

New strategic plan sets bold goals for 2020

After more than 18 months of work, Learning Forward's board of trustees has adopted a new strategic plan. This plan will guide the strategic work of the board and staff for the next seven years.

The plan includes a revised set of beliefs, a new mission statement, a vision (formerly known as Learning Forward's purpose), and three strategic priority areas: leadership and practice, impact and accountability, and advocacy and policy.

The plan also includes three bold goals, at right, that the board will use to determine the progress the organization is making toward its vision and mission.

Learning Forward's strategic plan is designed to advance the Standards for Professional Learning nationally and internationally. The standards define the elements essential to educator learning that leads to improved practice and better results for students. With these goals in mind, Learning Forward will work simultaneously to serve its

members and influence the wider education field.

Members of the 2010, 2011, and 2012 boards of trustees, affiliate leaders, and all Learning Forward staff members contributed to the plan. The final plan is available on the website at www.learningforward.org/who-we-are/purpose-beliefs-priorities.



BY 2020:

- **10,000 education leaders** who participate in effective professional learning will demonstrate significantly improved practice and increased student learning.
- **1,000 schools and organizations** worldwide will demonstrate the relationship between professional learning and improved results for educators and students.
- **100,000 individuals** will advocate for or change policies and practices that advance effective professional learning.

book club

THE SKILLFUL TEAM LEADER

A Resource for Overcoming Hurdles to Professional Learning for Student Achievement

By *Elisa MacDonald*

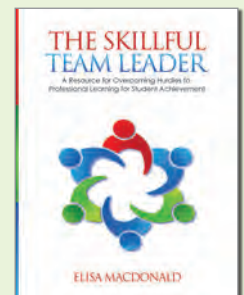
All teams face hurdles. What distinguishes the skillful team leader from a less effective one is his or her approach in overcoming them.

Elisa MacDonald offers a skillful approach to team leadership rooted in values, mindset, intelligence, and skill. Reality-based examples illustrate common team hurdles in collaboration, shared leadership, goal setting and attainment, rigorous discourse, and continuous improvement. This practical guide features:

- Research-based and field-tested solutions for preventing and overcoming hurdles;

- Brief follow-up sections with tips for sustaining positive change;
- Ways to work beyond the team to shape and influence school culture;
- Prompts to apply learning to your own leadership hurdles; and
- A common chapter format for easy reference and flexible use.

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 \$69 (for U.S. mailing addresses). To receive this book, add the Book Club to your membership before March 31. For more information about this or any membership package, call **800-727-7288** or email office@learningforward.org.





Ambitious goals highlight the important — and difficult — tasks that lie ahead

Peter Senge, an internationally recognized thought leader, defines a learning organization as a place “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together” (Senge, 2006).

Learning Forward is a learning organization committed to continuously searching for innovative strategies to advance its purpose and vision. This is demonstrated through Learning Forward’s recent update to its strategic plan, identifying three priority areas: leadership and practice, impact and accountability, and advocacy and policy.

The first priority area, leadership and practice, reflects Learning Forward’s commitment to strengthening the capacity of classroom, school, and system leaders to advance effective professional learning. How will Learning Forward do this? By pledging to:

- Support leaders to develop and sustain cultures and conditions for continuous improvement;
- Develop and disseminate resources to assist leaders in strengthening individual, team, school, and system-based professional learning; and

Jeff Ronneberg is president of Learning Forward’s board of trustees.

on board JEFF RONNEBERG

- Leverage innovation and technology to scale effective professional learning.

To measure the success of these efforts, Learning Forward will document 10,000 education leaders who have participated in effective professional learning and demonstrated significantly improved practice and increased student learning.

Learning Forward’s second priority area is impact and accountability, with a focus on increasing the capacity of educators to measure and document professional learning outcomes. One way to do this is by showcasing schools and organizations that demonstrate effective examples of professional learning, providing benchmarks from which others can learn.

You can help Learning Forward achieve this strategy by sharing your own success stories. Whether applying for the Shirley Hord Learning Team Award, telling the story of your school’s participation in the Learning School Alliance, or simply sharing the positive impacts of professional learning in your school, you can let the world know that effective professional learning makes a difference for children. Over the next several years, Learning Forward hopes to hear from 1,000 schools and organizations that can document the

impact of their work.

The final priority area is advocacy and policy, where Learning Forward’s goal is to increase the demand for effective professional learning. This involves informing educators, the public, and policymakers about effective professional learning and its impact on professional practice and student learning, and promoting policies at all levels that align with and advance the Standards for Professional Learning. Learning Forward hopes to enlist 100,000 educators in this effort.

Do those goals sound ambitious?

They should. However, the staff of Learning Forward can’t do this alone. This will require all educators to engage in and advocate for professional learning so that we create the conditions in all schools that result in all students experiencing success today so they see no limits to what they can achieve in their future. As Albert Einstein once said, “If at first the idea is not absurd, then there is no hope for it.”

REFERENCE

Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization* (p. 3). New York, NY: Doubleday. ■



Robert Tess named Learning Forward’s director of marketing



Robert Tess

Robert Tess, a veteran of marketing in for-profit and nonprofit organizations, is Learning Forward’s new director of marketing.

In this role, Tess is responsible for marketing the Learning Forward brand and for the marketing of memberships, conferences, programs, services, products, and publications. In partnership with Learning Forward’s senior staff, Tess will develop specific strategies to elevate the

organization’s presence.

“Bob’s wealth of experience in both for-profit and nonprofit settings will provide strong leadership in how Learning Forward serves its constituents and presents itself to the educa-

tor community,” said Stephanie Hirsh, Learning Forward’s executive director. “Bob has effectively led marketing efforts from strategy creation through tactical implementation in nonprofit associations with the same scope of operations as Learning Forward and will be an invaluable addition to our team.”

Tess’s experience includes marketing management roles with Verizon and other for-profit corporations as well as senior marketing leadership roles in nonprofits Meeting Professionals International and Enactus USA.

“I am very excited to be joining the Learning Forward team,” Tess said. “The importance of the organization’s mission of advancing educator effectiveness and student results has never been more critical.”

Tess holds a bachelor’s degree in accounting and an MBA from the University of South Florida.

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION (Required by 39 USC 3685)

1. **Publication title:** JSD
2. **Publication number:** ISSN 0276-928X
3. **Filing date:** Feb. 1, 2013
4. **Issue frequency:** Bimonthly
5. **Number of issues published annually:** Six (6)
6. **Annual subscription price:** \$89.00
7. **Complete mailing address of known office of publication:** 504 S. Locust St., Oxford, OH 45056.
Contact person: Leslie Miller. Telephone: (513) 523-6029
8. **Complete mailing address of headquarters or general business office:** 504 S. Locust St., Oxford, OH 45056
9. **Full name or complete mailing address of publisher, editor, and managing editor:**
Publisher: Learning Forward, 504 S. Locust St., Oxford, OH 45056
Editor: Tracy Crow, 674 Overbrook Dr., Columbus, OH 43214
Managing editor: Sue Chevalier, 3114 Vinsetta Blvd., Royal Oak, MI 48073
10. **Owner:** Learning Forward, 504 S. Locust St., Oxford, OH 45056
11. **Known bondholders, mortgagees, and other security holders owning 1 percent or more of total amount of bonds, mortgages, or other securities:** None.
12. **Tax status:** Has not changed during preceding 12 months.
13. **Publication title:** JSD
14. **Issue date for circulation data below:** December 2012 (Vol. 33 No. 6)

15. Extent and nature of circulation

	Average number of copies of each issue during preceding 12 months	Actual number of copies of single issue published nearest to filing date
a. Total number of copies	8,508	7,100
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)	6,947	5,771
c. Total paid and/or requested circulation	6,947	5,771
d. Free distribution by mail	1,100	1,000
e. Free distribution outside the mail	None	None
f. Total free distribution	1,100	1,000
g. Total distribution	8,047	6,771
Percent paid and/or requested circulation	86%	85%
h. Copies not distributed		
1. Office use, leftovers, spoiled	461	329
2. Returns from news agents	None	None
i. Total	8,508	7,100
Percent paid and/or requested circulation	82%	81%

16. **Publication of statement of ownership** will be printed in the February 2013 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).

Workbook assesses policies

A new workbook will assist states and districts in conducting a self-guided review of professional learning policies.

Professional Learning Policy Review: A Workbook for States and

Districts, a Learning Forward publication, is a six-phase review process that contains 29 tools as well as links to resources for accessing and studying professional learning policies.

Tools include recommendations for the leadership team members, meeting agendas, protocols, analysis guides, report outlines, and follow-up timelines.

The goal of the workbook's review process is to identify strengths and gaps of current professional learning policies, assess their effectiveness, and recommend improvements that will create and sustain a comprehensive professional learning system that increases educator effectiveness and results for all students.

"The policy review workbook is a valuable tool for state and district leaders," says Stephanie Hirsh, Learning Forward's executive director. "In order to develop and promote effective practice of professional learning, we need to establish strong policy, and that is what the workbook aims to help state and district leaders do."

The workbook is available free at
www.learningforward.org/docs/commoncore/professionallearningpolicyreview.pdf

NETWORKS FOCUS ON COMMON CORE

Building on its Transforming Professional Learning initiative, Learning Forward has launched a new project that will establish three key networks to strengthen educators' capacity to implement Common Core State Standards and new assessments.

The new initiative, Transforming Professional Learning to Prepare College- and Career-Ready Students: District, State, & Affiliate Networks, focuses on large urban school districts, state education agencies, and Learning Forward state affiliates.

The project's goal is to improve student learning experiences in high-poverty schools and school districts by supporting application of findings from the Transforming Professional Learning initiative and related resources.

Network members will have access to bimonthly webinars focusing on free resources and tools, online communities to network and address problems of practice, technical assistance and coaching, face-to-face meetings, and virtual conferences. Project participants receive a free organizational membership in Learning Forward as well as access to an electronic library of resources and tools.

Learning Forward hopes to extend the impact of the Transforming Professional Learning project to every state and large school system through a systematic investment in groups of educators in state departments of education, large school districts, and Learning Forward state affiliates.



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

BUSINESS OFFICE

504 S. Locust St.
Oxford, OH 45056
513-523-6029, 800-727-7288
Fax: 513-523-0638
office@learningforward.org
www.learningforward.org

LEARNING FORWARD STAFF

Executive director

Stephanie Hirsh
stephanie.hirsh@learningforward.org

Director of strategy and development

Frederick Brown
frederick.brown@learningforward.org

Director of communications

Tracy Crow
tracy.crow@learningforward.org

Director of learning

Carol François
carol.francois@learningforward.org

Director, Center for Results

M. René Islas
rene.islas@learningforward.org

Director of business services

Leslie Miller
leslie.miller@learningforward.org

Director of marketing

Robert Tess
robert.tess@learningforward.org

Associate director of e-learning

Tom Manning
tom.manning@learningforward.org

Scholar laureate

Shirley Hord
shirley.hord@learningforward.org

Senior advisor

Joellen Killion
joellen.killion@learningforward.org

Distinguished senior fellow

Hayes Mizell
hmizell@gmail.com

BOARD OF TRUSTEES

Jeff Ronneberg, president
Julie Blaine, president-elect
Kenneth Salim, past president
Mark Diaz
John Eyolfson
Clara Howitt
Deborah Renee Jackson
Myra Whitney

LEARNING FORWARD CALENDAR

- April 1:** E-learning program begins: Tools for Moving Standards Into Practice.
April 30: Deadline to save \$50 off registration for the 2013 Summer Conference.
July 21-24: Learning Forward's 2013 Summer Conference in Minneapolis, Minn.