

STUDENT ACHIEVEMENT PARTNERS

Supplemental Resources for Professional Learning

Student Achievement Partners reviewed complementary and compelling sources that informed the development of the [Principles for High-Quality, Standards-Aligned Professional Learning](#). The following are recommendations for supplemental reading and practical resources for supporting professional learning.

Books/Book Chapters

Chapman, J. D., Patricia Cartwright, P., & McGilp, J. E. (2006). *Lifelong learning, participation and equity*. Springer.

Inzlicht, M., & Good, C. (2006). How environments can threaten academic performance, self-knowledge, and sense of belonging. In S. Levin & C. Van Laar (Eds.), *Stigma and group inequality* (pp. 129-150). Lawrence Erlbaum Associates.

National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. NCTM.

Thompson, C. L., & Zeuli, J. S. (1999). The frame and the tapestry: Standards-based reform and professional development. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 341-375). Jossey-Bass.

Frameworks and Tools

Council of Chief State School Officers. (2012). *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO.

English Learners Success Forum. (n.d.). A how-to guide for teachers: Using the ELSF Guidelines to improve planning practices for teachers and learning experiences for English learners. Retrieved from: elsuccessforum.org/resources/a-how-to-guide-for-teachers.

English Learners Success Forum. (n.d.). Taking the pulse: Are my instructional materials and teaching practices working for my EL students? Retrieved from: elsuccessforum.org/educators.

Hill, H. (n.d.). MQI Rubric. Center for Educational Policy Research at Harvard University. Retrieved from: <https://mqicoaching.cepr.harvard.edu/rubric>.

Schoenfeld, A., & the Teaching for Robust Understanding Project. (2016). *An introduction to the Teaching for Robust Understanding (TRU) framework*. Berkeley, CA: University of California at Berkeley, Graduate School of Education.

Weiss, S., Kuo, A. C., & Zweirs, J. (2019). *Professional development essentials for educators of multilingual learners*. Understanding Language at Stanford.

Ysseldyke, J., Krentz, J., Elliott, J., Thurlow, M., Erickson, R., & Moore, M. (1998). *NCEO framework for educational accountability*. National Center on Educational Outcomes.

Journal Articles

- Ermeling, B. A., & Gallimore, R. (2013). Learning to be a community: Schools need adaptable models to create successful programs. *The Learning Professional*, 34(2), 42-45.
- Guskey, T. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59(6), 45-51.
- Hirsh, S. (2009). A new definition. *Journal of Staff Development*, 30(4), 10-16.
- Jackson, C. K., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers. *American Economic Journal: Applied Economics*, 1(4), 85-108.
- Schoenfeld, A. (2015). Thoughts on scale. *ZDM Mathematics Education*, 47(1), 161-169.
- Stosich, E. (2016). Joint inquiry: Teachers' collective learning about Common Core in high-poverty urban schools. *American Educational Research Journal*, 53(6), 1698-1731.
- Sun, M., Loeb, S., & Grissom, J. A. (2017). Building teacher teams: Evidence of positive spillovers from more effective colleagues. *Educational Evaluation and Policy Analysis*, 39(1), 104-125.

Papers/Reports

- Aspen Institute. (2019). *Integrating social, emotional, and academic development (SEAD): An action guide for school leadership teams*. The Aspen Institute Education & Society Program.
- Bensimon, E., & Dowd, A. (2012). *Developing the capacity of faculty to become institutional agents for Latinos in STEM*. Los Angeles, CA: University of Southern California, Rossier School of Education.
- EL Education. (2019). *Impact summary: Landmark study finds pathway to literacy equity and excellence*. EL Education.
- Miles, K. H., Rosenberg, D., & Green, G. Q. (2017). *Igniting the learning engine: How school systems accelerate teacher effectiveness and student growth through Connected Professional Learning*. Education Resource Strategies.
- Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). *Continuous improvement in education*. Carnegie Foundation for the Advancement of Teaching.
- Pimentel, S., & Wiener, R. (2017). *Practice what you teach: Connecting curriculum & professional learning in schools*. The Aspen Institute Education & Society Program.
- TNTP. (2015). *The mirage: Confronting the hard truth about our quest for teacher development*. TNTP Report.
- TNTP. (2018). *The opportunity myth: What students can show us about how school is letting them down—and how to fix it*. TNTP Report.
- US Department of Education. (2016). *Non-regulatory guidance for Title II, Part A: Building systems of support for excellent teaching and leading*. US Department of Education.