcomes, this volume provides an in-depth analysis of each PD approach, plus guidelines for effective implementation and program evaluation. Based on the belief that all models can succeed if properly implemented, the book examines: models to support individuals, collaborative personal/professional direct service models such as mentoring and coaching, collaborative and cooperative models, models designed to achieve curricular and instructional change, and the traditional workshop model and how it can be improved.

027.8 H283

**Personal learning networks : professional development for the isolated school librarian / Harlan,**

Mary Ann.

Westport, CT: Libraries Unlimited, 2009.

Subjects: School librarians – Education (Continuing education). Teacher librarians – Education (Continuing education). School librarians – In-service training. Teacher librarians – In-service training. Library education (Continuing education). Career development.

Summary: School librarians are often isolated from other professionals. By building a personal learning network, they will have the ways and means to keep up with trends and issues, new methods and activities.

370.7155 Y45

**Powerful professional development : building expertise within the four walls of your school /**

Yendol-Hoppey, Diane. Dana, Nancy Fichtman.

Thousand Oaks, CA: Corwin Press, 2010.

Subjects: Teachers – In-service training. Professional learning communities.



Summary: This guide helps schools and districts move away from reliance on outside expertise, instead drawing on and developing the experience and skills of their own faculty. The authors provide a complete toolbox of school-based professional development (PD) strategies, with recommendations on which tools to use for different times and settings, guidelines for implementation, and extended examples of each tool in action for a full spectrum of proven, cost-effective PD models.

371.394 S917

**Professional development for differentiating instruction** / Strickland, Cindy A.

Alexandria, VA: ASCD, 2009.

Subjects: Individualized instruction. Teachers – In-service training.

Summary: This resource contains more than 45 tools and activities that make it easier for staff developers, teacher leaders, and other professional development leaders to show teachers and administrators how to successfully implement and maintain differentiated instruction.

370.715 Z57

**Professional development : what works** / Zepeda, Sally J.

Larchmont, NY: Eye on Education, 2008.

Subjects: Teachers – Training of. School principals – Training of. Career development. Educational leadership.

Summary: This book guides principals, directors of professional development, school/district professional development committees, and other leaders in creating an effective professional development program that moves ideas from knowledge to action.

370.711 S972

**Professional learning in the digital age : the educator's guide to user-generated learning** /

Larchmont, NY: Eye on Education, 2013.

Subjects: Professional learning communities. Educators – In-service training. Teachers – In-service training.

Summary: Discover how to transform your professional development and become a truly connected educator with user-generated learning. This book shows educators how to enhance their professional learning using practical tools, strategies, and online resources. With beginner-friendly, real-world examples and simple steps to get started, the author shows how to harness information from physical and virtual communities and become a lifelong learner in the digital age.

370.7155 E13

**Protocols for professional learning** / Easton, Lois Brown.

Alexandria, VA: ASCD, 2009.

Subjects: Teachers – In-service training. Professional learning communities.

Summary: Whether the purpose of your PLC is to examine student work, explore instructional practice, address problems, or engage your colleagues in discussion, each protocol includes everything you need to ensure results: group structures and processes that ensure deep exploration of ideas; conversation guidelines that ensure dialogue is safe and effective; facilitated steps with suggested time allotments; questions, rubrics, and tools for evaluating the effects of your PLC; and tips for helping a PLC facilitator plan for and carry out a great meeting.

370.715 D169

**The reflective educator's guide to professional development : coaching inquiry-oriented learning communities** / Dana, Nancy Fichtman. Yendol-Silva, Diane.

Thousand Oaks, CA: Corwin Press, 2008.

Subjects: Teachers – In-service training. Teachers – Professional relationships. Action research in education.

Summary: Combining professional learning communities and action research, this step-by-step guide provides coaches, workshop leaders, and staff developers with strategies, activities, and tools to develop inquiry-oriented PLCs.

371.2 A819

**School systems that learn : improving professional practice, overcoming limitations, and diffusing innovation** / Ash, Paul B. D'Auria, John.

Thousand Oaks, CA: Corwin, 2013.

Subjects: Educational change. School management and organization. Educational innovations.

Summary: This practitioner's guide to creating a system-wide learning organization focuses on professional learning as the stimulus to improving student achievement. The authors provide a blueprint to: improve schools through system-wide professional learning, increase student achievement by instilling a deep-rooted culture of curiosity, bolster faculty and staff morale with trust-building initiatives, and align professional development with student-centred district standards.

371.33 M528

**Step-by-step professional development in technology** / Meltzer, Sarah T.

Larchmont, NY: Eye on Education, 2012.

Subjects: Computer-assisted instruction – Planning. Educational technology – Planning.

Summary: This book shows principals, coaches, technology coordinators, and other school leaders how to plan, implement, and manage the professional development of teachers in instructional technology. It offers a variety of practical tools, such as long-and short-term technology plans, training schedule templates, and needs assessment surveys.

371.203 O22

**Strategic management of human capital in education : improving instructional practice and student learning in schools** / Odden, Allan.

New York, NY: Routledge, 2011.

Subjects: School improvement programs. Human capital. School personnel management.

Summary: This book offers a comprehensive and strategic approach to address what has become labeled as talent and human capital. It shows how the entire human resource system in schools – from recruitment, to selection/placement, induction, professional development, performance management and evaluation, compensation, and career progression – can be reformed and restructured to boost teacher and principal effectiveness in ways that dramatically improve instructional practice and student learning.

370.715 B415

**Strategies for designing, implementing, and evaluating professional development** / Beers, Sue.

Alexandria, VA: ASCD, 2007.

Subjects: Teachers – In-service training.

Summary: This resource will help you plan, implement, and evaluate professional development, from stand-alone workshops to comprehensive system-wide programs. The binder guides you through the process of identifying the need for professional development, determining the components to include in your plan, and selecting the best tools to accomplish your goals. More than 90 tools are included in the binder to help you: create a vision and definition of professional development for your learning community; establish a common understanding of your professional development program's content and results; solve time, logistics, and sequencing issues; design and implement professional development tasks and activities that align to school and district goals; measure your progress and reflect on individual and group improvement; and evaluate the impact of professional development and sharing your success.

370.7155 S471

**Taking charge of professional development : a practical model for your school** / Semadeni, Joseph H.

Alexandria, VA: ASCD, 2009.

Subjects: Teachers – In-service training. Teachers – Professional relationships.

Summary: The author guides you through a systemic method to professional development that: motivates teachers to continuously learn and apply best practices, makes adult learning activities as convenient as possible, eliminates the costs of expensive outside consultants and off-site meetings, and ensures someone with expertise within the school is always available to provide additional training and support.

371.102 D186

**Talk about teaching! : leading professional conversations** / Danielson, Charlotte.

Thousand Oaks, CA: Corwin Press, 2009.

Subjects: Teaching. Professional education. Educational leadership.

Summary: This book helps school leaders understand the value of reflective professional conversations in promoting a positive environment of inquiry, support, and teacher professional development.

370.7155 S622

**Teaching and learning in public : professional development through shared inquiry** / Sisk-Hilton, Stephanie.

New York, NY: Teachers College Press, 2009.

Subjects: Teachers – In-service training. Reflective teaching. Mentoring in education.

Summary: This is the inspiring story of a group of teachers who used new technologies to document, to analyze, and to share an inquiry learning process together. The Supporting Knowledge Integration for Inquiry Practice (SKIIP) is an exciting new professional development model that brings together the strengths and benefits of several existing approaches: participant-directed inquiry, school/university partnerships, and the shared pedagogical improvement model of lesson study.

370.715 J75

**Team to teach : a facilitator's guide to professional learning teams** / Jolly, Anne.

Oxford, OH: NSDC, 2008.

Subjects: Teachers – In-service training. School administrators – In-service training.

Summary: This book includes all the necessary guidelines for facilitators to help educators build a successful professional learning team. Background sections set the stage for each of 10 chapters that steer groups through the process. A comprehensive set of tools will enable facilitators and learning team leaders to take the necessary actions that will lead to high-performing teams.

370.715 L325

**Tools for leaders : indispensable graphic organizers, protocols, and planning guidelines for working and learning together** / Lerner, Marjorie.

New York, NY: Scholastic, 2007.

Subjects: Teachers – In-service training. Educational leadership. Effective teaching. School improvement programs.

Summary: For schools working to enhance their organizational capacity to boost student learning, this book provides a framework for collaborative professional development, outlines its principles, and supplies an array of tools that help structure and support the efforts of literacy coaches, staff developers, administrators, and teacher leaders.

370.7155 R332

**Transforming professional development into student results** / Reeves, Douglas B.  
Alexandria, VA: ASCD, 2010.

Subjects: Teachers – In-service training. Teachers – Professional relationships. School improvement programs.

Summary: Focusing on just three things - evidence of student learning, feedback on teacher and principal decisions, and depth of implementation - the author provides you with a blueprint for how to ensure professional development improves student learning.

370.7155 S741

**Why can't we get it right? Designing high-quality professional development for standards-based schools (2<sup>nd</sup> ed.)** / Speck, Marsha. Knipe, Caroll.

Thousand Oaks, CA: Corwin Press, 2005.

Subjects: Teachers – Training of.

Summary: This book explains how educational leaders can design, deliver, and evaluate collaborative standards-based professional development. This resource contains: essential questions about high-quality professional development; information on creating the culture for a learning community; conditions and processes for professional development; suggestions on designing your own mode; tools for evaluating and rethinking professional development and learning; and strategies for deepening a leader's impact on a standards-based system.

371.26 W926

**Workshop-in-a-box : a one-day “do-it-yourself” professional development workshop-in-a-box on assessment for learning for K-12 teachers [kit]** / Davies, Anne.

Courtenay, BC: Connections Publishing, 2007.

Contents: 1 DVD, 1 CD-ROM, and 4 books.

Subjects: Educational tests and measurements. Students – Rating of. Students – Self-rating of. Teacher-student relationships. Parent-teacher conferences.

Summary: This kit includes all materials needed for a stand-alone, self-facilitated workshop for teachers who want to learn both the “why” and the “how” of assessment for learning. Workshop-in-a-Box draws heavily on four texts, which are used for exercises in the workshop. Titles are: *Setting and Using Criteria: For Use in Middle and Secondary School Classrooms*, *Conferencing and Reporting: For Use in Middle and Secondary School Classrooms*, *Self-assessment and Goal Setting: For Use in Middle and Secondary School Classrooms*, and *Making Classroom Assessment Work*.



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