

The 2019 Annual Report to Donors, Awardees, Learning Forward and Learning Forward Foundation

**LEARNING FORWARD
FOUNDATION**

Educate, Innovate, Transform,
Educator Professional Learning

72
Scholarships &
Grants

\$450,000
Awarded

Since 2008, approximately \$450,000 has been awarded to support over 70 scholarships and grants, impacting the practice of thousands of educators and the learning of countless students across 28 states and in British Columbia, Canada and Bogota, Colombia.

The infographic features a blue background with white text and icons of graduation caps, lightbulbs, and pencils scattered around the central text.

Learning Forward Foundation Mission

The Learning Forward Foundation (LFF) supports the development of educators' capacity to improve student learning through innovation and improvement that transforms professional learning, framed by the evidence-based characteristics and practices of the Learning Forward Standards.

Our Donors, including a very generous Learning Forward Board of Directors, make this possible. In addition, the talent and expertise on the Board of Directors, the Ambassadors, and the Advisors provide the building blocks that support Awardees in our programs. We believe that successful adult learners in our systems will ultimately be able to support the growth of students who are educated citizens able to operate in an increasingly complex world. It is our mission to strengthen professional learning within systems to achieve a degree of excellence and equity that can be attributed to the beliefs and values of our Learning Forward Foundation and the parent organization, Learning Forward.

FUNCTIONS OF THE LEARNING FORWARD FOUNDATION

- 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 the impact of professional learning on educator practice and student learning outcomes

Professional Learning Impact: Standards Framing

Beginning with the application process, continuing through the selection of awardees, ongoing reporting 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 projects.

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: 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.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: 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.	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: 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.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

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

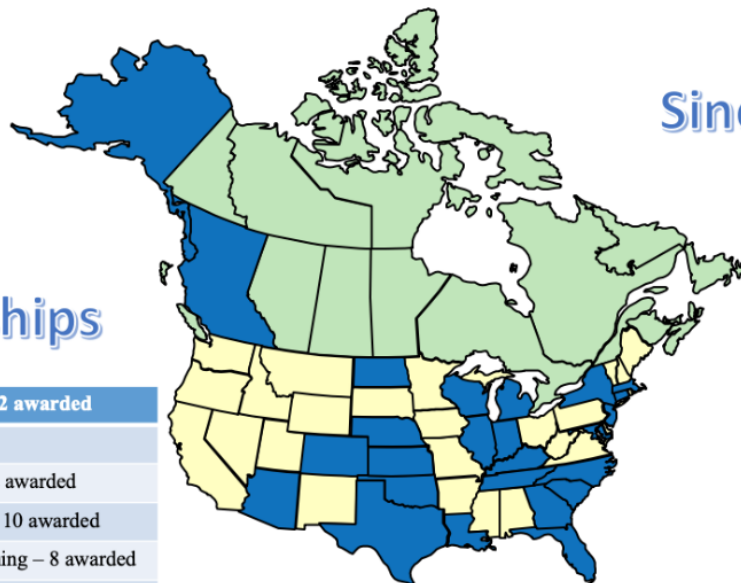
Celebrating Impact

Since 2008, approximately \$450,000 has been awarded to support over 70 scholarships and grants, impacting the practice of thousands of educators and the learning of countless students across 28 states and in British Columbia, Canada and Bogota, Colombia.



72 Total
Grants/Scholarships

Learning Forward Foundation Academy - 22 awarded
Stephanie Hirsh Academy Grant – 2 awarded
Learning Forward Foundation Team Grant – 12 awarded
Learning Forward Foundation Affiliate Grant – 10 awarded
The Principal as a Leader of Professional Learning – 8 awarded
Patsy Hochman Academy Scholarship – 8 awarded
Learning Forward Foundation Innovation Grant – 5 awarded
Learning Forward Foundation System Grant – 3 awarded
Carmen Nylund Memorial - 2 awarded



Since 2008

28 States & in British Columbia,
Canada, and Bogota, Colombia

Learning Forward Foundation Fundraising

On behalf of the many past, present and future educators who benefit from your commitment to the Learning Forward Foundation, we thank you! This year, the Learning Forward Foundation Board reinforced our commitment to collective fundraising efforts by launching new donor campaigns and strengthening existing annual opportunities. This report provides an overview of the Learning Forward Foundation fundraising initiatives and strategic plans that have been realized this year.

To celebrate Learning Forward's 50th birthday, the Foundation Board initiated the \$50 for 50 Academy campaign. Academy alumni consistently consider their experience an invaluable opportunity for job-embedded professional learning. The \$50 for 50 campaign offers them the chance to pay it forward by funding future Academy scholarships.

The Foundation Board also established a new year-round initiative for donors to supplement larger contributions. Roundit is a turnkey option for supporters to make small, incremental donations over time by rounding up their daily spending. Roundit started as a pilot with a small group of Foundation Board testers and was extended to Learning Forward members at the 2019 Summer Institute. Registrations for Roundit continue to grow as members and friends learn about this efficient, "set it and forget it" way to give.

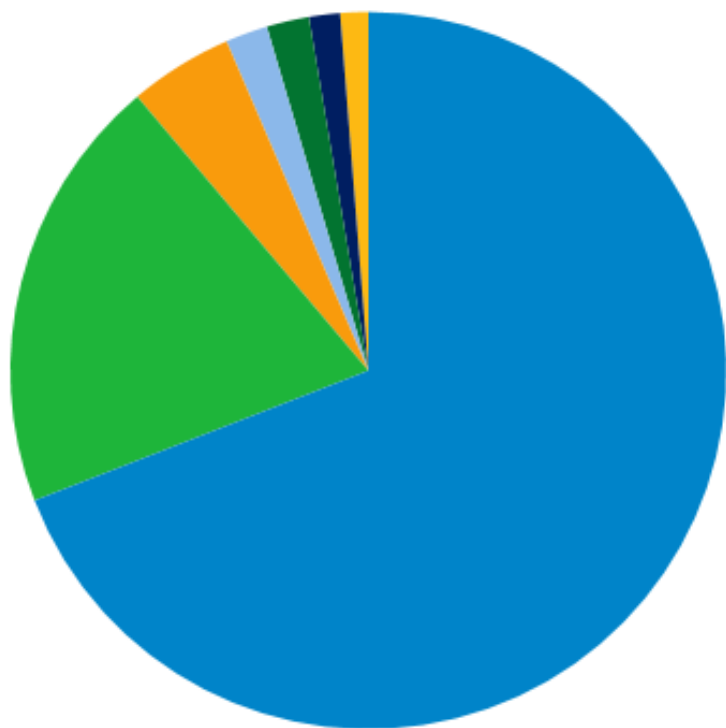
The Foundation Board will continue to expand our reach to members, supporters and friends of Learning Forward. Attendees at this year's Annual Conference were invited to participate in the Foundation's Net-walking event and the Conference signature event. Both annual opportunities raise much needed funds to support Learning Forward educator scholarships and grants.

"Each member of our Learning Forward Fundraising team takes the lead on our initiatives and donor programs to build internal capacity as a team and with our whole Learning Forward Board and Learning Forward learning community. I am grateful for their leadership and for the engagement of the whole Learning Forward Board that ensures our success moving forward to support professional learning for educators."

Deb Radi, Vice Chair, Fundraising

Fundraising by the Numbers

- Designated Scholarships \$43,780
- Learning Forward Contribution \$12,500
- Learning Forward Foundation Board \$2,967
- \$50 for 50 Academy Campaign \$1,215
- General Donations \$1,207
- Roundit \$885
- Net-Walking Campaign \$800



Net-Walking

Campaign Leads: Barry Olhausen & Rosemary Seitel

The Learning Forward Foundation held our annual walks, Moving with Gratitude at the Summer Institute and Net-walking for Learning at the Annual December Conference, to raise money for scholarships to the Learning Forward Academy. Participants walked and talked about professional learning with fellow conference attendees, members of the Learning Forward Foundation and the Learning Forward team. At the Summer Institute in Boston, approximately 25 people participated in the walk to raise \$560 for the Foundation! We are hoping to double our efforts in St. Louis. Fun Fact: Almost all the members of the Foundation Board take part in the walk.

"Walking and learning-what a great combination. I finish feeling refreshed physically and intellectually." - Rosemary Seitel

\$50 for 50 years: A BIRTHDAY CELEBRATION CAMPAIGN FOR ACADEMY GRADUATES

Campaign Leads: Deborah Jackson & Audrey Hobbs-Johnson

To celebrate Learning Forward's 50th birthday, the Foundation Board launched a fundraising campaign to honor the Academy's impact on so many educators. The \$50 for 50 campaign is a special opportunity for Learning Forward's Academy Alumni to donate to scholarships for future Academy participants. Graduates of the Academy 1 through today's Academy classes have a chance to pay their gratitude forward by donating to the \$50 for 50 campaign. As of September 2019, the \$50 for 50 campaign has raised close to \$1,300. This special fundraising campaign was led by Deborah Jackson and Audrey Hobbs Johnson, with assistance from Fred Brown and Kristen Buehrig of Learning Forward.

"Connecting with former Academy participants brought back good memories of hard work and good fun." - Audrey Hobbs-Johnson

Roundit

Campaign Leads: Deb Radi & Audrey Hobbs-Johnson

This year, we launched an exciting new way for donors to give to the Learning Forward Foundation. Roundit is a micro-financing app that offers an opportunity for donors to round up their everyday spending to give small donations regularly over time. A special thank you to Alex Tabb, President and CEO of Roundit, who helped us develop a phased approach to implementation of this new fundraising tool. The initial phase of Roundit began with a pilot by Learning Forward Foundation Board members. Upon completion of a successful pilot with our test group, Roundit was quietly launched to Learning Forward members attending the Boston Summer Institute. The next phase of the campaign will feature a broader outreach to Learning Forward members, donors and friends. This includes a Giving Tuesday campaign, promotion and registration support at the December Annual Conference, and targeted outreach to past Foundation award recipients. The initial Roundit launch was an intentional, small-scale plan with a gradual ramp up. The Foundation Board wanted to ensure this new fundraising tool met the user-experience standards we value, and the only way to know was to try it ourselves! Our test group confirmed that Roundit is a safe, easy-to-use technology to support our fundraising efforts. Since its quiet launch, Roundit has raised \$400 from only a few registered users. We anticipate an increase in donations in the coming year, as Roundit is launched more broadly. While Roundit is not currently available in Canada, we know our Canadian partners will continue to donate in other ways.

"People who have registered on the Roundit app are very satisfied donors, who find the service an easy way to donate and a simple way to manage giving." - Audrey Hobbs-Johnson

Giving Tuesday – December 3, 2019

Campaign Lead: Deb Radi

The Foundation Board's annual Giving Tuesday campaign focuses on engaging donors with Roundit. All followers of Learning Forward's social media platforms, including Learning Forward members and Foundation donors, are encouraged to donate through our micro-financing program as part of Giving Tuesday.

Regional Fundraising Strategy

Campaign Lead: Rosemary Seitel

The Foundation Board continues to explore new strategies to raise much needed funds to support scholarships and grants to send deserving educators to the Learning Forward Academy. The Regional Strategy is a long-range initiative to develop meaningful support from new donor channels. Two Foundation Board members, Rosemary Seitel and Heather Lageman, have been piloting this strategy in their own communities. The strategy holds the promise of developing new relationships, in which two sides work collaboratively to achieve a mutually agreed upon goal. The strategy is time and relationship intensive, but the potential is developing long-term relationships with new donors who will give regularly. The strategy is still in the exploratory phase and has yet to realize a return.

Signature Event

Campaign Lead: Debbie Cooke

The Learning Forward Foundation and Learning Forward co-plan the Annual Conference Signature Events. This year's Conference Welcome Reception will celebrate Learning Forward's 50th birthday. During the evening of birthday festivities, the Foundation Board will sell featured Learning Forward books, specially signed by the authors. A special thank you to Jody Wood who arranged for the books to be generously donated, and Corwin, who donated many books. All sales will benefit the Foundation. To ensure all Learning Forward Conference participants have an opportunity to support the Foundation, raffle tickets will be available throughout the event. Raffle ticket holders will have a chance to win artisan-crafted jewelry during the Welcome Reception. Thank you to Deborah Jackson for coordinating the generously donated jewelry.

Amazon Smile Program

Campaign Lead: Deb Radi

Learning Forward now sells its books through Amazon marketplace and the Foundation is in the process of registering with the Amazon Smile program. When anyone purchases a Learning Forward book through the Amazon Smile website, Amazon donates to our favorite charity, the Learning Forward Foundation!

Donor Relations Engagement Strategy

Campaign Leads: Audrey Hobbs-Johnson & Deb Radi

Our donors are our most important partners as we work to raise funds that provide scholarships and grants to educators working to improve student learning. As the new partnership agreement was finalized between Learning Forward and the Foundation, the Foundation Board took the opportunity to redefine its purpose and its donor relations strategy.

The Foundation Board has transitioned from a project-based, working board to a full fundraising board. This transition in purpose and focus requires a revised strategy and plan for fundraising campaigns and donor relations. Donors - past, present and future - will be part of the Learning Forward Foundation Family with a regular engagement strategy to keep the work of the Foundation and its impact top of mind.

One unexpected complexity from the new partnership and new board focus was a lack of clarity by donors as to why they should donate. This resulted in a significant reduction in donations, which impacted the amount and quantity of scholarships and grants the Foundation was able to offer this year. One immediate task of the Foundation Board is reignite the need to give by connecting with all donors. Be on the lookout for new stories about the impact donor giving has on award recipients of the Learning Forward Foundation.

"This is not easy work, but it is important work. All Foundation Board members are dedicated to innovating our fundraising efforts, connecting with past, present and future donors, and building a successful future for the Learning Forward Foundation." - Audrey Hobbs-Johnson

Learning Forward Foundation Designated Scholarships

The Legacy of Stephanie Hirsh

The Stephanie Hirsh Academy Scholarship raised \$22,300

In December 2018, the Stephanie Hirsh Academy Scholarship was launched to commemorate Executive Director Stephanie Hirsh's tenure and leadership of Learning Forward when she retired. Family, friends and colleagues of Stephanie contributed to the scholarship, which would provide for participation in the Learning Forward Academy. In addition to funding the academy fee, scholarship recipients receive a \$500 travel stipend for each of five academy sessions. The fund has raised \$67,020 to date.

In Remembrance of Patsy Hochman

The Patsy Hochman Memorial Scholarship raised \$20,050

The Patsy Hochman Academy Scholarship, honoring the memory of Patsy Hochman, provides \$3,650 for a recipient to participate in Learning Forward's Academy. The purpose of the Patsy Hochman Academy Scholarship is specific for a recipient from Texas for the development of leadership in the field of professional learning. Scholarship goals are to provide participants with time and expertise in constructing the knowledge and developing the skills and courage to solve significant problems related to student learning, thereby transforming professional learning within their own organization. This scholarship has funded eight 8 scholarships to date.

Honoring Dale Hair

Dale Hair Affiliate Grant raised \$1,430

The Learning Forward Foundation was the recipient of an Affiliate initiative to honor Dale Hair's legacy of work with the affiliates and her passion for supporting the successful work of the affiliates. In 2019 and again in 2020, the Foundation is able to make one grant of up to \$2000 for one year to support a Learning Forward affiliate needing to rebuild, reorganize, or generate a stronger organization. The 2019 recipient was Learning Forward Michigan.

Scholarship & Grant Award Process

This year the Learning Forward Foundation funded 6 grants and scholarships to 5 educators attending the Learning Forward Academy and one affiliate focused on building the capacity of its leaders. This is the first year of a new partnership with Learning Forward to support the Learning Forward Academy process.

Each of the over 16 applicants convincingly articulated a strong change project to embed effective professional learning structures within their system with the intent of improving educator practice and student learning. Sixteen readers reviewed the applications and overwhelmingly found them to show commitment and passion to engage in their own learning to implement strong systems. Each of the winning projects showed a clear link to the initial implementation activities and the intended long-term outcomes.

2019 Learning Forward Foundation Award Winners

Ayesha Farag, *Principal of Williams Elementary in Newton, MA*

Awarded the Stephanie Hirsh Academy Scholarship. Her quest is to further develop her skills as a leader, develop the capacity of teacher leaders to sustain guidance and focus for their peers, and design meaningful structures to support ongoing adult learning in order to develop strong systems of flexible, tiered instruction.

Tiffany Hall, *Executive Director of Teaching and Learning in the Salt Lake City School District*

Awarded the Stephanie Hirsh Academy Scholarship. The project will focus on enhancing the district's job-embedded coaching model to support professional learning for educators.

Ashley White, *Learning Liaison in Colleyville, TX*

Awarded the Patsy Hochman Academy Scholarship. Her focus will be to learn how to structure and implement a system of job-embedded professional learning to build the capacity of teachers to influence and support adaptive and technical changes needed to ensure equity and access to AP and Dual-college opportunities for all students.

Mandy Alexander, *Learning Liaison at Grapevine-Colleyville ISD*

Awarded the Learning Forward Foundation School-based Academy Scholarship. Because the campus has experienced a decline in student success within economically challenging situations, there is a need to support teachers with professional learning and coaching that will create instructional units that engage all students and result in deep learning.

Nancy Rouston, *Teacher Evaluation Specialist in Arlington, VA Public Schools*

Awarded the Learning Forward Foundation District-based Academy Scholarship. Her project will create and implement quality professional learning opportunities for hundreds of instructional assistants to support students with disabilities.

Learning Forward Michigan

Awarded the Dale Hair Affiliate Grant. Learning Forward Michigan (LFMI) is striving to revitalize itself as “the” association for professional learning in the state. The board will define what makes LFM unique and design strategic methods to meet the diverse professional learning needs of Michigan educators using a Design Thinking process.

We are grateful to this year’s awardees for their willingness to share their expertise and learning with the Learning Forward Foundation as they continue to advocate for and implement professional learning with a purpose that is directly connected to student learning!

Learning Forward Foundation 2019 Scholarship & Grant Recipients



Mandy Alexander
Grapevine-Colleyville ISD
Grapevine, TX
Recipient of the Learning Forward Foundation Academy Scholarship



Ayesha Farag
Newton Public Schools
Auburndale, MA
Recipient of the Learning Forward Foundation Stephanie Hirsh Academy Scholarship



Tiffany Hall
Salt Lake City School District
Salt Lake City, UT
Recipient of the Learning Forward Foundation Stephanie Hirsh Academy Scholarship



Learning Forward Michigan
Susan Wakefield, President
Recipient of the Learning Forward Foundation Affiliate Grant



Nancy Rouston
Arlington Public Schools
Arlington, VA
Recipient of the Learning Forward Foundation Academy Scholarship



Ashley White
Colleyville Heritage High School
Colleyville, TX
Recipient of the Learning Forward Foundation Patsy Hochman

Congratulations to all!



Innovation Think Tank Challenge

Over the last 2 ½ years the Learning Forward Foundation has worked with five education teams in an Innovation Think Tank Challenge. Through this transformative project team learning was evident on a number of levels and with groups in various contexts.

Through our webinars and face-to-face meetings at both Learning Forward winter and summer conferences, participants experienced deep learning within and among teams, with Foundation Thought Partners, LFF Board Directors and Advisors. A common conversation thread was that this learning journey was not just about the grant of \$1500 rather it was the opportunity to share with other Innovation teams about what forms of professional learning created impact to move each project forward.

The Projects that began in April 2017, started with the following application question: Are you interested in becoming a network of educators who want to learn about and design innovative professional learning? Are you committed to promoting a culture of risk-taking to impact educator practice and improve results for students?

Five teams were accepted for Innovation Grants: Juan Gutierrez, Chicago, IL; Janet Ciarrocca, North Brunswick, NJ; Tom Schmidt, Bismarck, ND; Deborah Piper, Baltimore, MD; and Denise Augustine, Duncan, BC.

Each of the teams had one or two learning partners from the Learning Forward Foundation Board. Included among others in this group were Jody Wood, Deb Radi, Janice Bradley, Al Bertani, Rosemary Seitel, Debbie Cooke, Duncan Wilson, Amy Colton, and Ed Tobia. The Scholarship and Grants committee took the lead on this project with Vice Chair, Vicki Duff modeling strong collaborative leadership that had most Directors involved in one way or another.

As these five teams finished their learning journey with our Foundation this fall, the teams shared their learning through a webinar and/or an interview. These conversations addressed the structures, processes and strategies that were used to assess impact of their Innovation learning during the duration of their engagement using our grant as a catalyst for their projects.

In conversations that followed, teams gave examples of their work that showed strong evidence that the principles of research that underpin the Learning Forward Standards and the Canadian Professional Learning Dimensions were woven through the on-going professional learning needed to keep the projects moving forward. The strong theme that emerged in all five projects was keeping student engagement, learning and achievement as a focus for a broad range of educators involved in adult learning. At our final webinar and interview we asked the following questions:

1. What is a key element of Professional Learning that had an impact on your project?
2. What were the parts, purposes and complexities, connections and puzzlers that kept your project moving?

Teams engaged in conversations that allowed us to document their progress and identify professional learning models that made a difference. Key Statements from Teams:

- Co-designs and co-construction from the beginning engaged adults in work that emerged with common language that created common understanding.
- Using student data as part of the design from the beginning made it feel that the students were in the room with the adults and part of the data process.
- Innovation can be seen as a compassionate disruption for educators in deep learning. Time and on-going quality facilitation skills are essential.
- We learned from our failures that ultimately led to successful programs for our students. Strong leadership on all levels was key in professional learning planning.
- During 2020, watch for Learning Forward articles, blogs and presentations that will give insight into the individual and collective stories of this on-going Innovation work that has impact for Professional Learning across our State and Provincial Education systems.

Research and Support Process

All awardees are supported through their change projects and/or problems of practice after receiving the award. The Scholarships and Grants and Research and Support committees work separately 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 Scholarships and Grants Committee and one member of the Research and Support 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 Touchpoint conversations 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.

Dyad Team members engaged with awardees from November 2018-June 2019 in a total of 33 Touchpoints - the equivalent of 32 total hours of human investment. One hour to schedule (emails, doodle polls, secure phone line), two hours of phone time (pre, during and post), and one hour to write and send.

Evidence Gathering and Analysis Process

Evidence of progress is gathered from awardees on a regular basis through one hour Touchpoint conversations and progress reports. 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 Learning Forward 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 Learning Forward Foundation Board.

What We Learned from Touchpoint Data in 2019

During the 33 Touchpoint conversations with all awardees that occurred from November 2018 to June 2019, we gained evidence of the following:

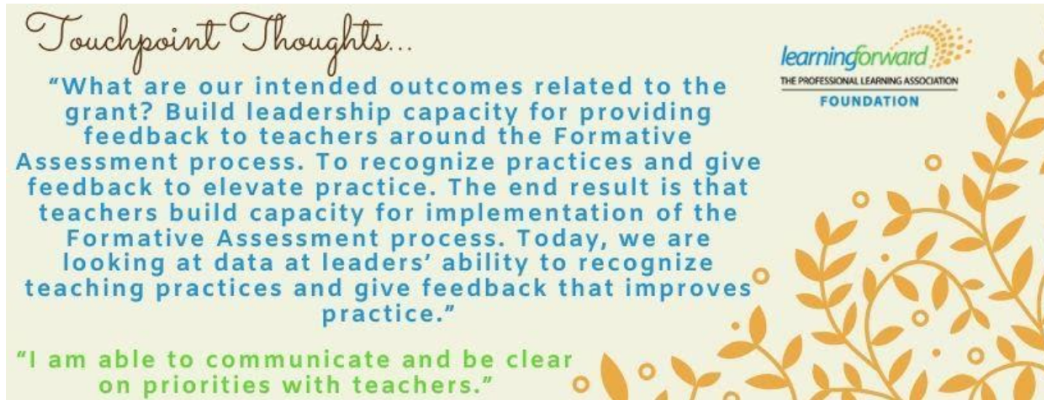
- How awardees used professional Standards and practices to create change and improvements in practice.
- Actions awardees took to achieve their intended outcomes.
- How awardees collected evidence of implementation.
- How awardees used leadership to guide improvement efforts through Professional Learning
- How awardees responded to challenges of implementation.
- How they identified impact on teaching practice and student achievement.

Across the 33 Touchpoint conversations, the following themes emerged about how they used the Standards for Professional Learning and Canadian Professional Learning Dimensions to guide change. Quotes from awardees have been included with each Standard and practice to exemplify the impact on their practice:

LEADERSHIP: 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.

SUPPORT AND SUSTAINABILITY: System and school leaders have important roles in supporting professional learning for teachers and for themselves.

Awardees developed an understanding of how important it is to clearly articulate the critical links between increased student learning and Professional Learning, and the key role leadership plays in the focus, implementation, and support of Professional Learning.



DATA: 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.

EVIDENCE INFORMED: Evidence, inquiry, and professional judgement are informing professional learning policies and practices

Awardees greatest challenge is the struggle to demonstrate the relationship among the professional learning they design and offers to changes in educator practice and student achievement. Collecting evidence of changes in educator behavior is challenging so the thought partner encourages the awardee to engage in the need for this data gathering process. An additional challenge includes developing an evaluation plan to monitor progress and impact of Professional Learning on educator practice and student learning.



OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

FOCUS ON STUDENT OUTCOMES: A focus on a broad range of students' professional learning outcomes is important.

Awardees understand the importance of ensuring professional learning is aligned to the specific knowledge, skills, practices, and dispositions of highly effective educators. One's understanding does not always equate to the Professional Learning practices needed to support the identified learning needs of professionals. Awardees in their first year, however, seem to reflect on the standards and really think about how they apply to the work they are doing.

In the future, Foundation members will explore ways to refresh awardee's understanding and use of the Standards beyond occasional articles and blog posts and doing webinars with some members that apply the Standards regularly.



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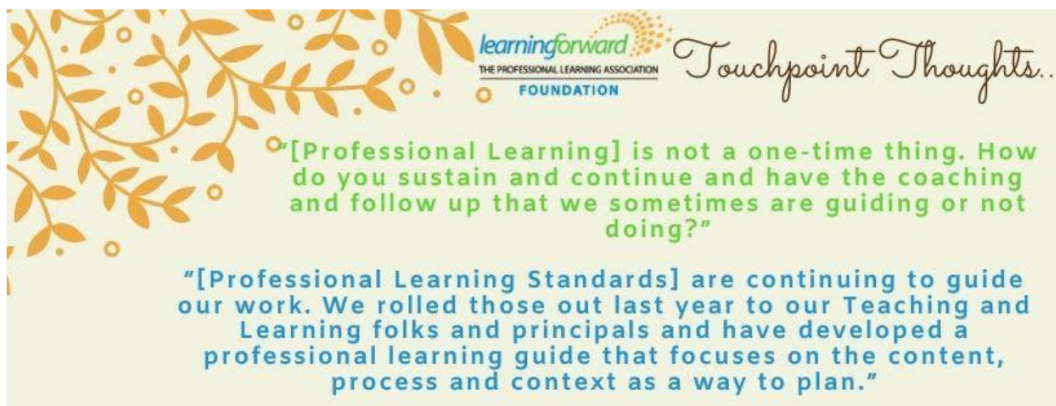
Touchpoint Thoughts...

“What I want as a result of our data committee meeting is clear outcomes, clear goals for teachers around changes in student learning and teaching practice...Not a list of general outcomes...”

“There is a new teacher support plan for our district. The new learning plan is linked to the learning goals to the (district) standards, and asks the new teacher to identify their strengths and weaknesses.”

LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

ACTIVE AND VARIABLE LEARNING: There is no “one-size- fits-all” approach to professional learning; teachers are engaging in multiple opportunities for professional learning and inquiry with differentiation for their professional needs.



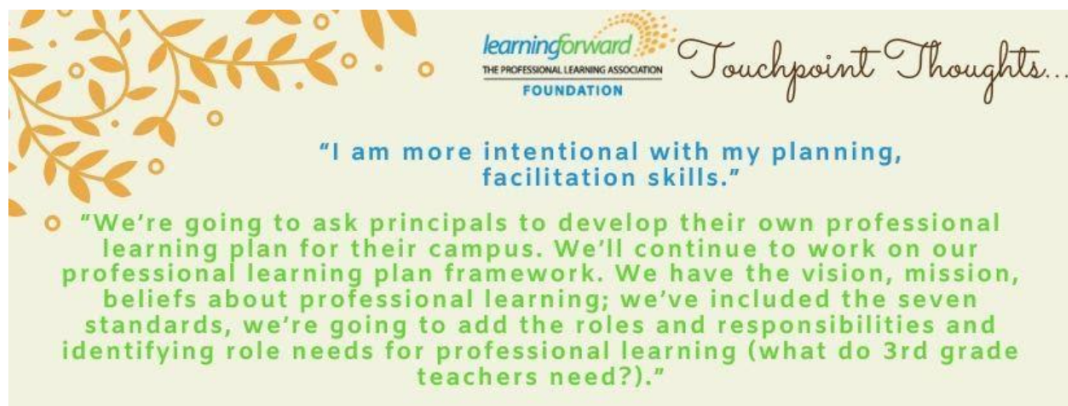
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Touchpoint Thoughts...

“[Professional Learning] is not a one-time thing. How do you sustain and continue and have the coaching and follow up that we sometimes are guiding or not doing?”

“[Professional Learning Standards] are continuing to guide our work. We rolled those out last year to our Teaching and Learning folks and principals and have developed a professional learning guide that focuses on the content, process and context as a way to plan.”

IMPLEMENTATION: 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.



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Touchpoint Thoughts...

“I am more intentional with my planning, facilitation skills.”

“We’re going to ask principals to develop their own professional learning plan for their campus. We’ll continue to work on our professional learning plan framework. We have the vision, mission, beliefs about professional learning; we’ve included the seven standards, we’re going to add the roles and responsibilities and identifying role needs for professional learning (what do 3rd grade teachers need?).”

LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

COLLABORATIVE LEARNING EXPERIENCES: Collaborative learning experiences are highly valued and prevalent within and across schools and wider professional networks.



RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
RESOURCES: Equitable variations in access to funding.

Absent in all 33 Touchpoint conversations were comments about how resources were used and allocated in the overall Professional Learning Plan.

Valuing the Touchpoint calls as support in addition to the coaching provided in the Academy.

"I appreciate you helping me. It is good to stop and refocus on my first day of summer. It helps to reflect and see that we are making some progress."

DOCUMENTATION AND PUBLISHING OF LEARNING AND IMPACT

Connect Blog Posts

The Learning Professional Articles

CLOSING THOUGHTS

Through the collective efforts of the Learning Forward family of donors, awardees, affiliates, Learning Forward Foundation Board members, Learning Forward staff, Learning Forward Board of Trustees and Learning Forward members, the impact on professional learning has continued to grow in 2019. Our Learning Forward Foundation community is evidence of the power of "us" to foster a culture of professional learning in the world.

2019 has been a year of reflection, strategic planning, and mapping the way forward for the Learning Forward Foundation. As the Learning Forward Foundation co-created our partnership agreement with Learning Forward, we clarified roles and responsibilities and have deepened our understanding of one another, and in turn, our family bonds have grown stronger. We have emerged with clear, attainable goals to continue to build our complex multi-donor, multi-program operation in service and support of every educator and student who work within our systems. Together with Learning Forward, we are committed to providing scholarships and grants to support equity of opportunity in the world of education. We remain grounded in our Learning Forward Foundation vision: Educate, innovate, and transform educator professional learning. We look forward to collaborating with all of you, the Learning Forward learning community, to continue this legacy of lifelong learning.