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ALL STATES ARE NOT ALIKE

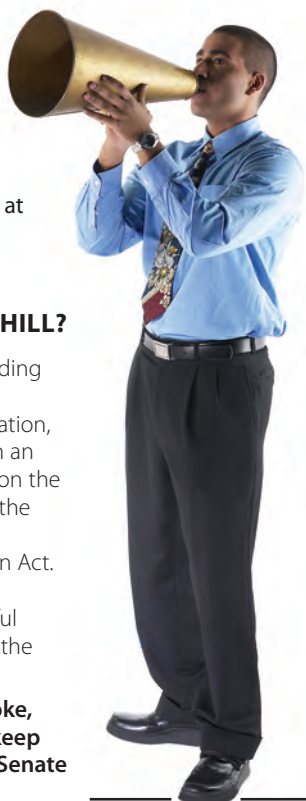
There are several models for how states determine who is on the state board (as well as who acts as the chief state school officer). Do you know how your state works?

Governor appoints state board	33 states
Elected state board	7 states
Mix of appointed/elected state board	3 states
Legislature appoints board	2 states
Mixed appointment of board (governor, other officials)	1 state
Elected board, governor appoints chief	2 states
No state board	2 states

Source: National Association of State Boards of Education. (2010, November). *2011 state board governance models*. Arlington, VA: Author. Available at www.nasbe.org/index.php/component/content/article/49-spotlight/1123-state-education-governance-models.

Standing up, speaking out

The October issue of *Teachers Teaching Teachers* highlighted one educator's trip to testify before Congress. Learn how she prepared and find related tools to boost your policy advocacy work. The full issue is available at www.learningforward.org/news/issueDetails.cfm?issueID=311.



WHAT ARE THEY SAYING ON THE HILL?

Stephanie Hirsh was one of several leading voices who testified before the Senate Committee on Health, Education, Labor, and Pensions in an April 2010 hearing on the reauthorization of the Elementary and Secondary Education Act. Hirsh spoke about the importance of including a powerful definition of professional development in the reauthorized law.

Videos of hearings are archived at <http://help.senate.gov>.

View the hearing in which Hirsh spoke, and explore other Senate hearings to keep track of who is influencing this critical Senate committee.

LATEST RESEARCH ON STATE POLICY

See part three of a three-phase research study from Learning Forward and the Stanford University School Redesign Network documenting the status of professional learning in the U.S.

Teacher Professional Learning in the United States: State Policies and Strategies highlights specific policy provisions in Colorado, Missouri, New Jersey, and Vermont.

The report is available at www.learningforward.org/stateproflearning.cfm.

To see the entire address, visit:
<http://news.ontario.ca/opo/en/2009/06/global-education-competitiveness-summit-washington-dc.html>.

Lessons from Ontario

In 2009, Ontario Premier Dalton McGuinty spoke at the Global Education Competitiveness Summit in Washington, D.C. He shared seven lessons learned from the success Ontario has seen in whole-system reform, with the caveat that listeners should modify international lessons to serve their purposes.

1. The drive to make progress in schools can't be a fad. Government resources and commitment are essential.
2. Education reform is not important to your government if it isn't personally important to your head of government.
3. Without teachers on board, you won't get results. Talk to teachers relentlessly.
4. You must improve teaching — and that requires building teacher capacity.
5. To achieve your goals, you must keep the pressure up all the time.
6. Once you have success, you have permission to keep investing in education.
7. To sustain success in reforming success, keep it personal — good public policy isn't enough.

Source: McGuinty, D. (2009, June 30). *Remarks on lessons learned.* Keynote address presented at the Global Education Competitiveness Summit in Washington, D.C.



POLICIES EXAMINED

Advancing High-Quality Professional Learning Through Collective Bargaining and State Policy calls for more collaboration and a common set of standards for developing policy on professional development for teachers. The study is the result of a three-year partnership among Learning Forward, National Education Association, American Federation of Teachers, and Council of Chief State School Officers. This report explores how states and districts can support high-quality professional learning opportunities for educators.

Download the PDF of the report at www.learningforward.org/news/advancinghighqualityprofessionallearning.pdf.

While the report offers in-depth analyses of policies and detailed recommendations, three key ideas related to collective bargaining and state policy emerged from the study.

1	Professional development is only as effective as the expectations set for it.
2	Negotiated contract provisions and policy language about professional development are best considered within their unique contexts.
3	Professional development can be dramatically enhanced through state policy and collective bargaining agreements.

Source: American Federation of Teachers, Council of Chief State School Officers, National Education Association, & National Staff Development Council. (2010). *Advancing high-quality professional learning through collective bargaining and state policy: An initial review and recommendations to support student learning.* Dallas, TX: NSDC.

“Reaching out to thought leaders is not a strategy solely for media giants or organizations such as Learning Forward. Any group or individual working to disseminate information or change the status quo — whether in professional development, education in general, or society at large — can employ this means of spreading a message.”

Quotable

— Hayes Mizell
in “Thought leaders: Who they are, why they matter, and how to reach them” on p. 46