

2 new board members elected

Alan J. Ingram and Scott Laurence have been elected to Learning Forward's board of trustees.

Ingram is deputy commissioner at the Massachusetts Department of Elementary and Secondary Education. A five-year member of Learning Forward, he has led state education agency and district-level teams to align and execute professional development initiatives and other educational reform strategies to strengthen the capacity of educators.

He has contributed to the field of professional learning through presentations at the Harvard Graduate School of Education, the U.S. Department of Education, and the American Association of School Administrators as well as being published in *The District Management Journal*.

Ingram's vision for Learning Forward is to uphold systematic and continuous development processes in support of the learning needs of education practitioners and learning organizations to advance student growth and achievement.

Laurence is superintendent of San Mateo Union



Alan J. Ingram



Scott Laurence

High School District, San Mateo, California. A three-year member of Learning Forward, Laurence has been an active affiliate member and leader in establishing Learning Forward California. In his district, Laurence has built leadership capacity in teacher leaders and systems of professional learning. His district is recognized as an organization on the cutting edge of professional development.

Laurence is known locally for presentations in instructional practices and leadership and is a scheduled presenter at the annual conference of school administrators.

Laurence's vision is that Learning Forward will be the recognized leader in the development of teacher leaders that will spur the work needed to implement the Common Core.

Members whose terms expire this year are Jeff Ronneberg and Myra Whitney. The new trustees will join the board at the conclusion of Learning Forward's 2014 Annual Conference in Nashville in December.

book club

DESIGNING SCHOOLS FOR MEANINGFUL PROFESSIONAL LEARNING:

A Guidebook for Educators

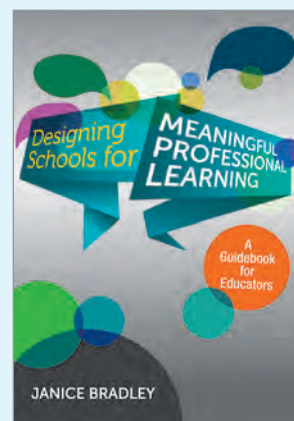
By **Janice Bradley**

Grounded in research, learning theories, and Learning Forward's Standards for Professional Learning, this book outlines the processes for selecting and creating learning designs appropriate for and specific to the context and needs of adult learners at their school site.

Designed to encourage educators to take risks and try new practices, this resource offers tools, processes, and procedures that show how to promote adult active engagement. Learn how to create optimal learning experiences that inspire and how learning designs can promote individual and collective creativity with a diverse school staff.

The book includes vignettes and cases of enactment showing how real people in real settings design learning opportunities connected to classrooms.

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 Dec. 15. For more information about this or any membership package, call 800-727-7288 or email office@learningforward.org.





A whirlwind year teaches the value of collaboration

It has been an honor to serve as president of Learning Forward's board of trustees. My sojourn was much like Dorothy's voyage in *The Wizard of Oz*. While making her way to Oz, Dorothy met new friends, encountered struggles, and was besieged with setbacks in her quest to go home. By the end, Dorothy learned life lessons she'd never forget. Throughout my term as president, so did I.

Last December, I accepted the leadership gavel, and, from day one, I knew I wasn't in Kansas anymore. Perhaps you've felt this way, too. The tornadoes that continually whip education to and fro can be unnerving. The whirlwinds of Common Core, next-generation assessments, new teacher evaluation, and accountability systems can easily pitch us off course and far, far from home.

As leaders in professional learning, we must continue to create and share common missions, visions, and plans for the future. We must ask ourselves: Who are we? What do we want to become? Where are we going? How will we know when we've arrived? When districts and schools work together to answer these questions, we gain the knowledge to weather any storm.

Like Dorothy, my journey was fraught with detours requiring the help of friends. Every success, conflict,

Julie Blaine is president of Learning Forward's board of trustees.

on board JULIE BLAINE

unexpected twist in the road, and new relationship unlocked opportunities to learn and grow. Dorothy's first new friend, Scarecrow, confessed he had no brain to think with and nothing to offer. Turns out, Scarecrow actually had much to contribute. He helped his team unlock seemingly impossible circumstances in order to find what was possible. The lesson for me is that inviting diverse thinkers to our learning tables creates advantage. We should value each voice, encourage togetherness, invite in every seeker of knowledge, and lead forward with heads and hands together.

Enter the Tin Man. He thought he didn't have a heart, but it's easy to find evidence to the contrary. Tin Man actually loved much along the way. So have I, especially the feeling that I'm in a zone of true learning. Remember how you felt when you first learned to ride a bike? That drive to conquer those two wheels of freedom completely overrode the fear of falling. That's what this leadership role has been like.

We fall down all the time. In the beginning,

we need friends to help us get back up and have another go at it. Perseverance, motivation, and fun build a solid faith in our abilities to master each new challenge — and they build heart.

Then comes the Cowardly Lion, a scaredy-cat in need of courage. He learned much from his trekking experiences — so much so that, in the end, he received a badge of courage. Doing what's right in our business frequently requires not only courage but also sacrifice.

Leadership requires courage. How will we make our voices heard for continued professional learning? How will we address the inevitable political tornadoes yet to come? Where will we find our courage? If we are courageously honest, we know we will always face educational challenges that perturb our beliefs, challenge our commitments, and place roadblocks in front of our ultimate destinations. We must be

prepared for courageous conversations and tenacious actions.

Each step of my yellow brick road was full of collaborative input and brilliant insights, ardent relationships of heart, and passionate courage from indomitable colleagues. It was an amazing educational experience. ■



Learning Forward adopts new vision and mission

Learning Forward’s board of trustees has adopted new vision and mission statements to address a broader audience, make powerful statements about why professional learning is so important, and provide sufficient clarity about the work of the organization.

The new statements are the result of months of discussions among Learning Forward staff and board members.


“We’re hopeful that these statements will speak to members past, current, and future as a compelling aspiration for what we all strive to achieve,” says Executive Director

The new vision statement:
Excellent teaching and learning every day.

The new mission statement:
Learning Forward builds the capacity of leaders to establish and sustain highly effective professional learning.

Stephanie Hirsh. “In the near future, we will be writing more about what the vision and mission mean for us as an organization, how they may influence

our work, and the connection between the mission and vision and our beliefs and priorities.”

<p>STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION (Required by 39 USC 3685)</p> <ol style="list-style-type: none"> 1. Publication title: <i>JSD</i> 2. Publication number: ISSN 0276-928X 3. Filing date: Dec. 1, 2014 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. 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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)</p> <div style="text-align: right; margin-top: 10px;">  </div>		Average number of copies of each issue during preceding 12 months	Actual number of copies of single issue published nearest to filing date	a. <u>Total number of copies</u>	5,634	5,300	b. Paid and/or requested circulation			1. Sales through dealers and carriers, street vendors, and counter sales (not mailed)	None	None	2. 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The K-1st dual language vertical team from Tombaugh Elementary School in Las Cruces, New Mexico, includes, from left: Laurie Maese, Kathryn Million, Soledad Muniz, Gloria Olivas, Maria Sanders, and Bobbi-Lynn Pacheco.

New Mexico team wins Hord award

The K-1st dual language vertical team from Tombaugh Elementary School in Las Cruces, New Mexico, is the winner of the 2014 Shirley Hord Learning Team Award, sponsored by Learning Forward and Corwin.

The award, which honors Shirley Hord's research on learning communities, is given annually to a team of teachers that demonstrates Learning Forward's definition of professional learning in action.

The winning team focused its collaborative work on developing and implementing a professional learning design model to improve mathematics instruction for English language learners. The team will be recognized at Learning Forward's 2014 Annual Conference in Nashville.

"It is very easy to recognize the energy, enthusiasm, and commitment to students that the Tombaugh learning team demonstrates," said Learning Forward Scholar Laureate Shirley Hord. "They are a self-organizing, self-managing collaborative group of educators that studies student data, research, and best practices in order to make decisions about their own professional learning based on the needs of their students."

See the team's winning video at www.learningforward.org/get-involved/awards/2014-hord-award-winner.

LEARNING FORWARD CALENDAR

- Dec. 16:** Twitter chat. www.learningforward.org/learning-opportunities/twitter-chats.
- Jan. 31, 2015:** Deadline for proposals to present at the 2015 Annual Conference in National Harbor, Maryland, Dec. 5-9, 2015. www.learningforwardconference.org/conferenceproposals.html
- Feb. 15, 2015:** Manuscript deadline for August 2015 *JSD*. Theme: Learning with the best (conference spotlight).
- Feb. 26-27, 2015:** 2015 Winter Institute, Black Canyon Conference Center, Phoenix, Arizona. www.learningforward.org/learning-opportunities/institutes/winter-institute
- March 15, 2015:** Application deadline for Learning Forward Academy Class of 2017. www.learningforward.org/learning-opportunities/academy/application



THE PROFESSIONAL LEARNING ASSOCIATION

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

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