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Learning Forward's Bookstore has a new look to make it even easier for shoppers to find the resources they need to strengthen their professional learning library. See what's new, browse the best sellers, or shop by category of interest. New titles include *Standards Into Practice: School-Based Roles*, containing the latest Innovation

Configuration maps; *Coaching Matters*, outlining the critical elements of effective coaching practices; and *A Playbook for Professional Learning: Putting the Standards Into Action*, demonstrating how to put the Standards for Professional Learning into daily practice. Learning Forward members save 20% on all purchases.

TEACHER CAREER PATHS



<http://bit.ly/YLyTcw>

In the most recent *MetLife Survey of the American Teacher*, about half of teachers say they have a leadership role in their school and about half also say they have an interest in a role where they are teaching part-time combined with other responsibilities in the school or district. Read about the range of possible career paths teacher leaders can take in the spring issue of *The Leading Teacher*, sponsored by MetLife Foundation. The tool invites readers to identify interests and options as they consider what direction their careers might go.

FREE DOWNLOAD

<http://bit.ly/YLhGA0>

Facilitator Guide: Standards for Professional Learning is designed to assist facilitators in introducing and helping others implement the standards. Published in PDF format and available free online, the guide contains practical activities, reflection questions, and tools to deepen users' understanding. Complete with handouts and presentation slides, the facilitator guide is organized to support a full-day learning session and includes suggested variations for a two-hour introduction. Turn on the bookmarks feature in Acrobat to navigate among chapters, slides, and handouts.



THE POWER OF LANGUAGE

<http://bit.ly/YYAwPu>

Joellen Killion, Learning Forward senior advisor, describes the power of language and the words that fail professional learning:

“Unmasking assumptions about professional learning through analysis of language provides opportunities to confront beliefs and practices that serve as barriers to effective professional learning.

... When education leaders care more about development rather than learning, they unmask yet another false assumption about professional learning.

It places priority on development — the structures, actions, or resources provided to promote professional improvement — rather than on learning that is demonstrated through refinement or change in practice and results for every student.”

