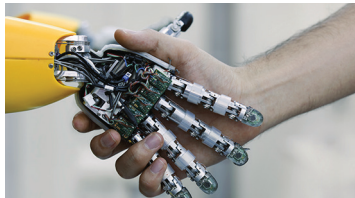


Never send a human to do a machine's job



With all of the connected schools and classrooms, why has technology failed to transform education? A Learning Forward webinar addresses this question. Based on the Corwin publication, *Never Send a Human to Do a Machine's Job: Correcting the Top 5 EdTech Mistakes*, Yong Zhao presents a new vision for how technology can be effectively integrated to

foster learner-centered schools. Zhao is an internationally known scholar, author, and speaker whose works focus on the implications of globalization and technology on education. Zhao will deliver the Wednesday morning keynote at Learning Forward's 2015 Annual Conference on Dec. 9. Webinars are free to Learning Forward members.

www.learningforward.org/learning-opportunities/webinars/webinar-archive/never-send-a-human-to-do-a-machine-s-job

SEIZING THE MOMENT:

State lessons for transforming professional learning

Explore this first look at lessons learned through Learning Forward's ongoing initiative to develop a comprehensive system of professional learning. This policy brief underscores the importance of a coordinated state professional learning strategy, the adoption of professional learning standards, the value of assessing the quality of professional development being used, and strategies for leveraging state leadership to drive improvements at the regional and district level. With an immediate focus on implementing Common Core State Standards and new assessments, the initiative provides resources and tools to assist states, districts, and schools in providing effective professional learning for current and future education reforms.

www.learningforward.org/docs/default-source/commoncore/seizing-the-moment.pdf

Understanding the impact of professional learning



Juliet Correll, a Learning Forward Academy graduate, reflects on her experience: "When I was a new graduate, I experienced a full range of emotions. I felt relief and delight about completing all assignments and graduating, a sense of clarity around my personal beliefs about professional learning, and a little melancholy about the end of such a rich journey. And, more than a

little overwhelmed with all of the unattended action items jotted in the margins of my journal and, more formally, in my personal learning plan. Nearly three years later, some of those items are complete. Others have morphed and changed, and a few are left undone." Curious about how others have applied what they learned, she interviews other graduates. Read their insights in her blog post.

www.learningforward.org/publications/blog/learning-forward-blog/2015/08/28/understanding-the-impact-of-professional-learning-q-a-with-learning-forward-academy-scholarship-winners



How policy can strengthen the principalship

*Learning Forward Deputy Executive Director Frederick Brown discusses the results of a study commissioned by The Wallace Foundation, **Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy**, written by Paul Manna.*

"Manna's report addresses several questions, including: What can policymakers do to help ensure that schools have excellent principals and advance teaching and learning for their students? ...



Frederick Brown

"Although this report was written with a focus on state policy, I would invite our provincial leaders in Canada to give it a look as well. Much of what Paul Manna has to say aligns in many ways with the Canadian Association of Principals report on the future of the principalship.

"I would also suggest that local district leaders reflect on Manna's findings, particularly his comments on how states and districts need to create systems and incentives to drive principals to engage in instructional leadership activities that are known to improve teaching and learning."

<http://bit.ly/1Nze2Ui>