

New trustees elected

Learning Forward members elected two new members to the Board of Trustees. Clara Howitt of Windsor, Ontario, and Myra Whitney of Memphis, Tenn., will begin their three-year terms at the conclusion of the 2011 Annual Conference in Anaheim in December.

Clara Howitt is superintendent of curriculum, professional learning, and leadership development K-12 for the Greater Essex County District School Board in Windsor, Ontario, Canada. A seven-year member of Learning Forward, she is a graduate of the 2009 Learning Forward Academy, a member of the Conference Program Planning Committee, an organizer and member of the Ontario Affiliate, and partners with the Ontario Principals' Council to ensure learning opportunities throughout the province. She makes contributions to the field of professional learning by engaging in research and program evaluations; mobilizing knowledge through publications and presentations; and working with first-year superintendents in Ontario. Her goal is to support Learning Forward and its affiliates in helping administrators, professional developers, and teacher leaders to recognize and celebrate the new standards.



Myra Whitney is associate superintendent and executive director of professional development for Memphis City Schools in Memphis, Tenn. A seven-year member of Learning Forward, Whitney served on the Tennessee host committee for the 2006 Annual Conference, was a member of the 2009 Learning Forward Academy, presented at conferences, and promoted and organized conference attendance. She also implemented Taking the Lead training for 400 district coaches and 200 principals and training for every school for instructional teams. She instituted the use of the Standards Assessment Inventory within the district and is a participant in the Big 35, a network of 35 large school systems that Learning Forward created and facilitated to reduce the student achievement gap. Her vision for Learning Forward is that it continue intensive professional learning for teachers, coaches, and teacher leaders as well as for new opportunities for school administrators and superintendents.



book club

REALIZING THE PROMISE
OF 21ST-CENTURY EDUCATION:
AN OWNER'S MANUAL

By Bruce Joyce and Emily Calhoun

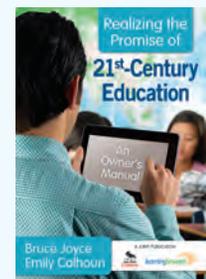
While many futurists tout the value of teaching students 21st-century skills, bridging the concept to practice is best accomplished by professional educators. Joyce and Calhoun know how to enact critical reforms that enable schools to prepare students for today's workforce. They outline a clear vision for advancing school reform that emphasizes infusing technology across the curriculum. Specific steps include:

- Providing technology access to *all* students to promote equity and engagement;
- Developing hybrid courses that prepare students to meet 21st-century needs;
- Designing professional development that connects technology to teaching;

- Improving literacy instruction;
- Changing the high school paradigm; and
- Involving teachers, parents, and community members in school leadership.

Educators can transform education using the information and communications technology. Joyce and Calhoun show how to deliver on the promise of a 21st-century education by teaching students the skills they need to achieve in their careers and in life.

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 \$59. To receive this book, add the Book Club to your membership before Dec. 15. It will be mailed in January. For more information about this or any membership package, call 800-727-7288 or email office@learningforward.org.





In the recipe for effectiveness, professional learning is the key ingredient

Whisk one-quarter cup mayonnaise with two tablespoons of lemon juice.

Add to it 12 ounces of drained tuna packed in olive oil, one-half cup chopped drained roasted red peppers, 10 chopped, pitted Kalamata black olives, one chopped celery rib, and two tablespoons chopped red onion. Season with salt and pepper. Assemble on a lightly toasted baguette brushed with olive oil and topped with fresh lettuce.

I love this grown-up tuna salad sandwich, and I enjoy it best with a significant other and a glass of Sauvignon Blanc.

This isn't the tuna salad sandwich I always made. But experience, curiosity, and some knowledge about food helped me get to this point. And it made me think about some formulas I've heard about making sure teachers become effective. Do the ingredients all add up?

There is no argument that quality teaching makes a difference in student learning. *Teacher Professional Learning in the United States: Case Studies of State Policies and Strategies* (Jaquith, Mindich, Wei, & Darling-Hammond, 2010), the third report in Learning Forward's study on the state of professional learning in the United States, notes that in the last decade, policymakers, researchers, and

Mark Diaz is president of Learning Forward's board of trustees.

on board MARK DIAZ

practitioners have come to the same conclusion: Teacher effectiveness is a key factor in improving academic outcomes for students.

Teachers have often told me they know which students come from a particular teacher's class because they are so well-prepared. They also whisper to me that I should check out another teacher's class scores because year after year his students are falling behind.

Many readers agree that professional learning is the single most important strategy for extending and refining their knowledge, skills, dispositions, and practices. It is troubling that in many ongoing discussions, professional learning is viewed as remediation.

Denver Public Schools seems to understand that educator effectiveness is more than a recipe. Its new system "is an opportunity to elevate the teaching profession," says Tracy Dorland, executive director for educator effectiveness. "...This is about thinking of the profession differently, in a way that respects teaching as a complicated craft, requiring teacher leadership, strong collaboration with colleagues, reflection about practice, and constant efforts to improve instruction for the students whose lives we impact every day" (State Council for Educator

Effectiveness, 2011, p. 7). I hope more and more systems will come to share this perspective.

Just as teachers need many skills for their complex profession, chefs need many skills to run a successful restaurant. It is through learning — that is, experimentation, making mistakes, cooking and reflecting with friends, taking courses, getting diners' feedback, reading books, and enhancing recipes — that a chef becomes most effective. Does that mix of ingredients remind you of anything?

In many ways, I'm still learning. Would you please try the recipes I'm offering, and tell me how they work for you? I want to make sure we're all as effective as we can be.

Buen provecho.



REFERENCES

Jaquith, A., Mindich, D., Wei, R.C., & Darling-Hammond, L. (2010, December). *Teacher professional learning in the United States: Case studies of state policies and strategies*. Oxford, OH: Learning Forward.

State Council for Educator Effectiveness. (2011, April 13). *Report & recommendations*. Denver, CO: Author. Available online at www.cde.state.co.us/EducatorEffectiveness/Partner-SCEE.asp. ■



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

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Kentucky identified as demonstration state in Common Core project

Kentucky will serve as the demonstration state of Learning Forward's new initiative to create a statewide, comprehensive professional learning system to support educators as they implement Common Core State Standards and new student assessments. Georgia, Illinois, New Hampshire, New Jersey, Utah, and Washington will contribute to the development of the system's tools and strategies as critical friend states and learn from Kentucky's challenges and accomplishments.

With support from lead funder the Sandler Foundation, Learning Forward will provide coaching and technical assistance to Kentucky and host meetings of the seven states over the next two years of the initiative, Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core. The resources developed through the initiative will be made available to all states as they implement the standards.

Learning Forward and the states will work in partnership with the Council of Chief State School Officers, National Governors Association, National Association of State Boards of Education, and American Association of Colleges for Teacher Education on the initiative.

Kentucky was selected from among several states through a competitive process this fall. Requirements for the demonstration state and critical friends states are a commitment to equity, professional development, and substantive change.

As the initiative's demonstration state, Kentucky will serve as a learning laboratory within which Learning Forward, in partnership with state and district leaders, will create a tiered, multiyear comprehensive plan that stages professional learning for the standards and assessments. The state will also support new school year and daily school schedules that provide substantive time for professional learning for educators and establish new systems for working with third-party providers and vendors who provide expertise.

HELP TO ENSURE QUALITY OF CONFERENCE SESSIONS

Who makes sure that conference sessions meet your needs and align with Learning Forward's expectations for high-quality professional learning? A wide range of committed members work with Learning Forward's Conference Program Planning Committee to review session proposals using a carefully developed protocol and rubric.

Learning Forward seeks volunteers to participate in this process to select sessions for the 2012 Annual Conference in Boston, Mass. Volunteers will be trained and supported throughout the process. If you are interested in participating, email Suzanne Siegel (suzanne.siegel@learningforward.org) by Jan. 15, 2012.

LEARNING FORWARD CALENDAR

- Jan. 31, 2012:** Proposal deadline for Learning Forward 2012 Annual Conference in Boston, Mass.
- Feb. 28, 2012:** Apply to join the next cohort of Learning School Alliance schools.
- March 15, 2012:** Apply to join Academy Class of 2014.
- July 15-18, 2012:** Learning Forward's 2012 Summer Conference in Denver, Colo.

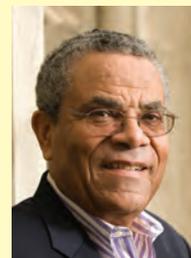
Learning Forward Awards 2011

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*Congratulations
to these
leaders in the
field on their
achievements.*

Contribution to the Field

Carl A. Cohn
Palm Springs, Calif.



Distinguished Service

Karen Anderson (left), Mesquite, Texas

Kathryn Kee, Shady Shores, Texas



Best Research

Building Leadership: The Knowledge of Principals in Creating Collaborative Communities of Professional Learning (unpublished dissertation)

Chad Dumas
Hastings, Neb.



Susan Loucks-Horsley

Kathy DiRanna
Santa Ana, Calif.



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2011 ANNUAL CONFERENCE

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