

# A Report to Donors, Awardees, Learning Forward and Learning Forward Foundation



## Because of YOU, great things happened in 2017!



**Donors, Awardees, Foundation Board members and our partners at Learning Forward have had a memorable year of learning.**

These are only some of the reasons that demonstrate that the Learning Forward Foundation is a vibrant foundation that aligns its scholarships and grants to support Learning Forward in enhancing educator practice and improve student outcomes.

### THANK YOU TO OUR DONORS!

Your funding has been vital to creating system learning for a large school district, its system and school leaders, teachers and students.



### THANK YOU TO OUR AWARDEES!

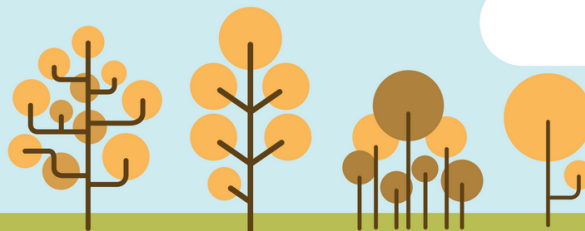
A Principal and the donor who made this program possible, have been successful in creating enhanced achievement for the school's students, creating authentic professional learning communities for her teachers and building community pride in her school.

### THANK YOU TO OUR BOARD OF DIRECTORS, AMBASSADORS AND ADVISORS!

Your expertise in the world of professional learning is nothing short of amazing, impacting the learning of hundreds of students!

### THANK YOU TO OUR PARTNERS, THE LEARNING FORWARD BOARD AND STAFF!

You have provided the rich background of standards and principles of professional learning through which we work.



Our Donors, including a very generous Board of Directors, make this possible. In addition, the talent and expertise on the Board of Directors, the Ambassadors and Advisors provide the building blocks that support Awardees in our programs. It is our vision that the educational success of the adult learners in our system, ultimately will enable them to produce the students who become educated citizens able to operate in the world of *their* futures. It is our mission to strengthen professional learning within systems to achieve a degree of excellence that can be attributed to the beliefs and values of our Learning Forward Foundation and the parent organization Learning Forward.

**PROFESSIONAL LEARNING IMPACT**  
**Standards Framing**

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	<b>LEARNING COMMUNITIES:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<b>LEADERSHIP:</b> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	<b>RESOURCES:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
<b>DATA:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<b>LEARNING DESIGNS:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<b>IMPLEMENTATION:</b> Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	<b>OUTCOMES:</b> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Beginning with the application process and continuing through the selection of awardees and ongoing reports of progress and Touchpoint conversations, the Learning Forward Foundation maintains an unwavering focus on the Learning Forward Standards and key components for Professional Learning.

- Applicants are asked to reflect on how the Standards for Professional Learning are being used in their current work or in their decision-making process.
- As a part of their annual report, awardees are asked what and how the standards and key components are being used to guide their work.
- During Touchpoint conversations, awardees are asked to provide a few examples of how the Standards and key components are being applied in their project.

When an awardee demonstrates a surface understanding of the Standards and key components in reports or during Touchpoint conversations, coaches and/or members of the Scholarship and Grants

committee and the Research and Support committee provide examples how Standards can be applied.

The Learning Forward Standards and key components for Professional Learning are always part of the conversation with every interaction with applicants and awardees.

## CELEBRATING IMPACT

### Systems Awardee – Hartford, Connecticut

Learning Forward Foundation Systems Grant recipient leaders, Sarah Diggs and Kris Woods, with the guidance and support of coach Kay Psencik, are thoughtfully, strategically, and analytically transforming the Hartford, Connecticut school organization into a systems’ culture of continuous professional learning. In their second year of funding from the Systems Grant, Sarah states, “We want to transform our current district organization into a learning system where people understand that adult professional learning is the biggest driver for student learning.” The Standards for Professional Learning have served as the anchor for guiding change. “Everything that we do is driven by the Standards in an authentic way.” The next steps for the Hartford leaders are to support the learning of others so everyone moves to the same place of internalizing the Standards, and using them to guide change and improvement, first for the adults, then for the students. “We’ve gone from a surface level of what the Standards say to an applied level in practice.”

**learningforward**  
THE PROFESSIONAL LEARNING ASSOCIATION

**TRANSFORMING HARTFORD PUBLIC SCHOOLS INTO A LEARNING SYSTEM**

**Problem of Practice**

In what way can we build collective responsibility as we lead, facilitate, and coach other district and school leaders to apply the principles of adult learning and the standards for professional learning to engage communities in the cycle of continuous improvement?

**Learning Forward Foundation System Grant**

The Learning Forward Foundation Systems Grant is a partnership grant that will provide an opportunity for a district team to develop and implement a comprehensive learning system throughout the district. The work within the grant project will be based on strategies identified in the Learning Forward book, *Reclaiming Professional Learning*.

**SARAH DIGGS**  
Director of Professional Learning

**KRISTIE CHAMBERS**  
Math Coach  
Hartford Department of Learning Academy

**KRISTINE WOODS**  
Executive Director of Curriculum, Instruction, and Media Literacy  
Hartford Public Schools  
Hartford, CT

<http://www.hartfordpublicschools.org>

2016

**Highlights of Progress**

- Created a professional learning system planning process
- Established communities of practice within the Curriculum, Instruction, & Media Literacy Team and English Learners Team to engage in our problem of practice and ourselves
- Developed a Learning Agenda Guidebook to support professional learning communities to strategically select protocols to support the learning needs of adults through learning activities

## Learning Forward Affiliates - Nebraska



**Learning Forward Foundation Affiliate Grant**

The Learning Forward Foundation Affiliate Grant provides an affiliate the opportunity to further their work in the area of professional learning within their respective state/region/province.

**EXAMPLES OF IMPLEMENTATION AND EVIDENCE OF IMPACT**

- BIG RED Professional Learning**
- Expanded Learning Forward's Executive Leadership Program (ELP) to multiple sites throughout Nebraska
  - In order to "bridge the Implementation Gap" (BIG) from training sessions, we developed a professional-grade website to support "Rigorous Education Designs" (RED) of Professional Learning
  - The Board has built their own capacity for advocating and supporting high quality professional learning

**Why we're doing this?**

Educational leaders lack a critical understanding of change processes, as well as effective facilitation skills for leading change.



**LEARNING FORWARD NEBRASKA**

learningforward.org/nebraska  
2016

**Continuous reflection on the ELP materials has led to ongoing revisions.**

**Evidence of Impact**

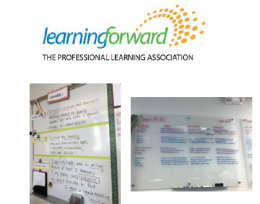


Our goal was to increase the capacity of at least 100 educators during the three years of the grant. The first year saw 65 educators complete the Executive Leadership Program, and we are on pace for the goal to be met in the second year.

The website is an incredible resource that was accessed by more than 100 people in the first year.

The Board has a fully operational strategic plan focused on the Standards of Professional Learning because of two years of two-day summer retreats.

**Learning Forward Academy Awardees**



**EXAMPLES OF IMPLEMENTATION AND EVIDENCE OF IMPACT**

- Teacher voice and creation of Professional Learning at sites
- Development of coaching academy for teacher leaders
- Increased numbers of teachers attending optional learning events
- Growth in teacher practice and student engagement  
For example, standards based objectives posted in all classrooms and students being able to state what they are learning.
- Site Based PD plans focused on specific instructional strategies with a plan for monitoring implementation

**Problem on Practice:**

How will creating an environment of job embedded professional inquiry around teaching and learning support equitable education for all students?



**[Highlights of Progress]**

- Data collected through learning walks is showing evidence of implementation of schools instructional focus.
- Increase in ongoing, focused professional learning experience at school sites to support growth.
- Department collaboration to focus on building teacher knowledge of content and pedagogy.

**Learning Forward Foundation Academy Scholarship**

The Learning Forward Foundation Academy Scholarship provides funding to support participation in the Learning Forward Academy for one school-based practitioner and one district-based practitioner.

**SHANNON BOGLE**  
Supervisor, Educational Leadership and Professional Development  
Winchester South County Public Schools  
Tampa, FL 33622  
<http://www.sdhc.k12.fl.us/>  
2017



**-Keep focus on teacher leadership and builds capacity**

**-focus on focused professional learning around standards based instruction and implementation of that learning**

**Learning Team Awardees**



### EXAMPLES OF IMPLEMENTATION AND EVIDENCE OF IMPACT

#### Franklin Trifecta

Inspired by the belief that a better special education program would increase students' behavioral, academic, speech, and socio-emotional achievement, three teachers collaborated to departmentalize special education at their school. Through professional learning, they became teachers who are experts in their subject areas and leaders in their school. Now, teachers and students participate in excellent teaching and learning every day.

#### Problem of Practice

How do we work with the school leadership team to marry the district and school goals (using peer collaboration to improve academic discourse and tailored instruction) with our own goal (improving the current state of special education within the school and district)?



#### Highlights of Progress

- Teachers and administrators established peer observation protocol and ongoing peer collaborations.
- Special education students made significant gains in behavior, academics, socio-emotional development, and speech.
- Teachers became specialized in their subject area(s) and became teacher leaders in the school and a resource for other staff.

### Learning Forward Foundation Team Grant

The Learning Forward Foundation Team Grant supports The Benjamin Franklin Elementary School Special Education Team from Newark, NJ in an effort to advance Learning Forward's vision: Excellent teaching and learning every day.

#### NICOLE ALELES RUTH CACERES SAMANTHA YOUNG

Special Education Teachers  
Franklin School  
Newark Public Schools  
Newark, NJ 07104  
nps.k12.nj.us  
2019 Recipients

Inspired collaboration and creation of teacher teams throughout school!

Increased training and developed evaluations for paraprofessionals!

Promoted the use of technology as a means of constant communication!

## GRATITUDE STATEMENTS

In this season of gratitude, the Learning Forward Foundation would like to celebrate by sharing our thanks with you. We thank these Foundation Awardees for making the lives of students and educators brighter with their gifts of passion, creativity, and empathy. This is just a few of the stories from our fearless lead learners... we hope you join us in giving thanks for their collective brilliance. Thank you, Learning Forward Family!



## Giving Thanks Learning Forward Foundation Awardees Share Their Stories



*In this season of gratitude, the Learning Forward Foundation would like to celebrate by sharing our thanks with you. We thank these Foundation Awardees for making the lives of students and educators brighter with their gifts of passion, creativity, and empathy. This is just a few of the stories from our Fearless lead learners...we hope you join us in giving thanks for their collective brilliance. Thank you, Learning Forward Family!*

### Shannon Terry, Patsy Hochman Academy Scholarship, 2016

The Learning Forward Foundation grant offered me the opportunity to serve as an extension of a passionate group of individuals who share my same level of high conviction and advocacy around the power of learning as an agent for transformation (individual, institutional and societal transformation). As one of millions of benefactors of the LFF's work, beginning from my time as a classroom teacher and continuing in my current role as director of professional learning, I have looked to the Learning Forward Foundation's vision, mission, beliefs and goals to identify and actualize levers for improving educational systems leading to small and large scale improvements.

And, as I reflect on my reasons for applying for the LFF grant, I remember being compelled to submit an application believing that by being affiliated with the foundation, even in some small measure such as the grant, I would be able to accelerate my ability, my team's ability and our collective abilities, to advance equity leveraging learning as the primary vehicle for bringing about social justice. At the time of application and certainly now, I can think of nothing more important than energizing people around learning, especially when you consider our current national landscape.



### Newark, Learning Forward Team Grant, 2015

The Learning Forward Team Grant awarded us the opportunity to further develop ourselves as individual educators and as a teaching team. Consequently, our special education students experienced an unprecedented amount of success in a variety of areas including socio-emotional, academic, behavioral, and speech development.

### Tom Schmidt, Bismarck Legacy High School, Professional Learning Innovation Think Tank Challenge, 2017

Having the ability to collaborate with professionals from around the globe has been instrumental in getting the students of legacy high school opportunities for 21st century education. After every conference call or webinar we feel even more excited and thankful for this possibility.



## Giving Thanks Learning Forward Foundation Awardees Share Their Stories



- Darlene Miller, Principal as Leader of Professional Learning Grant, 2013
- As a recipient of the Learning Forward's The Principal as a Leader of Professional Learning scholarship and through my work sessions with the foundation's representatives and my executive coach, I understood the critical importance of ongoing, focused professional learning opportunities. My action plan provided my teachers with differentiated, connected, professional learning opportunities that have further developed teachers' skills and greatly impacted student learning. The year following our work with Learning Forward, our school earned an award from our district as a reward school based upon the improved growth and achievement of our students. I credit our focused, driven efforts to grow our teachers through differentiated professional learning as a major factor in our receiving this award.



### Sarah Diggs, Learning Forward Foundation System Grant, 2016

The System Grant provides our professional learning leadership team with sacred space and time to engage as learning leaders in our district. The coaching we receive pushes our thinking and supports collaborative action across our system.

### Anna Jackson, Learning Forward Foundation Academy Scholarship, 2016

As a recipient of the Learning Forward Academy Scholarship, I have been so blessed to participate in the Learning Forward Academy. It has been an exciting experience to learn with educators from across the country as we identify authentic problems of practice and utilize inquiry-based learning to bring about significant change through professional learning. One of my greatest challenges as a leader of professional learning is having the ability to assess the impact of our work. The Academy has provided me with new tools and frameworks to use in measuring success. As we pause to give thanks at this time of year, I add the scholarship & Academy to my gratitude list.

### Ronni Edwards, Learning Forward Foundation Academy Scholarship, 2017

In the short time I have been working with the Learning Forward Academy, I have been able to make valuable connections to other incredible educational leaders from across the nation who are immersed in the work of school improvement. They have encouraged and inspired my work as I begin the Academy journey. The insight and learning has provided essential support for job-embedded professional learning on my campus as we begin to implement lab classrooms to improve instructional practice.



### Susan O'Neil, Worcester, MA Learning Forward Foundation Team Grant, 2015

The experiences and financial support the 2014 Learning Forward Foundation Team Grant supporting "excellent teaching and learning every day" afforded Worcester Arts Magnet School, Worcester Public Schools was greatly appreciated and continues to have a positive impact! The Learning Forward Foundation Team Grant planted the seed and supported the initial growth. The number of teachers involved continues to increase. They work together and continue to develop, refine and share their practices based in the original proposal. Long term, sustained improvement was given seed money and support through the team grant. The regular check-ins with the foundation structured and supported reflection and ongoing planning. Teachers and principals have been empowered. They have been able to build from the initial structure and keep the initiative going.

### Juan Gutierrez, Patrick Henry School, Professional Learning Think Tank Challenge, 2017

The Learning Forward Foundation Grant has given us an opportunity to collaborate, reflect and define a clearer path for full scale implementation of our 'Personalized Learning' innovation work. The team has a better idea where to go slow before we can go fast.



## Giving Thanks Learning Forward Foundation Awardees Share Their Stories



### Shannon Bogle, Learning Forward Foundation Academy Scholarship, 2017

The opportunity to be a part of the Learning Forward Academy Class of 2019 has provided me with opportunities to focus on teacher leadership in my district. The practice of digging into data, connecting with colleagues, and problem solving has provided me with new perspectives on supporting teacher growth at school sites.



### Andrea Von Biberstein, Learning Forward Foundation Academy Scholarship, 2016 and Learning Forward Foundation Team Grant, 2010

The Learning Forward Academy experience developed the skills to craft, execute, and evaluate a plan that put teacher-led job-embedded professional learning into focus at my school. The award gave our school's work instant credibility and developed the confidence to move our school's personalized learning initiative forward. Through the LF Academy and the Foundation's follow-up coaching calls, I gained a deeper understanding of the dynamics of the school change process and grew professionally.

### Kathleen O'Flynn, Learning Forward Foundation Team Grant, 2016

When you know your 'why' then your 'what' has more impact, because you're working towards your purpose.

### John Willis, Learning Forward Foundation (Chidley) Academy Scholarship, 2014

Receiving the Chidley Scholarship afforded me the opportunity for a very high level of one on one coaching. My coach helped me, above all else, to ensure my problem of practice has a bottom line focus on increasing student achievement.

### TAMMY BOSLEY, PRINCIPAL AS LEADER OF PROFESSIONAL LEARNING, 2015

FLEXIBLE PROTOCOLS WITH CONTINUOUS SYSTEMS OF SUPPORT FOR ON-GOING LEARNING, BRINGS EVERYONE CLOSER TO THE SHARED VISION TO SUPPORT STUDENT ACHIEVEMENT.

### Chad Dumas, Learning Forward Foundation Affiliate Grant, 2016

Our experience with the grant is that it has accelerated our work throughout the state to better understand the Standards of Professional Learning, and advocate for their support and implementation.

### Suzanne Newell, Patsy Hochman Academy Scholarship, 2014

My participation in the Learning Forward Academy, which was funded by a Learning Forward Foundation Grant, has had an enormous impact on my school district. My problem of practice that was studied during my 3 years in Academy has become a major, district-wide initiative that has impacted every classroom in our district in some fashion. I'm incredibly grateful for the sponsorship and the catalyst for learning and leadership that Learning Forward provided.

- To provide grants and scholarships for awardees to strengthen their systems of professional learning based on the Standards for Professional Learning and the global principles of effective professional learning
- To build a network of donors that provide funding for grants and scholarships that enable organizations and systems to build coherent systems of professional learning connected to key priorities for student learning
- To continuously learn from awardee projects and share strong examples of impact of professional learning on educator practice and student learning outcomes

## **MISSION**

The Learning Forward Foundation supports the development of educators' capacity to improve student learning through innovation and improvement that transforms professional learning, framed by the Standards for Professional Learning.

## **VISION**

Educate, Innovate, Transform Educator Professional Learning

## **FUNDING PROCESS**

This year's Fundraising focus has been on *Gratitude* acknowledging how the Foundation gives back to its members to support professional learning.

Our annual walk has been renamed Gratitude Walk with participants acknowledging who they are grateful for on their learning journey.

Art ScholARTship continues to be a highlight of our exhibit booth Learning Forward learning events. Local artist's work along with student art cards will be featured in Orlando.

For the first time, the Learning Forward Foundation and Learning Forward are hosting a Donor Signature Event at the annual conference where our learning leader awardees will share how they create excellent teaching and learning every day as a result of the generous donations to the Learning Forward Foundation. Donors and awardees will have a chance to share the impact that donor generosity makes!

The Giving Tuesday, November 28th, focused on stories from awardees highlighting how they are grateful for the scholarships and awards of the Learning Forward Foundation that support their capacity as leaders to establish and sustain highly effective professional learning.

Our total donations for 2017 are \$22, 000 (November 1, 2017), which helps us to surpass our 3 year target of \$60, 000!

## **APPLICATION PROCESS**

For all 2017 grant, scholarship and challenge opportunities, applicants responded to a series of questions designed to show their readiness to engage with the change process and build systems of professional learning through the lens of the Standards for Professional Learning and the global

principles of effective professional learning. The application reading process was led by the grant or scholarship lead and a panel of 4-5 readers who were members of Learning Forward. Readers are selected based on their deep expertise with the application content and the Learning Forward mission, vision and beliefs. Each panel ranks the applications and comes to consensus on a recommended awardee.

### **AWARD PROCESS**

Awards were announced in May 2017 for three Learning Forward Academy Scholarships, the Team Grant and the Principal Grant. This year no Affiliate Grant was awarded. Each awardee makes a commitment to a three-year process that includes ongoing support and reflection through the Touchpoint process, coaching, and grant or scholarship lead support. Awardees must maintain Learning Forward membership for their team for the duration of the grant process, be willing to share ongoing evidence of impact, and attend at least one Learning Forward conference to share their learning journey.

### **SUPPORT PROCESS**

All awardees are supported through their change projects and/or problems of practice after receiving the award. No one is left alone! The Scholarships and Grants and Research and Support committees work uniquely and collaboratively as a Dyad Team to provide research-informed support for awardees' success.

#### Roles and Responsibilities

- *Scholarships and Grants* – provides monthly check-ins, technical assistance with funds, and collects and reviews reports
- *Research and Support* – schedules and facilitates Touchpoint Conversations and writes summaries of conversations
- *Dyad Team* – one member of the S and G committee and one member of the R and S committee partner together to engage in Touchpoint conversations, and provide questions and suggestions for ongoing support to accomplish intended goals
- *Learning Forward Academy Coaches* – participate in Touchpoints with Academy awardees

#### **Touchpoint Conversation – A Structure for Learning, A Place for Support**

A Touchpoint conversation is a one hour phone conversation that creates a learning structure where awardees have time with other Learning Forward Foundation members, to reflect on their change project and/or problem of practice, identify intended outcomes and activities to reach desired changes, celebrate successes, and identify challenges of implementation.

The Touchpoint is a safe space to reflect on learning, as it is not judgmental or evaluative.

The Touchpoint process provides support for awardees, and contributes to and reinforces the vision and mission of Learning Forward and the Learning Forward Foundation.

#### **35 Touchpoints – 140 hours of Human Investment**

That's the amount of time Dyad Team members engaged with awardees from Nov. 2016-June 2017. 1 hour to schedule (emails, doodle polls, secure phone line), 2 hours of phone time (pre, during, post), 1 hours to write and send.





## EVIDENCE GATHERING AND ANALYSIS PROCESS

Evidence of progress is gathered from awardees on a regular basis. The expectation for progress reporting is established in the Memorandum of Understanding completed for each grant and the process begins with the first contact made by the Scholarship and Grants lead contact for each grant. Each awardee engages in two or three Touchpoint conversations every year and is asked to describe their progress to date, providing examples of the evidence they are gathering to determine that progress has been made.

Before every Touchpoint conversation, the Foundation board members from Scholarships & Grants and Research & Support Committees who are providing support to the grantees share what they know about the progress being made and after the call, they discuss what has been shared and what steps may need to be taken to support the awardee. Written notes from every Touchpoint conversation are shared and along with the annual reports from awardees provide information about how the awards are unfolding. Those written records are analyzed on an annual basis and evidence of successes and areas of concern are shared with the Foundation board at the semi-annual meetings. Trends are examined and the information gathered has been used to refine the application process, the touchpoint process and the support processes provided by the board.

### What We Learned from Touchpoint Data in 2017

During the 35 Touchpoint conversations with all awardees that occurred from Nov. 2016 to June 2017, the following themes emerged:

- **Standards for Professional Learning guided every awardee’s decision making about supporting ongoing, continuous learning for change and improvement**

From awardees...

*"I literally have the Standards’ notebooks surrounding me, and look at it constantly - every meeting. The notebooks are a reminder to keep the Standards in mind in the context of what we do with PL."*

- *"In every session, we use the standards. We model the learning design, and how to use the data, how to use resources, and the importance of leadership."*

- *"One thing I’ve learned through the grant is being more focused and digging deeper into the data to determine their professional learning needs."*

*"I am going to share teacher leadership standards with them so they can see and self-assess and grow."*

- **Awardees in Years 2 and 3 indicated that they think of the Standards as a “whole” and hard to talk about separately.**

*"If standards are working they are interconnected."*

*"All the Standards drive what we do and are at the forefront of decision making processes."*

- **Most awardees in Year 1 focused on the Standards - Learning Community and Learning Designs**

*"There was a focus on learning design initially and then the learning communities. An understanding of learning design was missing initially, it was foreign to our partner departments to a degree."*

*"The teachers know that the standards are the anchor for the professional learning we are planning. I ask them to reflect on them (the standards) when they are in their PLCs."*

*"Data from the SAI shows that the school’s view of Learning Communities has shifted."*

- **Most awardees thinking about Professional Learning changed over two years.**

*"I used to see Professional Learning as a workshop model, where I was a student in the classroom getting information; taking notes, and it wasn’t really collaborative. A big change now is that we actually do collaborate, which makes PL more interesting and more helpful to help me to do what I need to do in the classroom."*

## **DOCUMENTATION AND PUBLISHING LEARNING**



### Monthly Blogs

- [November 2017](#): Giving thanks: Learning Forward Foundation awardees share their stories
- [October 2017](#): The space to learn: Growing and learning together
- [September 2017](#): What will be your professional learning legacy?
- [August 2017](#): Leaning in & lifting up: A look inside the Learning Forward Foundation retreat
- [June 2017](#): Agency by Design

- [May 2017](#): Announcing the Learning Forward Foundation scholarship awardees
- [April 2017](#): Professional Learning Innovation Think Tank Challenge 2017 awardees
- [March 2017](#): The joy is in the journey
- [February 2017](#): Earn professional learning scholarships and grants with these tips
- [January 2017](#): Inspire your PLCs with these tips
- [December 2016](#): A holiday recipe for new teacher professional learning success
- [May 2017](#): Announcing the Learning Forward Foundation scholarship awardees

### ***The Learning Professional Articles***

- August 2017:
  - *UNLOCKING THE SECRETS OF AGENCY: NEW TEACHER INDUCTION PROGRAM EMPOWERS EDUCATOR-CENTERED GROWTH*  
By Juliet Correll  
Arlington ISD in Texas has developed a New Teacher Induction Program to foster individual agency for each teacher and empower educator-centered growth, intentionally modeling the same kind of learning designs that teachers apply with students in their classrooms.
- October 2017:
  - *WHAT I'VE LEARNED*  
By Janice Bradley  
Looking back over my past year as a board member for the Learning Forward Foundation, I realize that I am more than a member of a foundation, I am part of a learning culture.

### **Small Steps: Big Goal**

#### **How can we make more students successful?**

#### Using Professional Learning in Innovative Ways: A Research Project

The Learning Forward Foundation has looked over the years at both success and failure for Awardees as they worked towards professional learning that would change the behaviors of educators in order to achieve student success through ongoing cycles of continuous improvement. In spite of our efforts and the efforts of our awardees, not all projects were successful.

An inquiry-based model of research was launched this year among five leadership teams from across the country and Canada. Each team identified a specific professional learning challenge they wanted to solve to support all students. The following questions have been posed:

- What does professional learning look like in innovation practice that transforms educator and student learning?
- What kinds of professional learning practice can produce high-level educators' practices and concurrently work toward producing outcomes for students that aren't currently being achieved?
- What role(s) will professional learning play in catalyzing the transformation?

- What conditions in current culture of improvement would support the innovative educational learning that have been proposed?

Learning together and with other expertise, this report will be published in the 2018 report.

## **CLOSING**

The Learning Forward Foundation has emerged from a one donor-one award organization to a complex multi-donor, multi-program operation that has set high goals for making a difference for each and every educator and student who work within our system. Foundations, like any other organization, need to grow to meet the demand of their organization as well as the demands of parent organization. Both the Learning Forward Foundation and Learning Forward are working towards enhanced goals that will support the world of education to meet the demands for the youth of today and, more importantly, tomorrow.

The next few months will bring changes with the Foundation. We look forward to a stronger and more cohesive alliance with Learning Forward that will strengthen both organizations. Your support as Donors, Awardees, Learning Forward Foundation Directors, Ambassadors and Advisors is key in this process.

One thing is clear-the Learning Forward Foundation will continue our mission to support the development of educator's capacity to improve student learning. This learning is important for tomorrow's world.