

Year in Review

2016 | 2017

Learning together.
Moving forward.



THE PROFESSIONAL LEARNING ASSOCIATION

Changing the landscape of professional learning

Convened the Redesign PD Partnership, 30+ cross-sector leaders who collaborated in the development and advocacy of five guiding principles for professional learning that influenced organization and governmental actions.

Through the RedesignPD Partnership, created five pilot projects to test solutions to problems of practice in two areas: 1) measuring the impact of professional learning, and 2) strengthening the relicensure system in states and districts.

Through the Redesign PD Partnership, worked with researchers to **design and implement studies that provided helpful information to the field in the areas of professional learning in other industries**, measuring return on investment in professional learning, the inquiry process applied in education and coaching.

Hosted a convening with Digital Promise and the Council of Chief State School Officers to discuss the growing micro-credential ecosystem and the opportunities and challenges for states and districts.

Co-published *Micro-credentials for Impact: Holding Professional Learning to High Standards* with Digital Promise to **chart a course for leveraging a micro-credentialing system to enable more educators to achieve the potential of professional learning**.

Partnered with the Texas Education Agency, Digital Promise, BloomBoard, Resources for Learning, and others to **pilot a personalized, competency-based professional development platform supported by micro-credentials**.

Released the findings from *Does Investing in Teacher Professional Development Make a Difference* with the Center for American Progress, and the Learning Policy Institute, **showing how states and districts can design professional learning to make a positive difference**.

Raised awareness about leadership, principal pipeline, and the critical role of social and emotional learning as a communications partner with the Wallace Foundation.

Produced study to understand **how to accelerate teacher adoption of new technologies** that support improvement and provide feedback, with support from the Bill & Melinda Gates Foundation.

With Frontline Research and Learning Institute, launched a **year-long study measuring the impact of professional learning in K-12 public school systems to examine, study, and expand** traditional professional learning assessment approaches across school systems.

Corwin Press, Learning Forward, and NEA released *The State of Teacher Professional Learning*, a report from a survey of more than 6,300 U.S. teachers.

Released the report *Coaching for Impact: Six Pillars to Create Coaching Roles That Achieve Their Potential to Improve Teaching and Learning* with the University of Florida Lastinger Center and Public Impact **to call on the nation's education leaders to expand their commitment to high-quality coaching** for all teachers.

Completed the 18-month collaboration with the Redesign PD Community of Practice, 22 school systems across **10 states collectively working on the shared problems of diluted and incoherent professional learning systems and measuring the impact of professional learning** on teacher practice, with support from the Bill & Melinda Gates Foundation.

Through the Redesign PD Community of Practice, **confirmed six core elements of a community of practice leading to progress and success of problem resolution**.

Supporting educators

Successfully **enacted important changes across multiple school systems** nationwide through our Redesign PD Community.

Launched the What Matters Now Network, a community of state-based coalitions of policymakers and educators that will apply improvement science methods within a Networked Improvement Community to strengthen professional learning that measurably improves educator practice and results for students.

Launched the Student Success Learning Network to support 15 districts and organizations in solving critical problems of practice in their professional learning systems to improve performance of educators and students.

Facilitated American Express-funded “Learning Leaders for Learning Schools” initiative involving Phoenix-area principals and assistant principals to help deepen their understanding and improve their application of effective professional learning, coaching, and feedback practices.

Established an instructional coaching model to support the growth of coaches and teachers in Fort Bend, ISD.

Supported instructional coaches and master teachers in Fort Bend ISD, the seventh largest school district in Texas, by establishing an instructional coaching model that supports **the growth and development of coaches and teachers in the seventh-largest district in Texas.**

Began a three-year engagement with the Louisiana Department of Education to support 2,500 mentors in collaboration with The Charles E. Dana Center at the University of Texas and SchoolKit Group.

Graduated 58 educators last year and 39 this year from Learning Forward’s Academy, with 112 more currently enrolled.

With support from the Houston Endowment, launched the Galveston County Learning Leaders Principals’ Institute.

Supported the School District of Philadelphia, Duval County Public Schools, and Pittsburgh Public Schools to **develop comprehensive professional learning plans that will set new visions** and strategic priorities for those systems.

Partnered with AASA (The Superintendents Association) and CCSSO to facilitate a **series of webinars focused on the Principal Supervisor Standards.**

With support from the Houston Endowment, facilitated the Galveston County Learning Leaders district teams to **align their professional learning systems to produce better outcomes for educators and students.**

The Learning Forward Foundation awarded \$40,000 dollars through three scholarships, two grants, and five awards.

Received an Education Innovation and Research (EIR) grant in partnership with the American Institutes for Research to **provide a virtual coaching program in five districts across the country.**

Awarded 30+ Learnie awards to recognize educators who are advancing effective professional learning, in their schools, school systems and organizations.

Measured the quality of professional learning as defined by the Standards for Professional Learning in more than 850 schools through the Standards Assessment Inventory.

Conducted instructional coaches academies in 13 states.

Provided expertise and consultants to improve professional learning in 28 states in 2016-17.

Supported Teacher Fellows cohorts in **North Carolina, Tennessee, Kentucky, and Hawaii** through a partnership with the Hope Street Group.

Launched our new school system and organizational memberships to help school systems and large organizations align their visions and practices.

Designed and implemented dynamic learning conferences in Vancouver, BC, and Orlando, Florida with enhanced offerings thanks to program support from the Bill & Melinda Gates Foundation.

Supported teacher leaders and instructional coaches across Delaware in support of the Delaware Department of Education’s NextGen Teacher Leader Program.

Hosted six Summer Institutes to facilitate deeper learning for educators.

Elevated the voices of practitioners in our communities and networks through ongoing informative blog posts highlighting their success stories and best practices.

Redesigned Learning Forward website and magazine to better meet member and stakeholder needs.

Published a new book, *Becoming a Learning Team: A Guide to a Teacher-Led Cycle of Continuous Improvement*, to **help teacher teams build knowledge, skills, and practices** with step-by-step support.

Released six new papers from our commissioned study on the state of professional learning in Canada, including a French translation.

Published the report *A Systemic Approach to Elevating Teacher Leadership* to **explore teacher leadership as a powerful strategy for school improvement.**

Published the second edition of *Taking the Lead: New Roles for Teachers and School-based Coaches* to **articulate in practical terms the work that school-based teacher leaders do** to support collaborative learning and capacity building.

Supported more than **35 state, provincial, and international affiliates to advance best practices** locally and implement the Standards for Professional Learning.

Advocating for professional learning and changing policy

Led advocacy efforts to inform Congress about the importance of Title II funding for educators and students, including joining the Title II Day of Action and sharing stories and data about how Title II funding has made a difference in schools and communities.

Stewarded a grant from the Schusterman Foundation to engage Learning Forward members as education advocates, especially around Title IIA through impact storytelling, information sharing and outreach strategies.

Joined with Educators for High Standards and Teach Plus to release videos that profile districts, schools, and educators who illustrate the new definition of professional learning included in the Every Student Succeeds Act (ESSA).

Developed a rubric with Ed Counsel to help educators analyze and understand required state ESSA plans: *Review Tool: Providing Feedback to States to Advance Professional Learning Systems through ESSA*.



Created the A-team, a volunteer advocacy group, to help lead changes in federal and local policies.

Co-sponsored a virtual learning event with Edweek outlining next steps in ESSA implementation, including new federal regulations, guidelines, and timelines.

Released a policy proposal with the TeachStrong coalition explaining how to design professional learning to better address student and teacher needs and foster cultures of feedback and continuous improvement.

Contributed to the Educate Texas Teacher Preparation Collaborative to inform state-level policy recommendations addressing teacher preparation.

Released a public letter to Secretary DeVos advocating that among our nation's top priorities should be creating effective systems of learning and support for teachers and leaders.

Offered a free webinar series on how educators can actively engage their policy leaders in saving Title II funding that attracted more than 600 educators.

Participated in meetings hosted by Center for American Progress, NCSL, NASBE, LFA, Ed Counsel, CCSSO, Learning Policy Institute, Aspen Institute, and more to discuss ESSA, effective professional development, and Title II.

Thank you for your support. To renew your membership, visit www.learningforward.org/join, or contact us at **800-727-7288**.

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