Professional Development & Mentoring				Round orange sticker
Call Number	**TITLE**	**Author/s**	**Year**	**Annotation**
370.71 CON	*Connecting inquiry and professional learning in education*	Campbell, Anne & Groundwater-Smith, Susan, eds.	2010	Subtitle: *International perspectives and practical solutions.* "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.
370.71 FOG	*From staff room to classroom: a guide for planning and coaching professional development*	Fogarty, Robyn & Pete, Brian	2006	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"
370.711 HARG	*Professional capital : transforming teaching in every school*	Hargreaves, Andy & Fullan, Michael	2012	"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, *Professional Capital* combats the tired arguments and stereotypes of teachers and teaching. It includes action guidelines for classroom teachers, administrators…"
370.715 JOY	*Student achievement through staff development, 3rd ed.*	Joyce, Bruce & Showers, Beverly	2002	"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."
370.715 KANO	*The five disciplines of PLC Leaders 5 copies*	Kanold Timothy	2011	Outstanding leadership in a professional learning community requires practice and patience. Simply trying harder will not yield results; leaders must proactively train to get better at the skills that matter. This book offers a framework to focus time, energy, and effort on five key disciplines. Included are reflection exercises to help readers find their own path toward effective PLC leadership
371.7155 SATH	*Leading professional learning teams : a start-up guide for improving instruction*	Sather, Susan E.	2009	" … 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."
370.72 CUNN	*Improving teaching with collaborative action research : an ASCD action tool*	Cunningham, Diane	2011	"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."
370.72 SAGO	*Collaborative action research for professional learning communities*	Sagor, Richard.	2010	Focuses on five habits of enquiry (Clarifying a shared vision for success; Articulating theories of action; Acting purposively while collecting data; Analysing data collaboratively; Informed team action planning.)

371.1 TEA	*Teachers & schooling making a difference : productive pedagogies, assessment and performance*	Debra Hayes ... [et al.].	2006	"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."
371.102 BUB	*Helping teachers develop*	Bubb, Sara.	2005	Readable and practical manual on aspects of professional development, teacher observation, mentoring, etc.
371.102 BURK	*Mentoring guidebook : Level 1, starting the journey*	Burke, Kay	2002	This edition defines the mentor's role, covers basic principles of mentoring and important teaching practices, and provides tools for effective communication.
371.102 DANI	*Enhancing professional practice : a framework for teaching*	Danielson, Charlotte.	2008	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.
371.102 DANI	*The handbook for enhancing professional practice : using the framework for teaching in your school*	Danielson, Charlotte	2009	Supplements the previous title with step-by-step procedures and practical tools for using the framework.
371.102 NIEB	*The pocket mentor : a handbook for teachers*	Niebrand, Chris.	2000	"… 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."
371.102 PITT	*Mentoring novice teachers : fostering a dialogue process*	Pitton, Debra Eckerman.	2000	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.
371.102 POR	*Mentoring new teachers*	Portner Hal	2003	Packed with strategies, exercises, and resources, this book examines four critical mentoring functions and gives school leaders, mentors, and staff developers the tools to create a dynamic mentoring program or revitalize an existing one.
371.102 SWEE	*Leading the teacher induction and mentoring program*	Barry W. Sweeny.	2001	"…takes school leaders through the process of creating and sustaining an induction and mentoring program."
371.102 ZACH	*The mentee's guide: making mentoring work for you*	Zachary. L. J	2009	The Mentee's Guide inspires and guides the potential mentee, provides new insights for the adventure in learning that lies ahead, and underscores my personal belief and experience that mentoring is circular. The mentor gains as much as the mentee in this evocative relationship

371.102 ZACH	*The mentor's guide: facilitating effective learning relationships*	Zachary. L. J	2012	Thoughtful and rich with advice, The Mentor's Guide explores the critical process of mentoring and presents practical tools for facilitating the experience from beginning to end. Managers, teachers, and leaders from any career, professional, or educational setting can successfully navigate the learning journey by using the hands-on exercises in this unique resource.
371.1022 ABRA	*Having hard conversations*	Abrams, Jennifer **2 copies**	2009	"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."
371.12 MUR	*Whole-staff study groups : creating professional learning communities that target student learning*	Carlene U. Murphy, Dale W. Lick.	2006	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."
371.144 DAN	*Teacher evaluation to enhance professional practice*	Charlotte Danielson &Thomas L. McGreal.	2000	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.
371.144 MARZ	*Coaching classroom instruction*	Marzano, Robert J. **13 copies**	2012	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."
371.148 ROB	*Schools as professional learning communities : collaborative activities and strategies for professional development*	Roberts, Sylvia M. & Pritt, Eunice Z.	2009	"Your one-stop sourcebook for building a professional learning community in your school!"
371.203 MARZ	*Effective supervision : supporting the art and science of teaching*	Marzano, Robert **12 copies**	2011	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".