

New trustees elected

Learning Forward members elected three new members to the Board of Trustees. Julie Blaine of Oak Grove, Mo., Jeff Ronneberg of Minneapolis, Minn., and Granger Ward of San Diego, Calif., will begin their three-year terms at the conclusion of the 2010 Annual Conference in Atlanta in December.

JULIE BLAINE Oak Grove, Mo.

Blaine, an 11-year member, is director at the Central Regional Professional Development Center at the University of Central Missouri. She has served Learning Forward as a member of the awards committee; 2009 Annual Conference program committee co-chair; recipient of the 2007 Distinguished Staff Developer award and the 2003 New Staff Developer of the Year award; and was actively involved with the Missouri Staff Development Council (1999-2005). Her vision, in her new role as trustee, is to see the Learning Forward definition of professional development become a reality in every school district.



JEFF RONNEBERG Minneapolis, Minn.

Ronneberg, a seven-year member, is superintendent for Spring Lake Park Schools in Minneapolis. He has served Learning Forward as a presenter for annual conferences in 2004 and 2007; is a member of the affiliate leaders board (2009-10); president of the Minnesota Staff Development Council (2006-10); and a graduate of Academy 16 (Learning Forward's multiyear learning opportunity). As trustee, he hopes to do everything in his power to ensure that every educator engages in effective professional learning by creating the conditions that result in aligning the work and learning of adults around improving the learning of every student.



GRANGER WARD San Diego, Calif.

Ward, a 20-year member, is executive vice president of AVID Center, a grades 4-12 system that focuses on providing access to four-year colleges for educationally disadvantaged, underachieving school students. He was formerly superintendent of the Manhattan High Schools in New York City and the Grossmont Union High School District in San Diego. He has served Learning Forward as a presenter at several annual conferences. His vision is to support the implementation of the standards and work as an active member of the board to increase quality staff development for educators.



book club

LEADING ACADEMIC ACHIEVEMENT FOR ENGLISH LANGUAGE LEARNERS

Authors Betty J. Alford and Mary Catherine Niño show how to shape a school culture conducive to high academic achievement for all students. An award-winning former principal and a professional development specialist provide the steps for developing teacher capacity, applying successful instructional practices, and advocating for English language learners. Written in straightforward language with quick reference charts, summaries, resources, and tools, the text provides:

- Strategies for creating a culture of ELL advocacy and achievement;
- Case studies from school leaders who have created

- positive change for ELLs;
 - Professional development tools that build teachers' knowledge of second language acquisition; and
 - Tips for strengthening home-school-community connections.
- This guide bridges research and practical applications.

Through a partnership with Corwin Press, Learning Forward members can add the Book Club to their membership at any time and receive four books a year for \$49. To receive this book, add the Book Club to your membership before March 15. It will be mailed in April. For more information about this or any membership package, call 800-727-7288 or e-mail office@learningforward.org.





Good policy enables good practice for teachers and leaders

We live in a world of rules and regulations that govern our lives. Education policy is the collection of laws, rules, and regulations that govern how school systems, and the people within them, operate. In school systems, good policy enables good practice on the part of teachers and leaders. While policy is only as good as its implementation, good policies are a necessary beginning. The policy context in which we live and work determines whether we can easily navigate decisions and shape practices that help our children and teachers succeed or whether we have to spend our time fighting to gain ground for creativity, innovation, and good practices.

Federal, state, and local policy decisions influence the work of teachers and by extension their ability to work with students effectively. Many education policies are context-specific because, for example, they are made through collective bargaining agreements. But not all policies are helpful. Here is an example of a district policy that is not in the best interest of students or teachers:

A school district decided to increase summer school offerings to include courses that would engage, excite, and motivate students. A group of interested

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Ingrid Carney is president of Learning Forward's board of trustees.

on board INGRID CARNEY

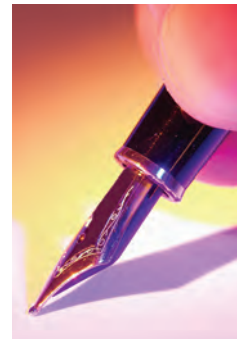
teachers created the course descriptions and gathered necessary resources. They proposed photography, newspaper writing, chess for critical thinking, and exploring careers in sports, to name a few. As the developers of these new courses, the teachers were excited to have opportunities to teach the courses and motivate their students. But, they heard, “Wait a minute, not so fast.” Based on district policy, the teachers who created the ideas and the courses would not be allowed to teach the courses because all summer school assignments must be based on seniority. Because of the policy, teachers were hired to teach the courses even when they had no background or experience in the course content. What started out to be a source of excitement and motivation for a group of innovative teachers ended with frustration and bitter feelings toward the district's policies.

Good policies make the difference between educators spending their time fighting for ideas and resources that promote progress versus making a difference for their students. Good policy making establishes the context and the necessary resources for success. Teachers and principals care deeply about policies that establish class size, standards, assessment, accountability,

Individuals with Disabilities Act and No Child Left Behind implementation, equity, achievement gaps, and professional development, among others.

Effective professional development can be enhanced through state and local policies. Schools that are experiencing success recognize that adult learning is as important as student learning in a continuous improvement cycle. Time for adult learning is a given in the work of many of our

international peers in K-12 education. Effective policy making at federal, state, and local levels can ensure that American teachers do not have to fight for job-embedded learning time. Policy decisions that honor the time that teachers need to continue learning and become highly effective could move K-12 education in the U.S. a long way toward closing the learning gaps between American students and their international peers. The same is true for other policy questions in professional development and education generally. Well-considered policies hold great potential for promoting good practice in our schools and classrooms and making a difference for millions of American students. ■



2010 Learning Forward AWARDS

SPONSORED BY *School Improvement Network*



DISTINGUISHED SERVICE

Deborah Childs-Bowen,
Decatur, Ga.

Childs-Bowen

CONTRIBUTION TO THE FIELD

Andy Hargreaves, Chestnut Hill, Mass.
Douglas Reeves, Salem, Mass.



Hargreaves



Reeves



Smith

SUSAN LOUCKS-HORSLEY AWARD

Margaret (Peg) Smith,
Pittsburgh, Pa.



Gallimore



Ermeling

BEST RESEARCH

"Increasing Achievement by Focusing Grade-Level Teams on Improving Classroom Learning:
A Prospective, Quasi-Experimental Study of Title I Schools"
American Educational Research Journal, Vol. 46, No. 4, 1006-1033 (2009)

William M. Saunders, Pearson Learning Teams
Claude N. Goldenberg, Stanford University
Ronald Gallimore, University of California, Los Angeles

"Moving the Learning of Teaching Closer to Practice:
Teacher Education Implications of School-Based Inquiry Teams"
The Elementary School Journal, Vol. 109, No. 5, 537-553 (2009)

Ronald Gallimore, University of California, Los Angeles
Bradley A. Ermeling, Pearson Learning Teams
William M. Saunders, Pearson Learning Teams
Claude N. Goldenberg, Stanford University



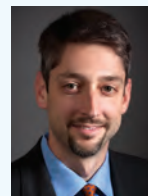
Saunders



Goldenberg

STAFF DEVELOPMENT BOOK OF THE YEAR

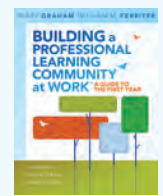
*Building a Professional Learning Community at Work:
A Guide to the First Year*
By Parry Graham and William M. Ferriter
Solution Tree, 2009



Graham



Ferriter



LEARNING FORWARD CALENDAR

Jan. 31, 2011	Deadline to apply to present at 2011 Annual Conference in Anaheim, Calif. www.learningforward.org/annual11
Feb. 15, 2011	Deadline to apply for foundation scholarships and grants. www.learningforward.org/getinvolved/foundation.cfm
Feb. 28, 2011	Deadline to apply for the Learning Forward Academy Class of 2013. www.learningforward.org/opportunities/academy.cfm
April 1, 2011	Deadline for Awards nominations. www.learningforward.org/getinvolved/awards.cfm
July 17-20, 2011	2011 Summer Conference for Teacher Leaders and the Administrators Who Support Them, Indianapolis, Ind.



LEARNING FORWARD'S PURPOSE: Every educator engages in effective professional learning every day so every student achieves.

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Ed Wittchen (2010)

Rocklin Academy wins first Shirley Hord Learning Team Award

Rocklin Academy in Rocklin, Calif., is the winner of the first Shirley Hord Learning Team Award. This award, from Learning Forward and Corwin Press, is given to a team of teachers who demonstrate Learning Forward's definition of professional development in action.

Seventeen teams from schools in Canada and the United States submitted nominations. Three applicants, Adelpia Elementary School, Freeport, N.J.; Belmont Elementary, Lincoln, Neb.; and Rocklin Academy, Rocklin, Calif., were named finalists. A vote of Learning Forward members determined the winner. See video clips of the three finalists at www.learningforward.org/getinvolved/voteforhordaward.cfm.

E-LEARNING PROGRAM ON SCHOOL LEADERSHIP BEGINS IN JANUARY

Mike Ford, co-author of Learning Forward's new book, *The Life Cycle of Leadership: Surviving and Thriving in Today's Schools*, will facilitate a five-week e-learning program designed to help current and future leaders take a more reflective approach to school leadership. During live sessions and weekly discussions, participants will address the challenges school leaders face and explore how to move beyond simply surviving to becoming a true leader who creates deep, meaningful reform that results in more effective student learning.

Weekly sessions begin at 1 p.m. Eastern time on Tuesday, Jan. 11. Members pay \$199; the nonmember price is \$249. Learn more at

www.learningforward.org/elearning/programs.

STANDARDS REVISION MOVES FORWARD

Representatives from 20 professional associations met with Learning Forward's board president, executive director, and other staff for the first meeting of the Standards Revision Task Force. MetLife Foundation provided a grant to initiate the first phase. Anderson (Rick) Love, senior education program officer at MetLife Foundation, gave opening remarks at the meeting, which was hosted by the National Education Association at its Washington, D.C., headquarters.

The standards revision will be complete in July 2011.

For more information, contact Learning Forward's deputy executive director, Joellen Killion (joellen.killion@learningforward.org).