



## Professional Learning Initiative Analysis: A WORKBOOK FOR STATES AND DISTRICTS

Given what system leaders must accomplish with limited resources, they must make bold decisions about their current investments to achieve high-priority goals related to implementing college- and career-ready standards. This workbook is designed to guide users through a five-step process of understanding what professional learning is available in their system; what is known about it; how it contributes to achieving the system's goals; and what actions leaders might consider to increase the overall effectiveness, efficiency, and equity of professional learning.

<http://bit.ly/YxPeVJ>



## Learning Forward supports Common Core

In response to recent polls about educator and public opinion on the Common Core State Standards, Executive Director Stephanie Hirsh affirms Learning Forward's support of Common Core and outlines her concerns about the shifts in public and teacher support.

Hirsh goes on to detail actions that school and system leaders can take to support their teachers and communities in holding high expectations and creating the learning experiences that make achieving those expectations possible. These include: Clearly articulate a vision for learning; provide relevant adult learning opportunities; create structures that support learning; and align district, school, and individual goals.

<http://bit.ly/1rIKZNU>

## Join us for monthly Twitter chats

Learning Forward is now hosting monthly discussions on Twitter. On the third Tuesday of each month, join members and peers using #lfpdchat for open discussions and resource sharing. Each month, the conversation will cover a particular professional learning focus. Be sure you're following @LearningForward to keep on top of the latest news.

<https://twitter.com/LearningForward>



## Passionate learner seeks same

*Learning Forward Director of Communications Tracy Crow explains why educators are obligated to be passionate learners:*

**T**he word obligation gives pause here. Are we willing to say that every educator **MUST** improve his or her practice? Do we think that school and system leaders are willing to say this about everyone they work with? Are they willing to say it about themselves?

“Ultimately, yes, Learning Forward stands behind that belief, even knowing that people resist being told what they are obligated to do. Educators who are unwilling to commit themselves to continuous improvement can only be successful with students in the long term through good luck. And relying on luck to ensure that all students succeed is incredibly risky, though it has certainly been a strategy at work at various times in many schools.”



<http://bit.ly/YxP4xC>