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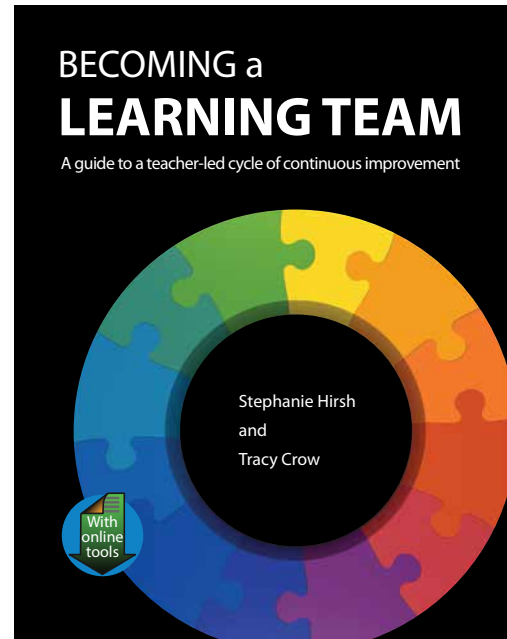
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LEARNING COMMUNITIES

New

BECOMING A LEARNING TEAM: A GUIDE TO A TEACHER-LED CYCLE OF CONTINUOUS IMPROVEMENT

Stephanie Hirsh
& Tracy Crow



Becoming a Learning Team offers teachers step-by-step guidance in using collaborative learning time to solve specific student learning challenges.

Teacher teams can use the tools and strategies to:

- Understand the value and importance of collaborative learning to improve teaching and learning;
- Launch a learning team cycle with five key stages;
- Implement each of the five stages with specific strategies and supporting protocols;
- Adapt the cycle to fit specific school and district calendars and initiatives; and
- Engage external support in sustaining learning teams.

This book builds on the ideas explored in companion publications *Becoming a Learning System* and *Becoming a Learning School*. Each chapter includes additional tools and vignettes of actual school-based learning teams to help teachers facilitate or lead learning team cycles as part of their daily routines.

B602, 160 pgs., **\$36.00** member, **\$45.00** nonmembers

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

– Benjamin Franklin

Great schools are places of optimal learning, for students and teachers. Collaborating with purpose, focusing on the learning needs of students, and using evidence to guide collective professional learning decisions are the essential elements that Stephanie Hirsh and Tracy Crow examine in this book.

Rod Allen, superintendent, Cowichan Valley School District 2557, Duncan, British Columbia



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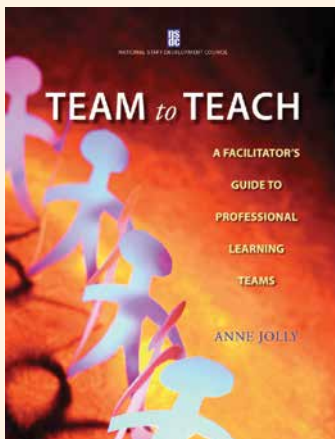
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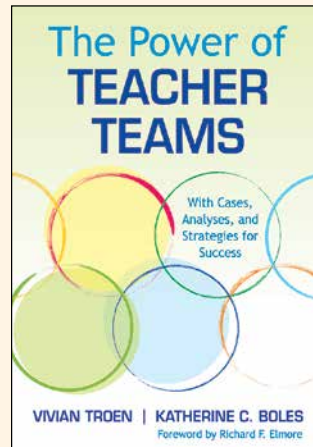
TEAM TO TEACH: A FACILITATOR'S GUIDE TO PROFESSIONAL LEARNING TEAMS

Anne Jolly



This step-by-step book includes everything facilitators need to help educators build a successful professional learning team. Written in easy-to-read language, background sections set the stage for each of 10 chapters that steer groups through the process. A comprehensive set of tools, totaling 150 pages, enables facilitators and learning team leaders to take the necessary actions that will lead to high-performing teams. Free with purchase: Online access to download a PDF of the tools.

B394, 276 pp. + online tools
\$40.00 members
\$50.00 nonmembers

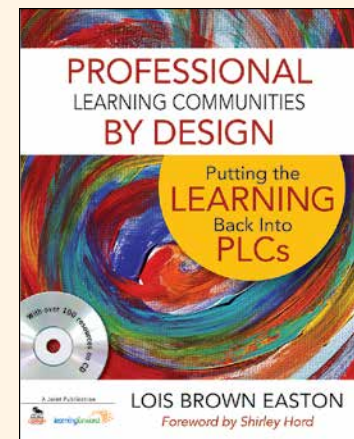


THE POWER OF TEACHER TEAMS: WITH CASES, ANALYSES, AND STRATEGIES FOR SUCCESS

Vivian Troen & Katherine C. Boles

Through richly detailed case studies, *The Power of Teacher Teams* demonstrates how schools can transform their teams into more effective learning communities that foster teacher leadership. School leaders will find guidelines, methods, and concrete steps for building and sustaining effective teacher teams. Also included are online video case studies. The most important reason for building teacher teams is to enhance student learning through improved instruction — and that story is at the heart of this book.

B516, 256 pp.
\$44.00 members
\$55.00 nonmembers



PROFESSIONAL LEARNING COMMUNITIES BY DESIGN: PUTTING THE LEARNING BACK INTO PLCs

Lois Brown Easton



Follow the PLC creation and implementation process through the school year, starting with setting the stage, moving through structures and protocols, and focusing ultimately on the future to ensure results for all students. Award-winning educator Lois Brown Easton's book provides a compelling case study in narrative form; a chronological PLC planning outline; and first-hand lessons learning about how PLCs develop, mature, and sustain themselves.

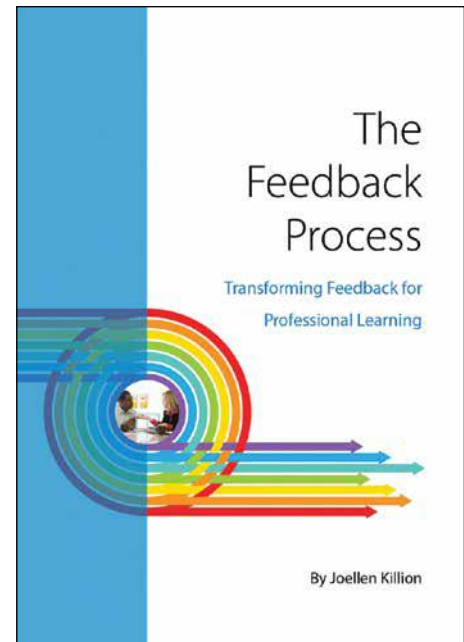
B514, 304 pp.
\$48.00 members
\$60.00 nonmembers

Coaching & Teacher Support

COACHING & TEACHER SUPPORT

THE FEEDBACK PROCESS: TRANSFORMING FEEDBACK FOR PROFESSIONAL LEARNING

Joellen Killion



The Feedback Process: Transforming Feedback for Professional Learning gives an insightful treatment of the power of learner-focused feedback to improve professional learning and practice. Multiple tools and templates, contextual examples, and end-of-chapter questions let learners balance provocative ideas with practical approaches to providing and using feedback.

Using this timely resource, teachers, coaches, staff developers, and administrators will be able to:

- Develop an understanding of the rationale for and definition of the learner-focused feedback process;
- Identify components of effective, learner-focused feedback processes and the conditions needed to support such processes;
- Examine examples of types of feedback based on their contexts and purposes;
- Consider how to use data and evidence in the feedback process; and
- Enhance professional learning and improve practice by applying the feedback process.

To improve your learning and practice, order today.

B591, 120 pages, **\$32.00** members, **\$40.00** nonmembers



Oddly, there are very few books in education on feedback. *The Feedback Process* fills the void with as complete and insightful a treatment of the power of feedback as you will ever find. Killion first disposes of the common misconceptions of feedback and then gives us a solution based on the foundational concept of “learner-focused feedback.” Here is a book that you can read today and use tomorrow to improve your own work and that of your organization.

Michael Fullan, Professor Emeritus, Ontario Institute for Studies in Education, University of Toronto



“When you get,
give. When you
learn, teach.”

– Maya Angelou



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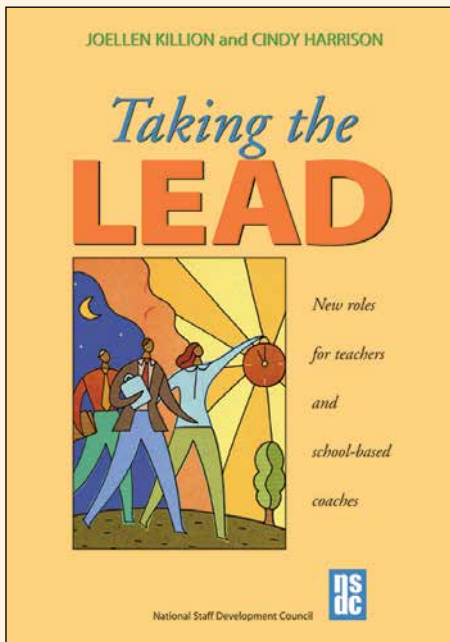
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TAKING THE LEAD: NEW ROLES FOR TEACHERS AND SCHOOL-BASED COACHES

Joellen Killion & Cindy Harrison



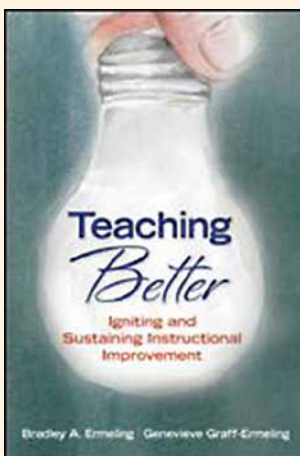
This book explores the complex, multi-faceted roles played by teacher leaders and school-based coaches as well as examining district and school expectations, hiring practices, and deployment of these educators.

Readers will dive into 10 different roles of school-based coaches, each with specific purposes for supporting continuous learning in schools. The roles are:

- | | |
|-----------------------------|-------------------------|
| 1. Resource provider | 6. Learning facilitator |
| 2. Data coach | 7. Mentor |
| 3. Instructional specialist | 8. School leader |
| 4. Curriculum specialist | 9. Catalyst for change |
| 5. Classroom supporter | 10. Learner |

Also included is a CD-ROM with more than 200 pages of resources in PDF format plus Innovation Configuration maps for the school-based learning leader.

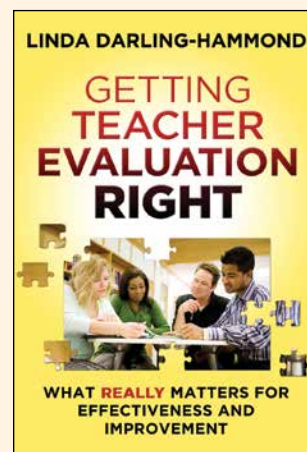
B352, 212 pp. + CD-ROM, **\$36.00** members, **\$45.00** nonmembers



TEACHING BETTER: IGNITING AND SUSTAINING INSTRUCTIONAL IMPROVEMENT

Bradley A. Ermeling & Genevieve Graff-Ermeling

B598, 200 pp.
\$36.00 members
\$45.00 nonmembers



GETTING TEACHER EVALUATION RIGHT: WHAT REALLY MATTERS FOR EFFECTIVENESS AND IMPROVEMENT

Linda Darling-Hammond

B555, 192 pp.
\$25.00 members
\$31.25 nonmembers

Coaching & Teacher Support

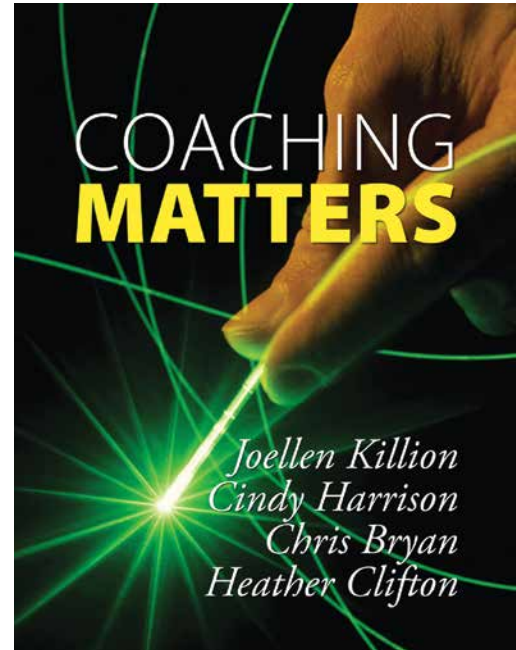
“Education is not
the filling of a pail,
but the lighting
of a fire.”

– William Butler Yeats

COACHING & TEACHER SUPPORT

COACHING MATTERS

*Joellen Killion,
Cindy Harrison,
Chris Bryan, &
Heather Clifton*



Does coaching matter? Yes! Coaching can increase teacher effectiveness and student learning.

Successful coaching, however, doesn't happen just by hiring dynamic coaches. Successful coaching requires strong leadership, a clear focus and goals, essential resources, well-prepared staff, monitoring, and rigorous evaluations.

Each chapter in this book describes an element of what research and the authors' firsthand experiences know it takes to make coaching effective. The book covers:

- Characteristics that distinguish effective coaching programs;
- Attributes that affect teaching practices, student achievement, and school culture;
- Practices that lead to results for teachers and students;
- Responsibilities of coaches;
- Strategies for individual coaches, principals, and school systems to build a stronger coaching program; and more.

Every chapter is accompanied by tools, including additional readings, resources to use with teachers, strategies for accomplishing the work, and real-life examples.

B542, 191 pp. +online tools, **\$36.00** members, **\$45.00** nonmembers



The research shared in *Coaching Matters* on coaching practices and their impact on improving teacher and student learning is critical. The book gives us immediate access to the tools, resources, and strategies we need to support coaches and system leaders. *Coaching Matters* is my 'go to' book."

Courtney W. Bitar, Coordinator, Instructional Coaching Program
Fairfax County Public Schools





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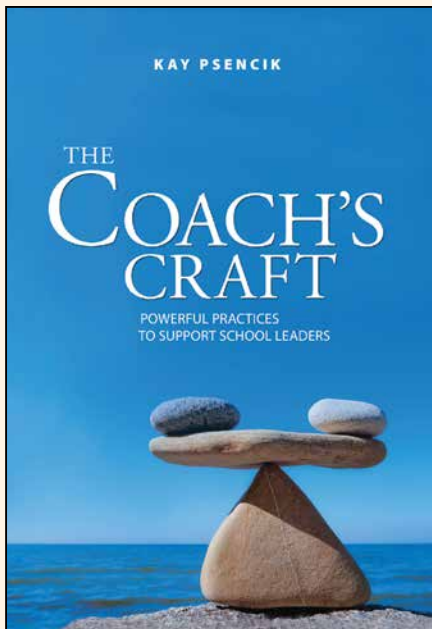
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THE COACH'S CRAFT:

POWERFUL PRACTICES TO SUPPORT SCHOOL LEADERS

Kay Psencik

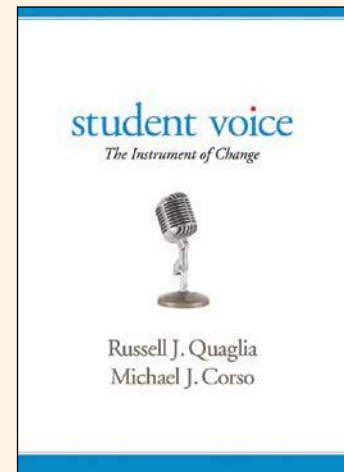


Coaching leaders demands high-level skills that challenge even the most knowledgeable and experienced coaches. Grow in confidence and competence in the coaching role by exploring the foundation of highly effective coaching, attributes of successful coaches, and strategies for coaching.

Define effective coaching using an Innovation Configuration map, learn new ways of thinking that lead to more effective coaching, and understand how to develop a coach's wisdom. Learn to create a purposeful, focused action plan. Establish goals, and design strategies to achieve them. Take steps to develop trust, observation skills, listening and questioning techniques, and use the self-assessment tool to uncover your own strengths along with those of the individuals you are coaching.

Each chapter offers questions for reflection, strategies and investigations, and suggested readings.

B530, 211 pp., **\$32.00** members, **\$40.00** nonmembers



STUDENT VOICE: THE INSTRUMENT OF CHANGE

Russell J. Quaglia & Michael J. Corso

B580, 216 pp.

\$37.50 members

\$30.00 nonmembers



"As (*The Coach's Craft*) so clearly makes the case, a skillful coach can provide the critical intervention that enables a principal to move beyond management to developing the vision and leadership skills that can moved his or her school to be successful."

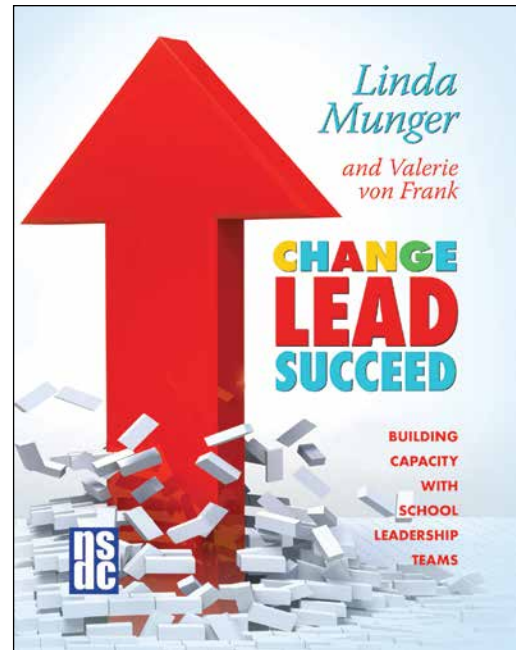
Katherine Funk, Executive Director, Twin Tiers Coalition for Learning



LEADERSHIP

CHANGE, LEAD, SUCCEED: BUILDING CAPACITY WITH SCHOOL LEADERSHIP TEAMS

*Linda Munger &
Valerie von Frank*



Redefine leadership in your school, and create capacity through school leadership teams that successfully coordinate professional learning. *Change, Lead, Succeed* shows school leaders and teachers in leadership roles what they need to know to effectively create a culture for change.

Find out what distinguishes a school leadership team from other school teams, clarify the school leadership team's role in building school capacity through job-embedded, school-centered professional learning, and go beyond merely setting school goals to achieving them. Use *Change, Lead, Succeed* to create a team of teacher leaders who can make a difference — for both teacher and student learning.

B468, 150 pp. + CD-ROM, **\$40.00** members, **\$50.00** nonmembers



“Change, Lead, Succeed: Building Capacity with School Leadership Teams is a tool kit for school leadership teams and school or district professional development committees. The information and resources are all here to help teams accomplish their work of planning, implementing, monitoring, and evaluating effective professional learning necessary to achieve the school’s goals for student achievement.”

Joellen Killion, Senior Advisor, Learning Forward



“Innovation distinguishes between a leader and a follower.”

– Steve Jobs



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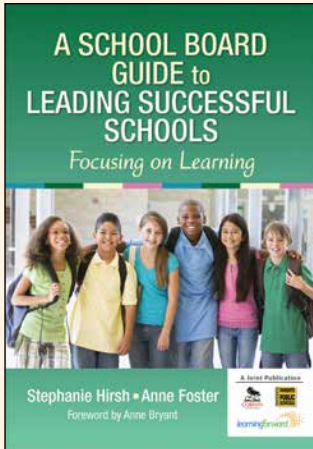
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A SCHOOL BOARD GUIDE TO LEADING SUCCESSFUL SCHOOLS

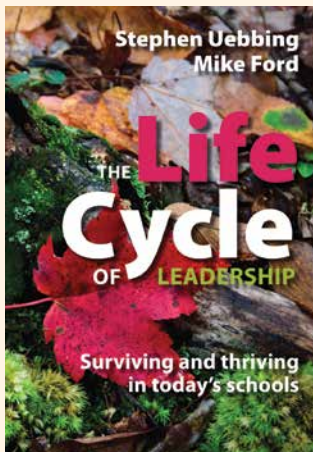
Stephanie Hirsh & Anne Foster

This invaluable guide addresses the top challenges experienced by nearly every school board, and shows how professional learning can assist in overcoming these challenges and support positive changes. Aligned with Learning Forward's Standards for Professional Learning, this resource enables board members to:

- Learn from case studies focused on 12 critical board-level decisions, including hiring a new superintendent, resource allocation; and
- Deepen your understanding of leadership and actions that advance school success and benefit the wider community.

B562, 248 pp.

\$37.00 members, **\$46.25** nonmembers



THE LIFE CYCLE OF LEADERSHIP: SURVIVING AND THRIVING IN TODAY'S SCHOOLS

Stephen Uebbing & Mike Ford

The challenges of leadership come in distinct cycles of survival, creation, and legacy, according to the authors. Learn to recognize the challenges of each cycle and be ready to adjust your leadership to match your context using research-based strategies. Understand how a clear moral purpose can enhance every leader's ability to lead effective change.

B487, 166 pp.

\$28.00 members, **\$35.00** nonmembers



Professional learning that improves educator effectiveness is fundamental to student learning.

Learning Forward is the only professional association devoted exclusively to supporting those who work in educator professional learning. **Join us today.**

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Learning Designs & Facilitation

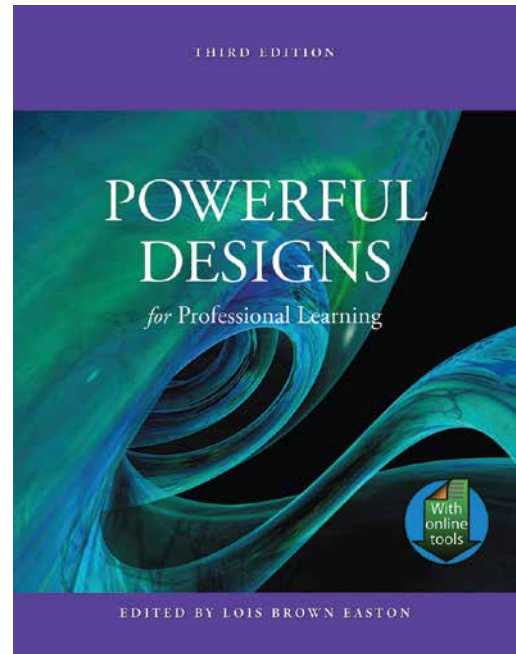
The art of teaching
is the art of assisting
discovery.”

– Mark Van Doren

LEARNING DESIGNS & FACILITATION

POWERFUL DESIGNS FOR PROFESSIONAL LEARNING, THIRD EDITION

Lois Brown Easton



Filled with 24 learning designs, the latest edition of Learning Forward’s bestseller helps educators understand the kinds of learning experiences that result in changed practices and better results for students. The book includes chapters authored by more than 30 of the field’s leading experts in adult learning.

The broad range of designs allows educators to find the best strategies for their particular needs and circumstances. Each chapter includes a narrative about the design in use, an overview and rationale, concrete steps for implementation, alternatives, and challenges and how to address them.

Fifteen of the 24 designs in this version are all new. The others have been updated, many incorporating aspects of technology.

This comprehensive resource includes a link and password to dozens of exclusive online resources.

B587, 384 pp. + online tools, **\$64.00** members, **\$80.00** nonmembers

“*Powerful Designs for Professional Learning* offers 24 carefully constructed designs and guides readers in the selection of the most appropriate design for their unique goals and context. Nowhere else will educators find in one place such a thorough and valuable explanation of the options available to them to strengthen professional learning to improve student learning.

Dennis Sparks, Emeritus Executive Director, National Staff Development Council
(Now Learning Forward)





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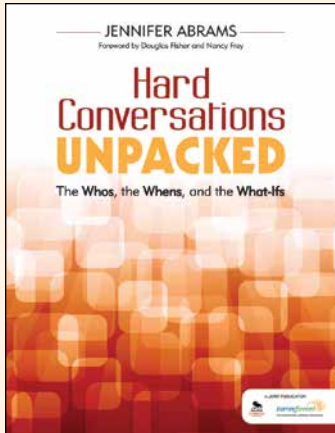
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HARD CONVERSATIONS UNPACKED: THE WHOS, THE WHENS, AND THE WHAT-IFS

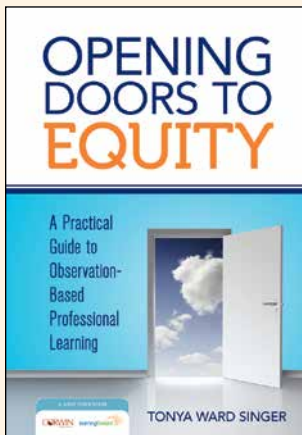
Jennifer Abrams

Tough talks are never easy. This book moves readers deeper into the nuances of how to prepare for those conversations while building expectations for positive and meaningful outcomes. Putting clarity before accountability, or by being clear about what should be understood before going in, can and will increase the favorable results of those tough talks. With an emphasis on what needs to happen before, during, and after hard conversations, this resource explores

- What humane, growth-producing, and “other-centered” conversations sound like;
- How race, culture, gender, and generational filters influence perceptions and how to account for them;
- How to spot and work with organizational dynamics that could influence discussions;
- How to conduct hard conversations with supervisors; and
- Plan for positive outcomes from hard conversations.

Let this resource empower you to expect and professionally navigate environmental influences, unexpected pushback, and uncomfortable silences toward real understanding and progress.

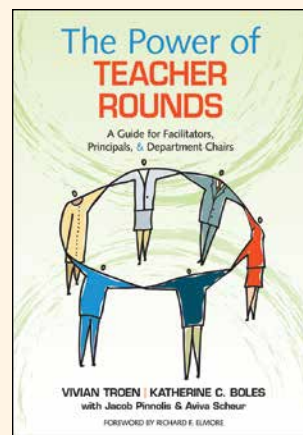
B596, 112 pp., **\$30.00** members, **\$37.50** nonmembers



OPENING DOORS TO EQUITY: A PRACTICAL GUIDE TO OBSERVATION-BASED PROFESSIONAL LEARNING

Tonya Ward Singer

B589, 248 pp.
\$30.00 members
\$37.50 nonmembers



THE POWER OF TEACHER ROUNDS: A GUIDE FOR FACILITATORS, PRINCIPALS, & DEPARTMENT CHAIRS

Vivian Troen & Katherine Boles

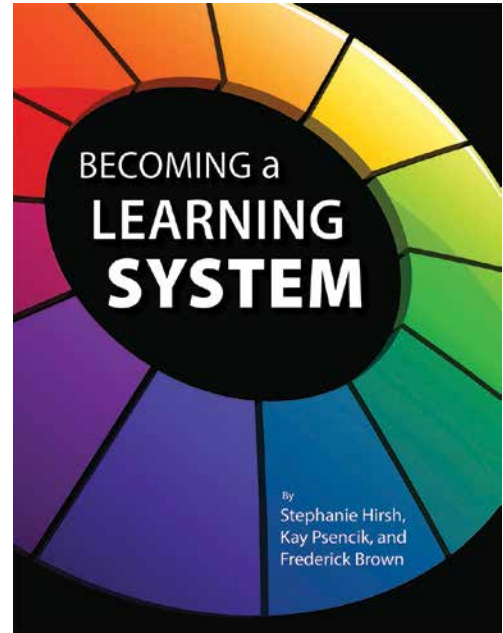
B575, 176 pp.
\$26.00 members
\$32.50 nonmembers

School & System Improvement

SCHOOL & SYSTEM IMPROVEMENT

BECOMING A LEARNING SYSTEM

Stephanie Hirsh,
Kay Psencik,
& Frederick Brown



Every student should have the opportunity to attend a great school filled with great teachers. This book explores the idea that, for this to happen, school districts must become learning systems.

In a learning system, every educator in the district focuses intently on learning — at whatever level they serve. Those educators share responsibility for student and adult learning, dedicate themselves to continuous improvement, use data to drive decisions, and monitor and adjust their practices based on feedback.

This book is based on Learning Forward's definition of professional learning and Standards for Professional Learning, which together offer district leaders a framework to guide daily decisions that promote continuous improvement. The book outlines the knowledge, skills, attitudes, dispositions, and behaviors district leaders need to lead, facilitate, and coach school leaders and leadership teams to embed the definition and standards into schools' daily routines.

This book builds on the ideas explored in *Becoming a Learning School*. As with that volume, the chapters in this comprehensive tool kit are supplemented by dozens of additional tools.

B576, 240 pp. + online tools, **\$64.00** members, **\$80.00** nonmembers

“Alone we can
do so little;
together we can
do so much.”

– Helen Keller

“To take on public education's incredible day-to-day challenges and thrive, educators must demonstrate the skills to create positive change in the work environment, climb career ladders, and build a pipeline for others to do the same. Anyone hoping to grow professionally – in any industry – would benefit by reading it.”

Daniel A. Domenech, Executive Director, AASA, The School Superintendents Association



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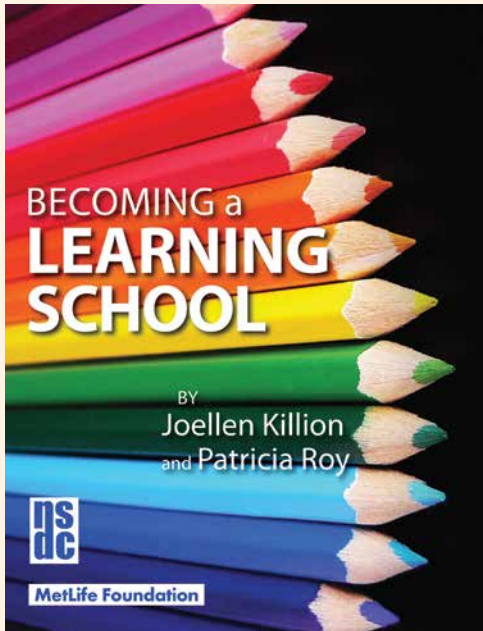
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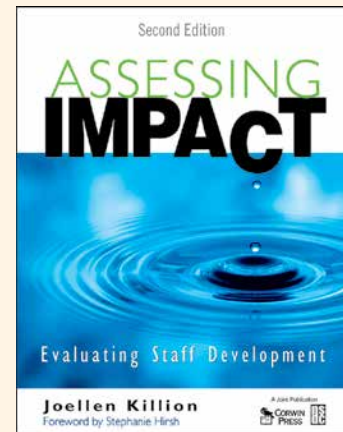


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BECOMING A LEARNING SCHOOL

Joellen Killion & Patricia Roy



ASSESSING IMPACT: EVALUATING STAFF DEVELOPMENT, 2ND EDITION

Joellen Killion



Assessing Impact was created for anyone responsible for designing and measuring the impact of professional learning programs. Killion provides guidance and practical resources through an eight-step evaluation framework. The book is grounded in three key assumptions: the professional development being evaluated is data-driven, research-based, and well-defined; those in charge of the professional development have the capacity to implement the learning and the evaluation; and key stakeholders intend to use the evaluation results to make decisions about the program.

B371, 264 pp. + CD-ROM
\$40.00 members
\$50.00 nonmembers

The days of teachers toiling alone on student learning challenges are coming to a close as more and more educators understand the power of collaborative learning. When educators throughout a school commit collectively to transforming their buildings into learning schools, students reap the benefits.

However, effective professional learning communities do not just happen when schools bring groups of learners together. They take focused effort to build and sustain. From setting the stage to engaging the community in understanding the purpose of collaborative professional learning teams, this volume covers what leaders need to know to implement more effective professional learning.

Chapters focus on changing school culture, scheduling time, planning, using data, designs for professional learning, facilitating collaborative professional learning teams, evaluating learning, and more. The book outlines the roles of central office administrators, the principal, and the coach in creating successful, effective learning teams. An accompanying CD includes nearly 500 pages of tools. In addition, using the included Innovation Configuration map, teams can assess just where they stand in reaching critical objectives for effective learning.

Build on the ideas in this book with the latest resource from Learning Forward and purchase *Becoming a Learning System* as well.

B423, 177 pp. + CD-ROM, **\$48.00** members, **\$60.00** nonmembers



Becoming a Learning School is the resource for tools, ideas, and research-based strategies on how to build learning communities and collaboration, and rationale for why learning communities and collaboration are essential to improving student success!

Lisa Casto, Director of Curriculum and Staff Development, Allen ISD, Allen, Texas

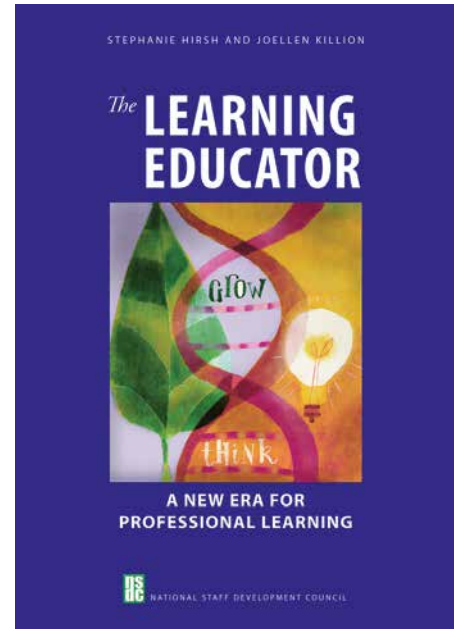


School & System Improvement

SCHOOL & SYSTEM IMPROVEMENT

THE LEARNING EDUCATOR: A NEW ERA FOR PROFESSIONAL LEARNING

*Stephanie Hirsh
& Joellen Killion*



Hirsh and Killion outline eight principles to guide professional learning during the next era. If professional development decision makers adopt these principles, the authors believe they will contribute to ensuring that professional learning will improve leading, teaching, and learning.

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

B372, 140 pp., **\$25.60** members, **\$32.00** nonmembers



“...Beautifully written, passionately argued ... This extraordinary book will lift up all those who have an ounce of professional integrity, and will surely puncture the self-righteous pretensions of the rest.”

Andy Hargreaves, Thomas More Brennan Chair in Education, Boston College



“It always seems impossible until it's done.”

– Nelson Mandela



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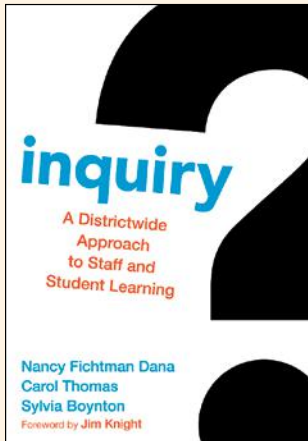
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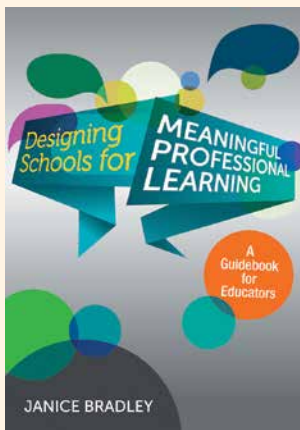


INQUIRY: A DISTRICTWIDE APPROACH TO STAFF AND STUDENT LEARNING

Nancy Fichtman Dana, Carol Thomas, & Sylvia Boynton

This book helps districts define, develop, and implement a systematic inquiry-based process with a laser-like focus on both adult and student learning. The authors' school improvement model offers a fresh look at how to improve the quality of teaching and learning across a district. Administrators, teachers, and students will find an invaluable road map for tackling real-world challenges and taking control of their own learning.

B529, 173 pp., **\$35.00** members, **\$43.75** nonmembers

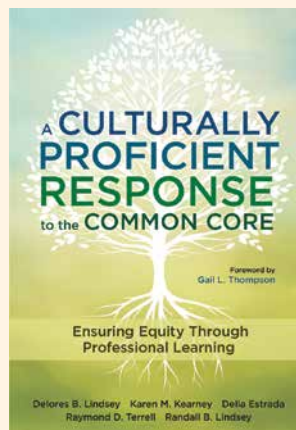


DESIGNING SCHOOLS FOR MEANINGFUL PROFESSIONAL LEARNING: A GUIDE FOR EDUCATORS



Janice Bradley

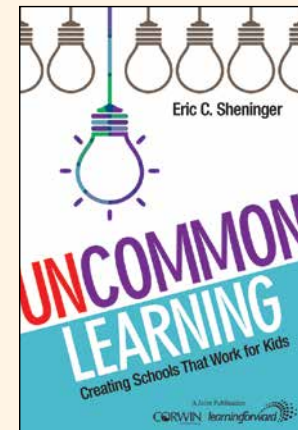
B585, 192 pp.
\$25.60 members
\$32.00 nonmembers



A CULTURALLY PROFICIENT RESPONSE TO THE COMMON CORE

Delores Lindsey, Karen Kearney, Delia Estrada, Raymond Terrell, & Randall Lindsey

B586, 240 pp.
\$32.00 members
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UNCOMMON LEARNING: CREATING SCHOOLS THAT WORK FOR KIDS

Eric C. Sheninger

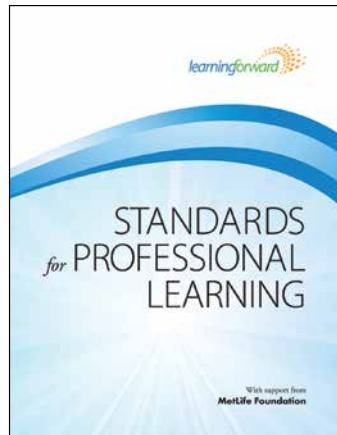
B594, 264 pp.
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Standards for Professional Learning

"If you have knowledge, let others light their candles in it."

– Margaret Fuller

STANDARDS FOR PROFESSIONAL LEARNING

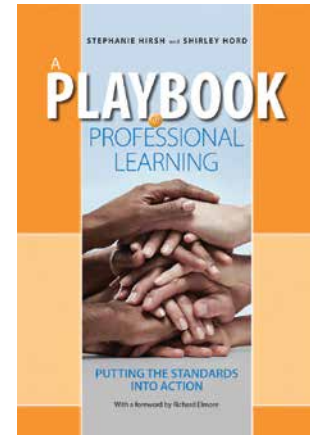


STANDARDS FOR PROFESSIONAL LEARNING



Now in its third iteration, the standards define the essential elements of and conditions for professional learning if improvements in educator effectiveness and student learning are to be realized. The latest standards represent the work of many organizations and associations. In developing this version, Learning Forward and its partners examined the latest research and practice in professional learning to create a template for professional learning. Everyone who funds, plans, facilitates, participates in, and advocates for effective professional learning should engage in reading and discussion of the standards. This work is supported in part by MetLife Foundation.

B512, 64 pp.
\$16.00 members
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A PLAYBOOK FOR PROFESSIONAL LEARNING: PUTTING THE STANDARDS INTO ACTION

Stephanie Hirsh & Shirley Hord

Introducing *A Playbook for Professional Learning*, your practical guide to facilitating professional learning in your workplace by two experts in the field. Authors Stephanie Hirsh and Shirley Hord provide examples of real problems facing educators and how to apply the Standards for Professional Learning to resolve these issues. Easy-to-follow activities for each chapter will help you and your colleagues develop the capacity to use the standards at different levels. Don't let the road ahead take you into an educational wasteland. Use this book to move knowledge into action to benefit all students.

B540, 208 pp.
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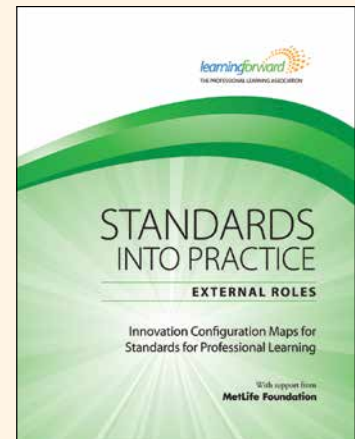
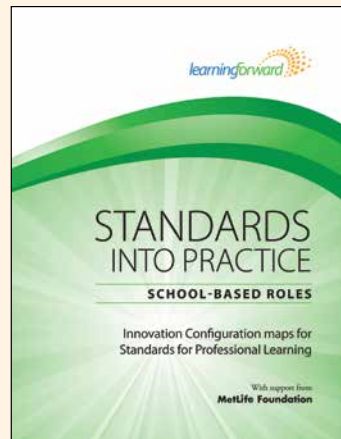
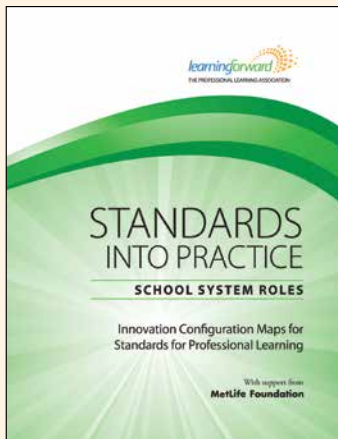
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Start here with the standards to transform your professional development into high-quality professional learning.

The Standards for Professional Learning and the Innovation Configuration Maps form the foundational library for anyone concerned with effective professional learning and improved student achievement.



STANDARDS INTO PRACTICE: SCHOOL SYSTEM ROLES

Innovation Configuration maps are designs to help guide implementation of the Standards for Professional Learning. *Standards into Practice: School System Roles* highlights the actions of those learning leaders in four role groups: central office, director of professional learning, superintendent, and school board. This book, like the volume for school-based roles, includes IC maps to make explicit how specific educators contribute to deep standards implementation.

B556, 228 pp.
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STANDARDS INTO PRACTICE: SCHOOL-BASED ROLES



Standards into Practice: School-Based Roles brings the latest Innovation

Configuration (IC) maps for those educators working in schools each day. In this volume, find IC maps for teachers, coaches/teacher leaders, principals, and school leadership teams. This book presents IC maps with introductory material that explains the concept and use of such tools and their application to professional learning.

B544, 294 pp.
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STANDARDS INTO PRACTICE: EXTERNAL ROLES

Innovation Configuration (IC) maps are essential tools for identifying the precise actions educators take to guide implementation of Learning Forward's Standards for Professional Learning. The third volume of Innovation Configuration maps pinpoints the actions of those learning leaders working in roles outside of schools and school systems: education agencies, external partners, institutes for higher education, and professional associations. Each volume of IC maps includes resources to understand the use of these tools and their application to professional learning.

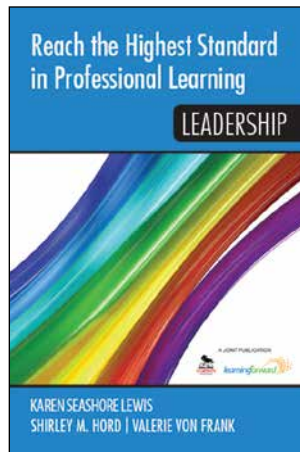
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Standards for Professional Learning

“Judge a man by his questions rather than his answers.”

– Voltaire

STANDARDS FOR PROFESSIONAL LEARNING



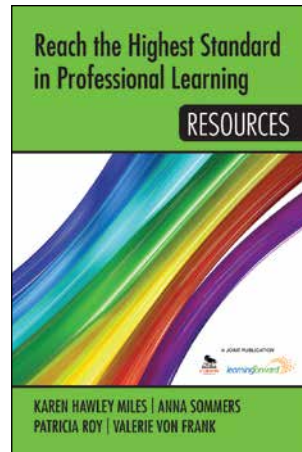
LEADERSHIP

Karen Seashore Louis, Shirley M. Hord, & Valerie Von Frank

This volume focuses on the pathways through which leaders can orchestrate a learning environment that empowers teachers to take charge of their own development. Features include:


- An original essay by Karen Seashore Louis on creating a school culture in which all adults see themselves as part of the larger enterprise of continuous learning
- Strategies, tools, and specific examples focused on the leader's role in everyday practice
- A case study of how public school leaders in Lexington, Massachusetts, improved outcomes for the district's students by building trust, developing collaborative capacity, and fostering leadership at all levels of the system

B599, 120 pp.
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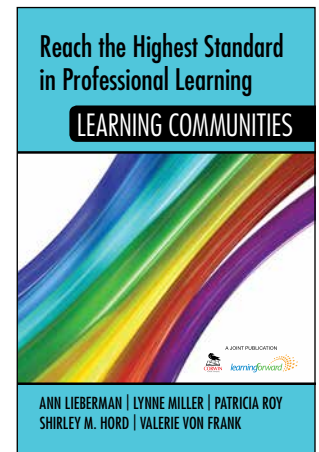
RESOURCES

Karen Hawley Miles, Anna Sommers, Patricia Roy, & Valerie von Frank

 In this volume, you will learn creative strategies for prioritizing, monitoring, and coordinating the resources required for educator learning and student success. This book includes:

- An original essay by Karen Hawley Miles and Anna Sommers on how school systems can reconfigure people, time, technology, and money to improve and sustain educator growth;
- Implementation strategies, practical tools, and specific examples for maximizing resources—especially time—for teacher learning; and
- A case study of how Dearborn Public Schools, Michigan, shifted existing resources to drive professional learning despite tough economic times.

B597, 136 pp.
\$26.00 members
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LEARNING COMMUNITIES

Ann Lieberman, Lynne Miller, Patricia Roy, Shirley M. Hord, & Valerie von Frank

 This book is one in a series exploring each of Learning Forward's seven Standards for Professional Learning, which outline the characteristics of effective professional learning. In this book, the authors help readers understand what it takes to establish and maintain professional learning communities (PLCs) that align with the Learning Forward standards and increase educator effectiveness in order to provide the best outcomes for students.

B568, 128 pp.
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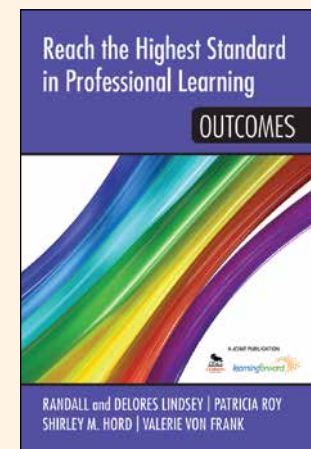
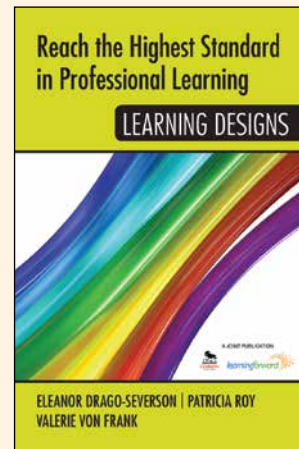
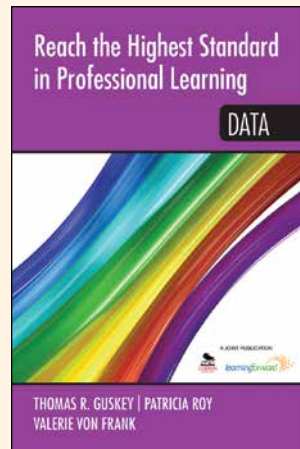
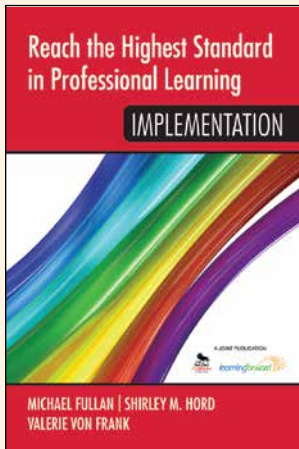


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IMPLEMENTATION

Michael Fullan, Shirley M. Hord, & Valerie von Frank



In this volume of the series, you'll find a thought leader essay, an inspirational case study, and detailed guidance on Learning Forward's Implementation standard. Learn how to use professional learning as a powerful lever for long-term change, invest in human and social capital to promote schoolwide success, and connect the standards to your site-specific needs.

B582, 104 pp.
\$26.00 members
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DATA

Thomas R. Guskey, Patricia Roy, & Valerie von Frank



In this volume, the authors explore the crucial function of data for designing, implementing, and evaluating professional learning. The book's features include:

- An essay on using data in deliberate and thoughtful ways;
- Specific implementation strategies that focus on analyzing student, educator, and system data and assessing progress; and
- A detailed case study of one district's journey to successful use of data.

B578, 128 pp.
\$26.00 members
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LEARNING DESIGNS

Eleanor Drago-Severson, Patricia Roy, & Valerie von Frank



In this volume, you'll get critical guidance on implementing and understanding the Learning Designs standard. The book's features include:

- An essay that offers a fresh take on learning designs;
- Practical tools to assist readers in selecting appropriate learning designs that promote educator growth; and
- Examples of powerful designs for professional learning that are job-embedded, promote active engagement, and support implementation.

B588, 128 pp.
\$26.00 members
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OUTCOMES

Randall & Delores Lindsey, Patricia Roy, Shirley M. Hord, & Valerie Von Frank



This volume gives teachers and administrators a detailed roadmap for implementing the Outcomes standard. Deepen your knowledge of this standard with:

- An original essay by Delores B. Lindsey and Randall B. Lindsey on using the lens of Cultural Proficiency to highlight the theme of educational equity that is embedded in the standard; and
- Practical tools that guide leaders in finding coherence between performance standards for educators and curriculum standards for students.

B593, 120 pp.
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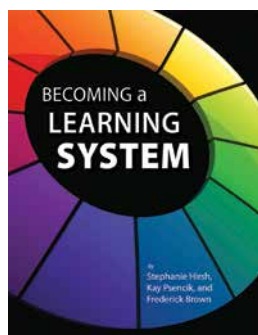
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give. When you
learn, teach.”

– Maya Angelou

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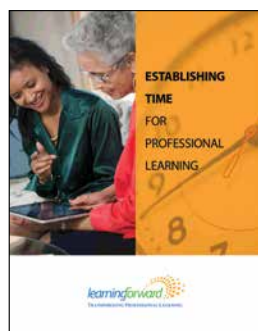


Latest online course:

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In a learning system, all educators have the opportunity to engage in continuous improvement to effectively meet the needs of all students. This course focuses on how to restructure a district or system's procedures, processes, and policies to create such learning environments.

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ESTABLISHING TIME FOR COLLABORATIVE PROFESSIONAL LEARNING

Develop an in-depth understanding for why time should be built into the school day so teachers can learn and work together to improve their practice and how that might be accomplished.

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PLANNING AND DESIGNING PROFESSIONAL LEARNING

This course features tools, protocols, and strategies to help you develop professional learning plans for individuals, teams, schools, or whole systems, and select learning designs that focus on improved teacher practice and student results.

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STANDARDS FOR PROFESSIONAL LEARNING

Designed both for educators new to the standards and leaders seeking guidance in implementing effective standards-based professional learning, this course is an in-depth exploration of the standards and what they look like in action.

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EACH COURSE FEATURES:

- Free digital copies of research reports, JSD articles, and other valuable resources.
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- Course completion certificates and CEU credits fulfill your professional learning requirements as you increase your impact on educator and student learning.

Learning Forward offers customized services to ensure that your educators engage in professional learning grounded in standards and focused on improved instruction and student results.

Learning Forward Consulting

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Give instructional coaches the knowledge and skills to ensure their coaching translates to improved classroom practice with our Coaches Academy. Help your coaches understand and lead the change process, build trust, lead adult learning, and improve their facilitation and meeting skills.

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Create the conditions, structures, knowledge, and skills to support collaborative professional learning teams focused on improving instruction. Intentional Learning Communities engage teachers and principals in a comprehensive, sustained, collaborative approach to raising student achievement.

Comprehensive professional learning planning

Provide the infrastructure, leadership, and equitable opportunities needed to ensure that all educators engage in continuous improvement, increase effectiveness, and commit to collective responsibility for student success.

For more information, contact Associate Director of Consulting and Networks Tom Manning at tom.manning@learningforward.org or 972-421-0900, or visit www.learningforward.org/consulting.



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