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3 **ISAY**

Jal Mehta

5 **HERE WE GO**

By Eric Celeste

Learning is at the heart in name, mission, and spirit.

How do we take a product we love and make it better? Here are the reasons behind our new name and new look.

8 **MEMBER SPOTLIGHT**

Syeda Woods

Syeda Woods, principal of John Fenwick Academy in New Jersey, credits high expectations and a focus on high-quality professional learning that ties teacher learning to student outcomes for the school's steady increase in literacy scores.

10 **CALL TO ACTION**

By Stephanie Hirsh

A glimpse into Canada's practices helps us examine our own.

Learning Forward's study on the state of professional learning in Canada offers insights for members in the U.S. and worldwide.



12 **ASK**

By Michelle King

How do I coach peers who have more experience than I do?

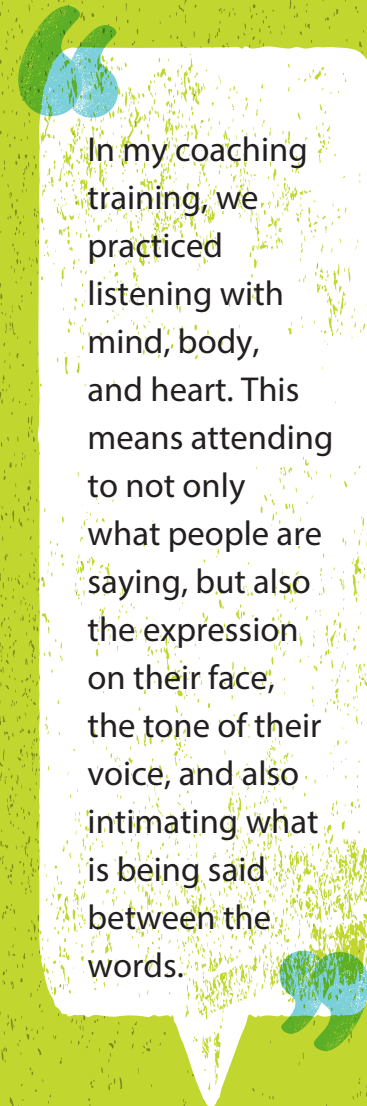
To create supportive relationships, you must listen, establish clear boundaries, and demonstrate integrity.

14 **BEING FORWARD**

By Scott Laurence

Recognize the hard work of professionals.

Professional athletes and quality educators share traits in common: hard work, dedication to continuous improvement, collaboration, and accountability.

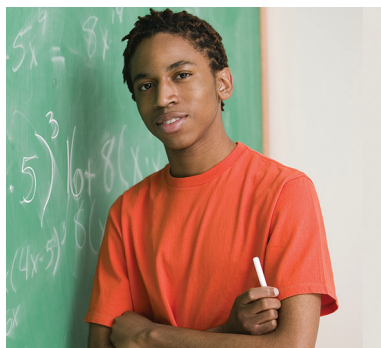


In my coaching training, we practiced listening with mind, body, and heart. This means attending to not only what people are saying, but also the expression on their face, the tone of their voice, and also intimating what is being said between the words.

— Michelle King

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By Joellen Killian

Missouri program highlights how standards make a difference.

Math teachers and their students benefit from eMINTS, a program steeped in the Standards for Professional Learning.

20 Professional learning in Canada:

Learning Forward releases a landmark study and call to action. Learning Forward's study identifies key components of effective professional learning based on findings from educators' experiences in Canada. A call to action by Michael Fullan and Andy Hargreaves makes the case for a culture of collaborative professionalism for educators.

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Keeping up with hot topics.

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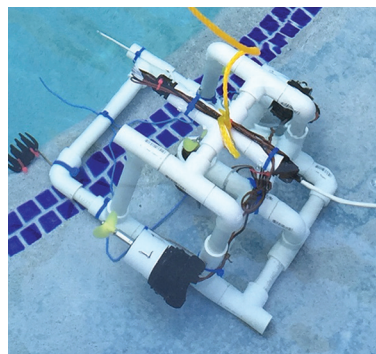
PROFESSIONAL LEARNING FOR STEM

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Teachers team with scientists to learn Next Generation Science Standards.
By Sharon L. Gilman and Martha C. Fout
Middle and high school teachers team with graduate fellows in a National Science Foundation-funded program to enrich STEM content and instruction.

30 Diving beneath the surface:

Underwater robotics lessons bring STEM to life for teachers in Guam.
By Anne Tweed and Laura Arndt
An underwater robotics program in Guam is building students' and teachers' content knowledge in STEM.



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MathLab's design brings professional learning into the classroom.

By Sara Morales and Terri Sainz

New Mexico teachers observe math classes via videostream, then collaborate to explore student learning, effective practices, and math content.



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A learning design anchored in the Standards for Professional Learning puts the focus on equity.

By Janice Bradley, Andrea Rorrer, Ashley McKinney, and Cori Groth

The Utah Education Policy Center collaborated with local schools and districts to design standards-based professional learning to increase equity and access for all students.

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3 tools help us know when to step in and when to back off.

By Leslie Patterson and Carol Wickstrom

Use these three flexible tools to determine how much and what kind of support is most appropriate.

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Learning to be a principal supervisor.

By Amy Saltzman

Take a look inside principal supervisor programs in Washington, D.C., and Tulsa, Oklahoma. *This article is sponsored by The Wallace Foundation.*

58 The coach's learning community:

Standards-based program develops schoolwide literacy capacity.

By Diane Reitz and Gene E. Hall

To develop their knowledge and skills, school-based literacy coaches in Nevada's Clark County School District participate in a professional learning community grounded in Learning Forward's Standards for Professional Learning.

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66 How to cultivate teacher voice.

- Know your 'ask.'
- Consider these questions.
- Devise an action plan.
- Prepare your laser talk.

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Learning designs go beyond workshops.



77 THROUGH THE LENS

of Learning Forward's Standards for Professional Learning.

I SAY

Jal Mehta

Associate professor, Harvard Graduate School of Education



On how the way we learn naturally should influence professional learning in education:

“You have to think that, at some point, the way in which people learn outside of school — with like-minded others, around topics they care about, with people of varying levels of expertise, in networks that reach out in all directions — will penetrate how both students and adults learn in schools.”

Find the full Q&A with Jal Mehta at www.learningforward.org/learningprofessional.