



TIME FOR LEARNING

www.learningforward.org/learning-opportunities/webinars/establishing-time-for-professional-learning

In this webinar, Learning Forward Senior Advisor Joellen Killion leads a discussion of a seven-step process for establishing time within the school day for professional learning. Topics focus on assisting district and school leaders in developing, vetting, and implementing recommendations for increasing collaborative learning time for educators, and then evaluating the effectiveness of the change. Participants examine schools and districts that are developing innovative ways to ensure effective professional learning becomes part of their school culture and explore tools and strategies included in the recently released report, *Establishing Time for Professional Learning*.

BEHIND THE SCENES

www.learningforward.org/who-we-are/staff

Do you have a question about your membership, or are you interested in writing an article for one of Learning Forward's publications? Do you need more information on conference or e-learning opportunities? Check out the staff page to learn who is responsible for the many programs and services Learning Forward offers. Use the contact info provided — we want to hear from you.



CROSSING THE DIGITAL DIVIDE

www.learningforward.org/publications/tools-for-learning-schools

Educational technology leaders view the so-called "digital divide" as nonexistent and urge schools to integrate technology across the curriculum. In the Summer 2013 issue of *Tools for Learning Schools*, two technology advocates share six lessons for successfully integrating technology into schools using resources at hand. Tools in this issue explore how to apply these six lessons into your school or district and include a survey to gather staff and educator perspectives on integrating technology into learning. Use the results to find trends and to help with implementation planning.



ADVOCATE FOR EQUITY

<http://bit.ly/19tqYXZ>

Executive Director Stephanie Hirsh writes about why Learning Forward invests resources in influencing policy:

"The quality of our children's education shouldn't be determined by whether they are instructed by tempered radicals or are fortunate enough to be in a school or system that understands, embraces, and practices continuous improvement. This luck of the draw is no way to ensure equity for all children.

"If students go to school in a system that is in survival or compliance mode, they need their state and federal policymakers to pass policies — and provide related structures and resources — that ensure that all teachers and education leaders are operating with the best practices possible and equal to those in other districts."

