

VOICES 7

5 **HERE WE GO**

By Tracy Crow

They do the right thing for students.

The educators highlighted in this issue embody one of Learning Forward's beliefs: "All educators have an obligation to improve their practice."

8 **CALL TO ACTION**

By Stephanie Hirsh

What it takes to make a great start.

What are the essential conditions for launching a new initiative? First, decide who should be involved at the start. Once you've done that, gather your data and create a strong communication plan.

9 **BEING FORWARD**

By Alan Ingram

Lessons learned in the military apply to education, too.

A 22-year-career in the United States Air Force combined with experience as a federal programs director, superintendent, and deputy commissioner at a state



agency offers unique insights into leadership development.

10 **WHAT WE'VE LEARNED**

By Heather Lageman

Awardees' grant projects demonstrate foundation's impact.

Centered around the Standards for Professional Learning and their power to transform educator practice and student learning, the Learning Forward Foundation's impact has a ripple effect across individuals, teams, and organizations.

14 **COMMUNITY PERSPECTIVE**

By Nader Twal

Want to create lasting change? Listen first, design second.

California's Long Beach Unified School District, a participant in Learning Forward's Redesign PD Community of Practice, used a problem-solving process called design thinking to accelerate implementation by working with stakeholders to innovate, prototype, and test ideas before going to scale.

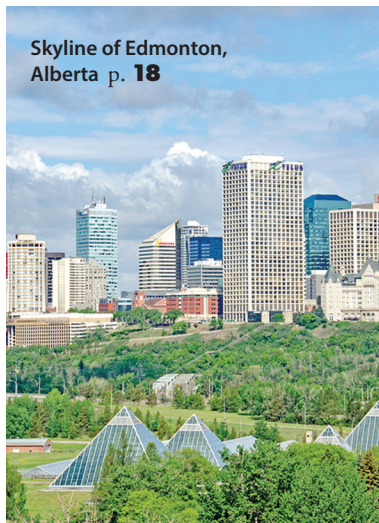
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18 RESEARCH REVIEW

*By Pamela Osmond-Johnson,
Ken Zeichner,
and Carol Campbell*

**New report
in Canada study series
focuses on Alberta.**

The State of Educators' Professional Learning in Alberta: Executive Summary is the latest in a series of studies of professional learning in Canada commissioned and supported by Learning Forward. The study identifies key components and features of effective professional learning and highlights findings from educators.



Skyline of Edmonton, Alberta p. 18

22 ESSENTIALS

Keeping up with hot topics.

- Extending reach
- Subject-specific learning
- High-quality assessments
- Connected systems



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GREAT STARTS

24 Middle school flips the script:

With Inside-Out PD, professional learning starts in the classroom.

By Niamh McQuillan

A Baltimore, Maryland, middle school reconfigures its professional development model using two key ideas: Generate professional learning from inside the classroom, and streamline the demands placed on teachers. A positive school culture, effective use of technology, and growth in student math and reading scores are the result.

28 Remote possibilities:

Rural teachers in Colorado hone their skills as they connect with peers.

By Beth Melton

Using an Investing in Innovation grant, the Northwest Colorado Board of Cooperative Educational Services designed professional learning that leverages technology, aligns to the state teacher evaluation, and adapts Learning Forward's Standards for Professional Learning to a multidistrict setting.

34 Math makeover:

A school-university partnership transforms elementary math instruction.

By Nicole Rigelman, Sarah Crane, Kellie Petrick, and Donna Shrier

At Jackson Elementary School in Hillsboro, Oregon, collaboration between Portland State University and Hillsboro School District personnel

helped create an instructional environment where kids thrive because teachers are working and learning together.

40 Filling the teacher's toolbox:

Blended learning course turns supports and accommodations into daily practice.

By Kelly Bikle

A two-day standardized testing workshop turned out to be the inspiration for building a blended learning course that would help teachers learn a range of supports and accommodations as well as strategies they could use in real time and with real impact on the students they puzzle over each day.

46 Connect the heart and hands of literacy:

Link curriculum renewal to professional learning for a solid improvement plan.

By Sandi Novak and Bonnie Houck

New Prague School District in Minnesota is finding success by linking a systematic professional learning process to the curriculum renewal cycle. The three-year plan is still in progress, but already, when visitors enter the New Prague Schools, they see the value placed on literacy.

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52 Principal evaluation as a tool for growth:

How to help principals lead and learn.

By Donna J. Micheaux and Jennifer L. Parvin

Principal supervisors can facilitate principals' capacity for leading and learning by using principal evaluation to improve practice. These seven strategies can help. *This article is sponsored by The Wallace Foundation.*



56 A better blend:

Structure and strategy increase co-teaching's impact in an inclusive classroom.

By William C. Hunter, Jennifer Holbrook, Lisa A. Dieker, and Adrian Christopher-Allen

Seven math co-teaching teams build their capacity to plan and implement a collaborative learning strategy called Numbered Heads Together in an effort to provide more equitable response opportunities to all students, especially those who don't typically raise their hands to answer.

TOOLS 61



62 Launch an analysis of professional learning.

- Tool 1: Recommended membership of professional learning initiative analysis team
- Tool 2: Professional learning initiative analysis team matrix
- Tool 3: Professional learning initiative analysis team charge statement

UPDATES 67

68 The latest from Learning Forward.

- Ways to meet the equity challenge.
- 3 states join What Matters Now Network.

70 Abstracts for April 2018 *The Learning Professional.*

72 AT A GLANCE Put the learning in your PLC.

73 THROUGH THE LENS of Learning Forward's Standards for Professional Learning.