

LEARNING FORWARD FOUNDATION SEEKS NEW MEMBERS

BY JANICE BRADLEY AND ED TOBIA

The Learning Forward Foundation is looking for new members with diverse backgrounds in fundraising or supporting effective professional learning to expand our team.

The foundation is a group of Learning Forward volunteers who raise funds for grants and scholarships and award them to other Learning Forward members to advance meaningful professional learning — for example, for the Learning Forward Academy. Over the past 35 years, the foundation has designed and implemented scholarships and grants for 75 recipients. Since 2006, the foundation has awarded over \$450,000 in scholarships and grants.

We also support awardees on their professional learning journeys through Touchpoint conversations, one-hour

phone conversations for reflection and support conducted throughout the length of the grant. Awardees engage in structured conversations with Learning Forward Foundation members to reflect on their problem of practice, identify intended outcomes and activities to reach desired changes, celebrate successes, and identify challenges of implementation.

Foundation leaders are intentionally building a strong learning culture, and members often report that they find their work with the foundation to be profound and rewarding. If you have a passion for ensuring that teachers experience meaningful professional learning that improves student learning, we encourage you to join us.

For more information, contact Janice Bradley at janice.bradley@utah.edu.



NEW THEMES FOR THE LEARNING PROFESSIONAL

We have added two new themes for upcoming issues of *The Learning Professional*. Here are the themes open for submissions:

October 2020: INCLUSIVE SCHOOLS

How do we create schools that are welcoming and productive learning environments for all? This issue will explore the role of professional learning in ensuring that every student feels safe, supported, and successful at school. Articles might cover topics such as inclusion of students with special needs in mainstream classrooms, increasing instructional rigor for English learners, addressing implicit bias among teachers and students, and improving social and emotional learning strategies. *Deadline: June 15*

December 2020: INQUIRY FOR ACTION

To improve student learning, educators need structures and cultures that promote ongoing examination of educational practices and change strategies. Inquiry and reflection are essential. This issue will investigate how leaders and change makers leverage inquiry to drive learning and shape purposeful actions. Topics of interest include continuous improvement cycles, action research, improvement science, learning teams, and assessment of professional learning standards. *Deadline: August 31*

For submission guidelines, visit learningforward.org/the-learning-professional/write-for-us.

FEATURED SOCIAL MEDIA POST

Follow us on social media. Share your insights and feedback about *The Learning Professional* by using #LearnFwdTLP.

Learning Forward Retweeted
SMCOE @SMCOETweet - Feb 19
 Few teacher coaches have the time and administrative support to do their jobs effectively, finds a new survey from @LearningForward, @GoogleForEdu, @DigitalPromise

The 74 @The74

Teachers find coaching helpful but most don't get enough of it, survey says buff.ly/2SCD904

Figure 17: Frequency of Teacher Meetings with Coaches, By Valuation of Coaching

Frequency	All teachers	Teachers who found coaching valuable	Teachers who did not find coaching valuable
Daily	32%	43%	20%
Weekly	10%	13%	8%
Biweekly	17%	16%	18%
Monthly	14%	13%	14%
Quarterly	23%	10%	37%
Other			