

## Workbook examines time for collaboration

**F**inding time for job-embedded professional learning is one of the most frequently cited challenges with implementing the Common Core State Standards.

*Establishing Time for Professional Learning* is a workbook designed to guide districts and schools as they develop, assess, and implement recommendations for increasing collaborative learning time for educators. The processes and tools in this workbook, published by Learning Forward, will provide educators, parents, and community leaders with resources to increase or refine the use of time for educator collaboration to achieve goals associated with any key initiative.

With *Establishing Time for Professional Learning*, practitioners and education leaders use tools to identify current allocations of time for professional learning, analyze how that time is being used and what results are associated with it, and increase the effectiveness of the existing time before seeking additional time.

“A schedule is a ‘thing’ that can be — and should be — manipulated in ways that are best for student learning. Collaborative professional learning does not begin with plans for a schedule change, but with commitment to a cultural change,” said Jack Linton, assistant superin-

Download the report at [www.learningforward.org/publications/implementing-common-core](http://www.learningforward.org/publications/implementing-common-core).

tendent of the Petal (Miss.) School District.

*Establishing Time for Professional Learning* is part of Learning Forward’s ongoing initiative, Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core, which is supported by Sandler Foundation, the Bill & Melinda Gates Foundation, and MetLife Foundation.

The workbook is organized into seven sections, outlining a process for studying, designing, implementing time for educator collaboration, and evaluating its success.

“Innovation in any industry requires time for re-tooling existing practices, equipment, procedures, and facilities,” said Learning Forward Executive Director Stephanie Hirsh. “In order to use the Common Core standards and other college- and career-ready standards most effectively, educators must find the time to revise practices and continuously engage in standards-based, collaborative professional learning.”

### book club

#### IMPLEMENTING CHANGE THROUGH LEARNING

Concerns-Based Concepts, Tools, and Strategies for Guiding Change

By Shirley M. Hord and James L. Roussin

Foreword and finale by Gene E. Hall

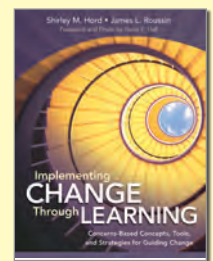
**R**eal educational reform happens one school at a time, one classroom at a time. No matter what change a school or district is facing, this book shows how to involve teachers and staff as partners every step of the way.

Shirley Hord and Gene Hall’s Concerns-Based Adoption Model, a rigorously field-tested approach to change management, has benefited schools and districts for more than two decades. Now Hord and Hall, joined by co-author James Roussin, share their hands-on techniques. Readers using this complete change management program will learn to:

- Understand, predict, and address educator concerns and reactions that may arise during the change process;

- Use a series of learning map activities to guide and support individuals and teams to navigate their own change efforts successfully;
- Promote collaboration and learning throughout a change initiative, transforming skeptics into supporters; and
- Experience the Concerns-Based Adoption Model in action through a running case study.

*Implementing Change Through Learning* offers realistic, people-centered strategies to develop trust and credibility with all teachers and staff, setting a foundation for reform that lasts. 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 June 15. For more information about this or any membership package, call **800-727-7288** or email [office@learningforward.org](mailto:office@learningforward.org).





## Climb out of that crab bucket — aspire to be remarkable

I had a moment of pause and reflection while reading entrepreneur Seth Godin's blog, where he challenged leaders by stating, "Our task, then, is to find people we can encourage and nurture until they're as impatient with average as we are" (Godin, 2010).

John Maxwell, a well-known author on leadership, shares a related sentiment: "Average people do not want others to go beyond average" (Maxwell, 2004).

In our society, there often seems to be a push for people to fit in and strive for the middle. Jennifer York-Barr, a mentor of mine at the University of Minnesota, refers to this as "crab-bucket culture." Crab buckets don't need lids because, as one crab attempts to escape, it is pulled down by the others. Too often, educators feel a need to hide their excellence from colleagues or friends. An aspiration for average is far too pervasive in our society and our schools.

Shifting this culture requires collaboration by a team whose members push and support one another. It requires a team working to foster a culture in which each school staff member sees excellence as an aspiration.

I believe that teachers, staff, and leaders in schools everywhere want this type of culture. Realizing these hopes requires educators to be radical learners.

**Jeff Ronneberg is president of Learning Forward's board of trustees.**

### on board JEFF RONNEBERG

Jim Knight describes radical learners as "people who are driven by learning, who get up in the morning fired up to try something new, to make a difference, to teach and learn" (Knight, 2010).

However, radical learners cannot flourish working in isolation. Ensuring the success of each of our students is a collective endeavor. Support, active involvement, and an impatience with average — from every staff member — are necessary.

I feel fortunate to be a member of Learning Forward, an association that recognizes the need for effective collaboration that aligns the work of adults around improving student learning. Learning Forward provides a place to find resources, support, and connections with like-minded educators so we can deepen our collective efforts to meet the needs of our students.

I recently spent a couple of hours visiting an elementary school in my district. Afterward, I kept thinking about the level of student engagement and personalized learning I had seen. Students were engaged in substantive conversation, setting goals and monitoring their own learning, and, most important, experiencing success.

How did it get that way? The staff members are radical learners who have

made professional learning a part of their collective work. They don't take collaboration and their work with students for granted — it is a constant focus. The staff consistently turns to Learning Forward as a resource.

Accomplishing excellence in schools takes a team of radical learners collectively working to foster a culture that results in every staff member aspiring to be remarkable. This kind of adult learning can happen in all schools.

The beneficiaries are students, as well as the adults, who experience a greater sense of efficacy in their work.

Are you impatient with average? I hope so.



### REFERENCES

**Godin, S. (2010, July 8).** Low esteem and the factory [Web log post]. Available at [http://sethgodin.typepad.com/seths\\_blog/2010/07/low-esteem-and-the-factory.html](http://sethgodin.typepad.com/seths_blog/2010/07/low-esteem-and-the-factory.html).

**Knight, J. (2010, September 9).** Radical learners [Web log post]. Available at <http://jimknightoncoaching.squarespace.com>.

**Maxwell, J. (2004).** *Winning with people: Discover the people principles that work for you every time* (p. 208). Nashville, TN: Thomas Nelson. ■



## Pass it on

Learning Forward members have a chance to share the valuable tools and resources they receive and earn membership rewards by referring a friend or colleague to join Learning Forward.

Through the membership referral program, members receive \$10 off their next membership renewal for every new member they recruit.

Here's how it works: The applicant fills in the member's name, city, and state on the membership application form or mentions the member's name when joining by phone at 800-727-7288.

Current members will receive a \$10 off coupon toward their next membership renewal for each new member who adds their information to his or her application. There is no limit to the membership discounts members can receive for referring new members.

For questions or additional information, contact the Learning Forward Business Office at **800-727-7288** or **office@learningforward.org**.

## Keep the cycle of giving in motion

The Learning Forward Foundation relies on donations from members who share its vision to support educators through grant and scholarship opportunities. (*Read about the impact of this support in the profile of scholarship recipient Karla McAdam on p. 55.*)

How does your donation support professional learning initiatives for individuals and teams? Among the grants and scholarships the foundation offers are:

- **Chidley Fund Academy Scholarship**, which provides two scholarships annually to participate in Learning Forward's Academy to educators working with large populations of underserved students.
- **Patsy Hochman Academy Scholarship**, which provides a scholarship annually for a school-based teacher

leader/coach to participate in Learning Forward's Academy.

- **Learning Forward Affiliate Grant**, which provides funding for a multiyear project that allows an affiliate to create or expand its outreach.
- **The Principal as a Leader of Professional Learning Scholarship**, which supports the growth of a principal through Learning Forward Annual Conference participation and individualized executive coaching.
- **Learning Forward Team Grant**, which supports teams that achieve a challenging goal aligned with Learning Forward's purpose.



Last year, the foundation raised more than \$18,000. Please consider a donation today to keep the cycle of giving in motion. **Learn more at [www.learningforward.org/foundation](http://www.learningforward.org/foundation).**

## Hirsh to advise Center on Great Teachers and Leaders

Learning Forward Executive Director Stephanie Hirsh has joined the advisory board of the Center on Great Teachers and Leaders.

The center supports the efforts of state education leaders to ensure great teachers and leaders for all students. Continuing the work of the National Comprehensive Center for Teacher Quality, the center provides technical assistance and online resources designed to build systems that:

- Support the implementation of college and career standards.
- Ensure the equitable distribution of effective teachers and leaders.
- Recruit, retain, reward, and support effective educators.
- Develop coherent human capital management systems.
- Create safe academic environments that increase student learning through positive behavior management and appropriate discipline.
- Use data to guide professional development and improve instructional improvement.

The center is administered by American Institutes for Research, the Council of Chief State School Officers, and Public Impact. Learn more at [www.tqsource.org](http://www.tqsource.org).

COMING SOON:

## A new tool for implementing the standards

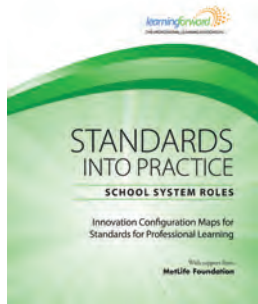
Thanks to MetLife Foundation, Learning Forward continues to develop tools that lead to deeper implementation of the Standards for Professional Learning. Available soon are the next set of Innovation Configuration maps. *Standards Into Practice: School System Roles* presents IC maps for those who work in the following roles: central office, director of professional learning, superintendent, and school board.

IC maps identify and describe the major components of the standards in operation, helping those in various roles understand the actions they take as part of systemwide implementation.

The IC maps provide clear pictures of Learning Forward's Standards for Professional Learning in practice and guide educators in increasing the quality and results of professional learning.

This is the second of three volumes of IC maps to complement the standards. *Standards Into Practice: School-Based Roles* is available through the Learning Forward Bookstore at <http://store.learningforward.org>. A third volume supporting those working outside of school systems will be published later in 2013.

Learn more at [www.learningforward.org/standards/innovation-configurations](http://www.learningforward.org/standards/innovation-configurations).



### Powerful WORDS

“The very essence of leadership is that you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet.”

— The Rev. Theodore Hesburgh

### LEARNING FORWARD CALENDAR

- June 30:** Deadline to save \$75 off registration for the 2013 Annual Conference.
- July 21-24:** Learning Forward's 2013 Summer Conference in Minneapolis, Minn.
- Dec. 7-11:** Learning Forward's 2013 Annual Conference in Dallas, Texas.



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

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