

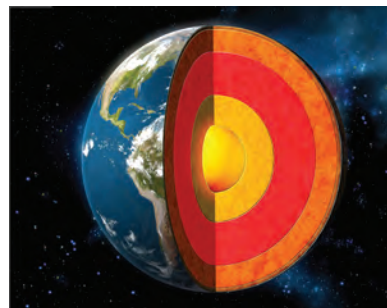
Gates Foundation grant supports Common Core State Standards initiative

Learning Forward has received a grant of almost \$1 million from the Bill & Melinda Gates Foundation to support states adopting and implementing Common Core State Standards. The grant will be used to create innovative professional development technology as well as continue Learning Forward's efforts to create a statewide, comprehensive professional learning system to support educators as they implement Common Core standards and new student assessments.

The grant will fund the development of resources for educators at state and district levels to audit their professional learning and use the results to improve decision making and practices.

"Learning Forward shares the Bill & Melinda Gates Foundation's commitment to increase the number of students who graduate from high school career- and college-ready," said Stephanie Hirsh, executive director of Learning Forward. "We look forward to working with the foundation to support the professional learning and its infrastructure necessary for full implementation of Common Core State Standards."

Learning Forward's initiative aims to create a multiyear, multiyear comprehensive plan that stages professional



development for the standards and assessments. The initiative will use and develop innovative technology solutions for professional learning for teachers and school leaders.

Kentucky, the initiative's

demonstration state, will serve as a learning laboratory for Learning Forward. The state will review its policies, expenditures, and initiatives related to professional learning in order to identify gaps and opportunities to support implementation of Common Core, new assessments, and prepare students for college and careers. Six critical friend states — Georgia, Illinois, New Hampshire, New Jersey, Utah, and Washington — will contribute to the development of Kentucky's enhanced professional learning framework and will have access to all processes, resources, and tools developed in the demonstration state for use in their states.

book club

PUTTING FACES ON THE DATA: What Great Leaders Do!

By Lyn Sharratt and Michael Fullan

Foreword by Sir Michael Barber

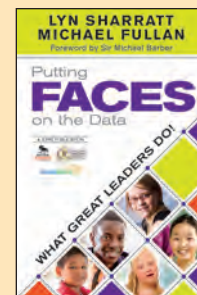
Students are people, not data. *Putting Faces on the Data* shows how to develop a common language for sharing all students' progress with all teachers and leaders and how to use ongoing assessment to inform instruction. Based on worldwide research from more than 500 educators, this book presents solutions organized by:

- Assessment;
- Instruction;
- Leadership; and
- Ownership.

The benefits of personalizing data include increased student

engagement and a positive impact on school culture. This reader-friendly guide helps educators set goals, adjust lessons, identify students' strengths and weaknesses, and implement interventions. Included is a self-assessment framework for implementing improvement at district and state levels. By focusing on connecting all the dots between students and data, educators can accomplish the ultimate goal of helping them learn.

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 March 15. It will be mailed in April. For more information about this or any membership package, call 800-727-7288 or email office@learningforward.org.





Being a visionary and a realist means planning for the long-term and preparing for tomorrow

I started to wear glasses at a very young age and was always fascinated by whether my fellow bespectacled friends and family were nearsighted or farsighted. My investigation as a 5-year-old typically began with a series of questions and usually ended with me trading glasses with someone and laughing at how blurry everything looked. I was reminded of this childhood inquiry on vision when I thought about the tension we sometimes have in professional learning between planning for the long-term and preparing for what's coming tomorrow.

Susan Loucks-Horsley and her colleagues said it best: Professional developers “are, simultaneously, visionaries and realists” (2003, p. 73). Nowhere is this more apparent than when we think about the importance of resources in professional learning. We often struggle to have the resources we need to achieve the grand vision we hold for effective professional learning. The Learning Forward Standards for Professional Learning are clear about the importance of resources and the need to prioritize, monitor, and coordinate all types of resources, including staff, materials, technology, and time.

While it may sometimes feel difficult to think about meeting these

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on board KENNETH SALIM

lofty goals when we are scrambling for resources, it is critical for us to be visionaries and realists simultaneously. Being a visionary and a realist means being creative about how to secure additional resources. At the school level, it might mean tapping into expertise that you didn’t know existed in your building. For a district professional development office, it could be recruiting college interns to support the logistical or technical needs of conducting a learning session to free up substantive planning time. Or for any practitioner, it might mean engaging and raising funds from a community or business partner to support an area of mutual interest.

Being a visionary and a realist means having a plan for using resources just in case they suddenly become available. Whether it is an unanticipated change in a state or federal grant or a spending deadline that has been moved up several weeks, it is not uncommon to have an unexpected request to spend money. The more difficult part is being prepared to efficiently and effectively allocate these resources in a way that supports high-quality professional learning.

Being a visionary and a realist means being a fierce advocate for high-

quality professional learning at multiple levels. Many policies at federal, state, and local levels govern how funds can be used to support effective professional learning. To garner support and much-needed resources, it is critical to share empirical research and personal stories



of how professional learning increases educator effectiveness and student results.

Finally, being a visionary and a realist means asking: Asking your colleagues or your principal for additional time or substitute coverage, your superintendent or your university partner for materials or a part-time coach, your department chair or your staff for technology or extra support. You might just get a “yes.”

REFERENCE

Loucks-Horsley, S., Love, N., Stiles, K.E., Mundry, S., & Hewson, P.W. (2003). *Designing professional development for teachers of science and mathematics.* Corwin Press: Thousand Oaks, CA. ■



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

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Created to honor excellence in professional learning, the Shirley Hord Learning Team Award recognizes a school team that successfully implements the cycle of continuous learning for professional learning that results in student achievement. Based on Learning Forward's definition of professional learning, the award gives Learning Forward the opportunity to recognize and showcase the critical work of effective learning teams.

Teams can apply for this award by submitting a video that demonstrates the learning team in action along with an essay about how the team exemplifies the principles embedded in the definition of professional development.

The award-winning team will be honored at the 2012 Learning Forward Summer Conference in Denver. The award includes funds to support a team of three educators to travel to and attend the conference, a gift to the school to support collaborative professional learning, and a library of Corwin books for the school's professional library. The application deadline is April 13, 2012.

Learn more about the application process at www.learningforward.org/getinvolved/hordaward.cfm.

LEARNING FORWARD CALENDAR

- March 15:** Apply to join the next cohort of Learning School Alliance schools.
- March 15:** Apply to join Academy Class of 2014.
- April 13:** Application deadline for the Shirley Hord Learning Team Award.
- April 30:** Last day to save \$50 on registration for 2012 Summer Conference in Denver.
- July 15-18:** Learning Forward's 2012 Summer Conference in Denver, Colo.
- Dec. 1-5:** Learning Forward's 2012 Annual Conference in Boston, Mass.

HELP US IMPROVE OUR WEBSITE

For almost two years, Learning Forward's website has offered a database that highlights research demonstrating the links between professional learning, changes in educator practice, and student achievement. The Evidence Database includes articles from research publications and occasional reports, and website users can search the database using keywords, the standards, or other criteria.

We're interested in hearing from members about how to make the database as useful as possible. If you visit the database over the next several weeks, you'll have an opportunity to answer survey questions about how you use and what you need from the database. We welcome your input.

NEW MEMBERSHIP OPTIONS

We're listening!

Based on member input, Learning Forward has simplified its membership structure in a way that allows members — new and renewing — to make the choices that best fit their needs.

All the member benefits you have come to expect are still part of membership packages: Newsletters based on educator roles, six issues of

JSD each year, member discounts on learning opportunities and in the bookstore, and full access to online communities and publication archives.

The four membership categories are:

- **Digital members** have online access to all publications and receive nothing in print. All discounts apply (\$69/year).
- **Standard members** receive *JSD* in print, choose two of the four newsletters to receive in print, and have online access to all. All discounts apply (\$99/year).
- **Comprehensive members** receive

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all publications in print and have online access to all. All discounts apply (\$149/year).

- **Organizational members** receive a copy of all publications in print and have online access for five people. All discounts apply for five individuals (\$299/year).

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION
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	Average number of copies of each issue during preceding 12 months	Actual number of copies of single issue published nearest to filing date
<u>a. Total number of copies</u>	11,600	11,540
b. Paid and/or requested circulation		
1. Sales through dealers and carriers, street vendors, and counter sales (not mailed)	None	None
2. Paid or requested mail subscriptions (include advertisers proof copies and exchange copies)	8,422	9,760
<u>c. Total paid and/or requested circulation</u>	8,422	9,760
<u>d. Free distribution by mail</u>	2,500	1,000
<u>e. Free distribution outside the mail</u>	None	None
<u>f. Total free distribution</u>	2,500	1,000
<u>g. Total distribution</u>	10,922	10,760
<u>Percent paid and/or requested circulation</u>	77%	90%
h. Copies not distributed		
1. Office use, leftovers, spoiled	678	780
2. Returns from news agents	None	None
<u>i. Total</u>	11,600	11,540
<u>Percent paid and/or requested circulation</u>	72%	85%

16. Publication of statement of ownership will be printed in the February 2012 issue of this publication.

17. Signature and title of editor, publisher, business manager, or owner. I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on this form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including multiple damages and civil penalties).

