

Opportunities to advertise
with Learning Forward

Learning Forward 2023-24

Media Guide


learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

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Our readers are education leaders



Learning Forward is the only association devoted to improving student results through advocacy and support for high-quality professional learning. Our readers and website visitors are education leaders – superintendents, central office leaders, principals, instructional coaches, and state and regional leaders.

More than 70,000 readers come to our publications and website to find the answers they need to solve learning challenges for both staff and students. Our bimonthly professional magazine, *The Learning Professional*, is their source to learn more about critical issues in the field. *Connect*, our monthly e-newsletter keeps them up to date with our organization, and *Professional Learning News*, our weekly news brief, ensures they stay connected to what is happening across the nation and around the world.

“Learning Forward is real time PD. I can read *JSD* [Now *The Learning Professional*] over a quick lunch and be ready with multiple strategies and ideas for my afternoon staff meeting.”

– Mike Ford

Superintendent, Phelps-Clifton Springs, Central School District,
Clifton Springs, N.Y.

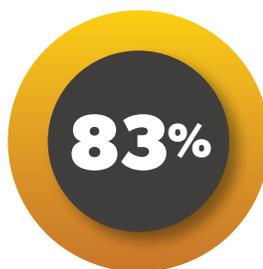
We know these leaders. They're our members.

You need to **connect with leaders** at the state, district, and school level who make decisions about school improvement and professional learning.

WHO ARE OUR READERS?*



ARE RESPONSIBLE FOR THE PROFESSIONAL DEVELOPMENT OF OTHERS.



HAVE BEEN IN THE EDUCATION FIELD FOR MORE THAN 15 YEARS.



MASTER'S DEGREE OR HIGHER

AREAS OF INFLUENCE



- 45% SUPERINTENDENTS | CENTRAL OFFICE | ADMINISTRATORS
- 22% TECHNICAL PROVIDERS
- 17% PRINCIPALS
- 16% TEACHERS

*Source: 2018 annual Learning Leaders survey.

THE LEARNING PROFESSIONAL

THE LEARNING FORWARD JOURNAL

helps you reach your target audience

The Learning Professional, Connect, and our annual conference program aren't just publications. They are tools that Learning Forward members actively use to make decisions. Our vision is Equity and excellence in teaching and learning. Let our readers know that you share this vision.

84%

More than 80% of our readers agree that Learning Forward's Journal is insightful, spurs new thinking, and is a significant member benefit.

84%

of readers directly attribute Learning Forward's Journal to helping them do their job better!

Conference sponsorships



Network directly with more than **3,000 potential customers** and clients. Your support will be acknowledged in conference materials and throughout the conference in a variety of ways.

Who attends?

- Superintendents
- Directors of learning
- Curriculum and instruction directors
- State/regional/provincial education personnel
- Directors of professional development
- Principals
- Central office administrators
- Teachers
- Educational consultants

97%

RECOMMEND, MAKE, OR
APPROVE PURCHASES.

Visit conference.learningforward.org/sponsors to learn more.

To take advantage of these sponsorship opportunities, please contact Carrie Freundlich by email: carrie.freundlich@learningforward.org.

Newsletter advertising opportunities

Advertisement

SUPERCHARGE
Professional Learning

Supercharge Your Professional Learning: 40 Concrete Strategies that Improve Adult Learning

Learn More

CAST

Upcoming webinars

Announcing our spring webinar schedule

After taking a few weeks off for the holidays, we are happy to resume our popular Thursday afternoon webinar series starting next week. Registration is now available for all spring webinars. Can't make the live webinar? Register anyway to receive the webinar recording, presentation slides, and accompanying resources.

Sustaining your wellness for the long haul

Coaching and mentoring in a virtual world: What to keep and what to change

Transforming teaching through curriculum-based professional learning

January 14, 2021

PROFESSIONAL LEARNING NEWS learningforward.org

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IN THE NEWS

New learning model success starts with principals' support

Education Dive
Schools often use peer-based learning networks, usually within grade levels, where educators work together to make sure students are reaching set milestones before they graduate. But a formal professional learning community can bring more structure to these groups, and even give educators more of a voice in how curriculum is designed for students. In fact, leaders of Learning Forward have urged schools to make curriculum the primary focus of teachers' work in a PLC.

Solution Tree Be a champion of student learning Book Request: Research, All October 22-24

Top 10 Learning Forward tweets of 2018

Learning Forward
To bring in the new year, we collected the top 10 most-liked tweets and reposted them during the weeks leading up to New Year's Day. This list gives you insight into what topics our followers were interested in the most in 2018. Follow #Top10tweets2018 to view the tweets on Twitter.

Strategies that get results

Investing in teacher professional development benefits all

Let's Check Out News
Each personal classroom experience brings a sense of purpose to the teacher. A teacher's passion for education can be reignited by precious moments: lending a listening ear to students, receiving encouraging words from a colleague, and helping a student develop a better understanding about a personal problem or lesson. Besides these moments, how can teachers keep their passion alive? Professional development is one answer.

SPONSORED CONTENT

Benchmark Education
New PD Essentials Books from Adria Klein
• Cultivate professional books featuring accessible formats and proven techniques accelerate the use of best practices.
• Boost teacher retention, productivity and career satisfaction with professional development.

Connect e-newsletter

Connect is a monthly e-newsletter to more than 70,000 subscribers. Sponsorships include a **600 pixels wide x 250 pixels high** ad in a prominent position.

SPONSORSHIP RATES

\$1,260 per issue

\$1,050 per issue for 3 or more issues

Contact **Renee Taylor-Johnson** at 513-523-6029, or renee@learningforward.org for details and space reservation.

Professional Learning News

Learning Forward's weekly email with news headlines has 50,000 subscribers. Digital advertising opportunities are available at 972-402-7070, or email salesinquiries@multiview.com.

The magazine for thought leaders in the field of educator learning



***The Learning Professional* is THE publication for those who make their institutions' professional development buying decisions and is an important part of their decision-making process.**

Learning Forward's flagship publication, *The Learning Professional*, is the authority on professional learning for educators, and includes the most trusted and current information available on high-quality professional learning.

The Learning Professional reaches more than 12,000 principals, superintendents, teachers, coaches, curriculum and instruction administrators, human resource professionals, and state and regional leaders in school improvement planning.

“Learning Forward has helped us be smarter about how we organize for improvement, use data, and support professional learning, from the central-office level to individual teachers.”

– **Jill Baker** Assistant
Superintendent, Long Beach
Unified School District, Long
Beach, Calif.

2023-24 Advertising calendar

ISSUE	THEME	SUBMISSION DEADLINE
February 2024	Evaluating professional learning Evaluation is essential for ensuring professional learning is having the impacts we intend. It can help us learn what's working and what we need to change, and whether educator practices and student outcomes are improving. This issue will look at the most up-to-date evaluation models, methods, and findings. Articles might address levels of evaluation (e.g., changes in knowledge, attitudes, skills, practices, student outcomes); data collection methods; practical evaluation measures; putting findings into practice; and how to engage teachers in designing and learning from evaluations. Articles describing the findings of evaluation studies are also encouraged.	December 1, 2023
April 2024	Technology and the future of learning This issue will examine the rapidly changing face of technology in professional learning. What roles can and should technology play in coaching, PLCs, new teacher induction, and other forms of educator support? And in a world rich with ed tech innovations, how can professional learning prepare and support educators to use the latest technology in the classroom? Additional topics might include: the professional learning needs of technology directors and other school and district technology leaders; technology tools for pinpointing student learning needs in real-time; how technology can support the successful implementation of high-quality curriculum; the potential and pitfalls of AI in professional learning; and when not to use technology for professional learning.	January 1, 2024
June 2024	Global perspectives on professional learning Living in a globalized world provides opportunities for education leaders to look beyond their regional and national borders to learn what is working elsewhere and apply those lessons to their own contexts. <i>The Learning Professional</i> always welcomes contributions from around the world, but with this issue, we shine a special spotlight on successful professional learning initiatives from a broad range of countries and contexts. Articles should describe professional learning needs addressed and models applied; geographical, cultural, or educational context; lessons learned; and research findings when applicable. Cross-cultural comparisons are welcome.	March 1, 2024

2023-24 Advertising calendar

ISSUE	THEME	SUBMISSION DEADLINE
August 2024	Learning to pivot Teachers and schools have to pivot all the time, in ways both big and small, whether to incorporate new research, adapt to changing student needs, or address a crisis like the Covid-19 pandemic. This issue will examine opportunities and moments where educators and systems have needed or wanted to pivot and how professional learning enabled them to make needed changes. Topics might include: how efforts to incorporate the science of reading are leveraging professional learning to shift practice; what teachers need to know and do differently as a result of post-Covid learning trajectories; the role of data in assessing and improving professional learning – and what to do when data shows your current practices aren't working; and how to introduce or improve professional learning in a system that is resistant to change.	May 1, 2024
October 2024	Curriculum-based professional learning High-quality curricula and instructional materials are essential for students to master content and meet academic standards, but they are not enough on their own. Teachers and leaders need and deserve professional learning to support deep understanding and high-quality implementation of the materials. This issue will take a deep dive into curriculum-based professional learning methods, initiatives, and research. It will include examples of how curriculum-based professional learning is changing educators' practice and improving students' outcomes.	July 1, 2024
December 2024	Building bridges Meaningful professional learning doesn't happen in isolation, nor does it occur at a single moment in time. It requires an ongoing continuum of support and a long-term plan that includes multiple stakeholders and systems. This issue will look at why and how bridge-building is essential for professional learning to achieve results. Topics of interest include: partnerships between pre-service teacher education and ongoing professional learning; connections between alternative certification programs and district professional learning; alignment of professional learning for teachers and leaders; how to ensure professional learning is part of district and school improvement plans; and professional learning that connects educators across schools or districts.	September 1, 2024

Ad sizes

Ad sizes (width x height). | Please indicate your space purchase by alphabet letter.

A
1/3 page vertical
2.153" x 9.875"

B
1/3 page horizontal
7.373" x 2.153"

C
2/3 page horizontal
7.373" x 6.643"

D
2/3 page vertical
5.012" x 9.875"

E
1/2 page horizontal
7.373" x 4.625"

F
Full page no bleed
7.373" x 9.875"

G
Full page bleed
8.889" x 11.386"

H
Outside back cover
8.889" x 8.586"

THE LEARNING PROFESSIONAL
THE LEARNING FORWARD JOURNAL

Rate table

4-COLOR	1X-3X	4X SAVE 10%	5X SAVE 15%	6X SAVE 20%
Inside front/back cover	\$2,430	\$2,187	\$2,065	\$1,944
Full page	\$2,112	\$1,901	\$1,795	\$1,690
1/3 page	\$1,160	\$1,044	\$986	\$928
1/2 page	\$1,541	\$1,387	\$1,310	\$1,233
2/3 page	\$1,668	\$1,501	\$1,418	\$1,334
Back cover	\$3,176	\$2,858	\$2,700	\$2,541

BLACK & WHITE	1X-3X	4X SAVE 10%	5X SAVE 15%	6X SAVE 20%
Full page	\$1,588	\$1,429	\$1,350	\$1,270
1/3 page	\$635	\$572	\$540	\$508
1/2 page	\$1,016	\$914	\$864	\$813
2/3 page	\$1,143	\$1,029	\$972	\$914

Ad mechanical requirements

Specifications

Paper: High-quality matte finish

Trim: 8.375" x 10.875"

Live area: 7.375" x 9.875"

Binding: Saddle-stitched

Press: Sheet-fed cover, web-offset text

Materials: Press-ready PDF files should be 300 dpi and CMYK.

Use the Insertion Order at the end of this media guide to place an order.

Corrections: Advertisers are responsible for ensuring the accuracy of their advertisements, including spelling. *The Learning Professional* staff will read ads and ask advertisers to send new files when corrections are required. The advertiser will be charged \$50 for each correction.

Terms: Full payment upon submission of final advertisement.

Agency commission: A 15 percent discount is given to recognized, independent advertising agencies only.

Multiple ad discount: A discount is offered when a contract for four or more consecutive advertisements is submitted with the first ad. Refer to the rate chart above.

How to send materials.

Submit files by e-mail to renee@learningforward.org.

Advertising insertion order

Advertiser information

Company Name:	Contact:
Address:	Phone:
City/State:	Fax:
Zip Code:	E-mail:

Insertion information

INSERTION DATE	ARTWORK DUE	AD SIZE	TYPE	PUBLICATION	COST	TOTAL
TOTAL \$						

Comments

Please sign and return this insertion order by faxing to: 513-523-0638

Approved and accepted by advertiser

Received and accepted by Learning Forward

Questions? Please contact Renee Taylor-Johnson
at 513-523-6029 or renee@learningforward.org.

Ads not received by the due date may lose their space in the publication while the advertiser is responsible for the bill. Learning Forward reserves the right to edit or reject any advertising for any reason. Space is not guaranteed until confirmed by Renee Taylor-Johnson.

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