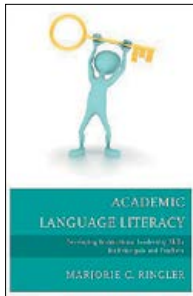


**Academic Language Literacy: Developing Instructional Leadership Skills for Principals and Teachers.** Marjorie C. Ringler. Rowman and Littlefield, 2015, 124 pp.

**A**cademic Language Literacy examines professional development and how it should be implemented in a school. Author Marjorie C. Ringler believes that the quality of a school's professional development starts with the principal, who must not simply be a facilitator, or what she terms a "booking agent." In the book, Ringler outlines her three-pronged approach to professional development, which includes content, context, and process.

Content refers to what's to be learned and implemented. It must be research-based and appropriate to promote student success. When



examining the content of professional development, the goal should be to provide teachers with the tools to integrate the content and academic language for proficiency.

Ringler identifies context as the role of the principal to provide organizational support that facilitates the implementation of what is to be learned during professional development. The author uses the term "CEO" or chief education officer. She stresses that the principal's role is to provide feedback, work with teachers to provide peer feedback, learn from challenges, and celebrate successes. One point Ringler makes is that the successful districts and schools had engaging principals who offered and instilled a follow-up professional development plan.

The third prong of professional development is to clearly understand the process to ensure professional development is implemented correctly. The author states that time in the preparation and planning

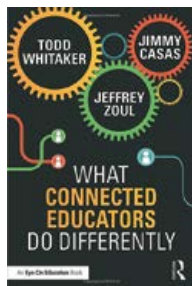
piece must be developed by working together as a team. Following up with teachers as they implement what they have learned in their professional development must also happen. Ringler spends a lot of space writing about job-embedded coaching and collaboration among teachers. Building the capacity of teacher leaders who are able to translate the strategies into practice will result in improved teaching and learning, she explains.

Professional development is an essential process for all educators to continue growing and improving their pedagogical expertise. This book provides relevant examples of how a principal can successfully implement professional development in an identified area of need, and how to coordinate and collaborate with others to make the professional development successful.

*Reviewed by Allen Fain, principal of Pickens Elementary School in Pickens, South Carolina.*

**What Connected Educators Do Differently.** Todd Whitaker, Jeffrey Zoul, and Jimmy Casas. Routledge, 2015, 172 pp.

**W**hether it is creating engaging classroom lessons, developing dynamic schoolwide programs, or taking control of their own professional development, collaboration is a critical practice for educators. Todd Whitaker, Jimmy Casas, and Jeffrey Zoul model this in their latest collaboration, *What Connected Educators Do Differently*. The trio provide expert advice on how to overcome the two biggest challenges to collaboration: time and people. By harnessing the power of technology and social media, the "connected educator" can collaborate anytime and



with anyone, anywhere.

The authors begin by stressing the importance of investing in a P<sup>2</sup>LN—professional and personal learning network—which is the 21st century version of the professional learning community, but without the typical constraints. In the P<sup>2</sup>LN, connected educators connect with who they want, when they want. Educators need to, "stop pretending it is a notebook-paper and three-ring binder world out there ... if we want to prepare our students for the rest of this century and beyond, then we must quit living in the last half century and recognize the value of becoming a connected educator," the authors advise.

This book is an easy, yet powerful read for educators at any level. For those newly connected, or looking to connect for the first time, Whitaker, Casas, and Zoul explain how to harness the power of social media to improve schools. They review popular tools such as Twitter, Facebook, Instagram, blogs,

and podcasts as learning tools. The "Follow 5, Find 5, and Take 5" section at the end of each chapter provides readers with five professionals to add to their P<sup>2</sup>LN, five resources for their professional growth, and five inspirational action steps moving forward.

For those who believe that nothing takes the place of face-to-face collaboration, the authors agree. They discuss several instances where their online relationships led to face-to-face connections, such as the development of the growing Ed Camp movement. Despite the title, the overarching theme in this book is not technology—it is the importance of relationships. Becoming a connected educator allows for new relationships to form and flourish, thus contributing to both personal and professional growth.

*Reviewed by Robert Shappell, principal of Wilbur Watts Intermediate School in Burlington City, New Jersey.*