

**Vision**

**EDUCATE, INNOVATE, TRANSFORM EDUCATOR PROFESSIONAL LEARNING**

**Mission**

**The Learning Forward Foundation supports the development of educators’ capacity to improve student learning through innovation and improvement that transforms professional learning, framed by the Learning Forward standards and implemented with a coherent design through grants, scholarships, and professional support.**

**THE LEARNING FORWARD FOUNDATION**

**LEARNING TEAM GRANT**

The Learning Forward Team Grant supports team-based projects (grade-level, school, and district leadership teams) to improve professional learning focused on implementing of Learning Forward’s definition of professional learning aligned with the Standards for Professional Learning through the purpose of your goal.

The three-year grant amount of up to $10,000 supports achievement of a challenging goal aligned with the above purpose. Up to 10% of the grant may be used for travel and registration fees. The budget will be distributed over the 3 years: Yrs. 1 $3500, $3500, 3000.

***Directions:*** Complete all required sections of the application and submit Sections I, II, III, IV, V, and VI and the letters of support electronically to Terry Morganti-Fisher at [tmorgantifisher@gmail.com](mailto:tmorgantifisher@gmail.com) and Victoria Duff at [victoria.duff@learningforward.org](mailto:victoria.duff@learningforward.org).

**Grant Submission Deadline: March 15, 2018**

**Grant Award Announcements: May 1, 2018**

**SECTION I: APPLICANT INFORMATION**

**Fill in the Word document electronically and save to send as an attachment to email.**

Applicant Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Street Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State/Province \_\_\_\_ Zip/Postal Code \_\_\_\_\_

School/District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State/Province \_\_\_\_ Zip/Postal Code \_\_\_\_\_\_\_\_\_\_\_

Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone (Home) \_\_\_\_\_\_\_\_\_\_\_\_\_ (Work) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Cell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Forward Membership Number \_\_\_\_\_\_\_\_\_\_ How many years? \_\_\_\_\_\_\_\_\_\_

Other Team Member Names and Positions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Preference will be given to members of Learning Forward in selecting a scholarship winner if all other things are equal. All Learning Forward Foundation awardees will require a Learning Forward membership to activate the grant.*

**SECTION II: OVERVIEW OF PROJECT**

**In 75 words or less, describe your project in terms of a problem/challenge or dilemma in professional learning that you intend to address.**

**SECTION III: APPLICATION PROPOSAL**

**Background thinking as you write your proposal:**

Consider the comments, questions, and issues below as you write your proposal. In addition, take time to examine the rubric. This proposal requires a comprehensive written answer to each of the 8 questions in Section III that shows a coherent plan over three years, completion of an action plan and budget template.

Proposal readers will evaluate this proposal by referring to the rubric and analyzing the package materials.

Complete the following and submit them electronically with **all required documents** no later than the grant submission deadline.

1. Culture: Briefly describe your team, school, and school district including any background that will help readers understand your context and culture. How do you currently oversee your team’s professional learning? Describe conditions (people, resources, culture etc.) that allow you to anticipate ongoing support over the 3 years.
2. Purpose and Outcomes: What is your team’s problem of practice that you will be working to improve? What are your goals and intended outcomes for this project? (Clearly articulated goals are your desired results that are specific, measureable, and needs based).
3. Need: How did you identify your problem of practice? What information/data/evidence (school, district, educator, student) did you use? Why did you choose hone in on this as your focus? What data or evidence pertaining to educator and student learning informed you in identifying your goal? What is the connection between your goal and educator practice and student learning?
4. Actions: How are your actions strategically aligned to your goal, outcomes, and budget? How will they improve your understanding of your problem of practice and its associated professional learning? How will these activities enhance both student and adult learning? Complete the attached action plan template.
5. Communication and Collaboration: Describe your team’s continuous collaboration and communication strategies that focus on your project’s ongoing progress. Knowing that over the course of a 3-year grant conditions might change, what strategies/skill might you consider responding to changing conditions.
6. Budget/Resources: How will the grant money support your action plan? How will your school administration and district/organization support you throughout the life of the grant (e.g. resources, time, funding)? What is your anticipated return on investment (ROI) of time, people, money? Complete the attached budget template. Note: No more than 10% of the total budget can be spent on travel expenses.
7. Evidence: What evidence will you collect (qualitative/quantitative) over the course of your grant? How will these help you document changes in educators professional learning practice that build capacity in your setting? Note: We recommend that you consider using the Standards Assessment Inventory (SAI 2) as a method of collecting changes in professional learning over time – cost is $200 per year.) There are other Learning Forward implementation measures as well.
8. Evaluation: How will you evaluate the success during (formative) and at the end (summative) of your project? How will your evaluation lead to sustaining changes in practice over time?

**SECTION IV: ACTION PLAN TEMPLATE**

Outcomes (These should be stated in a specific, behavioral format. Example: As a result of this grant, teachers will …)

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| --- | --- | --- | --- | --- |
| **ACTION**  **(What?)** | **TIMELINE**  **(When complete?)** | **PERSON RESPONSIBLE**  **(Who?)** | **RESOURCES NEEDED** | **RESULTS ANTICIPATED** |
| *Ex.: Administer the SAI2* | *Ex.: By May 2016* | *Ex.: Team Grant lead* | *Ex.: Link to school-/district- specific SAI2 through Learning Forward, SAI2 Coordinator’s Guide* | *Ex.: Understanding of the strengths and areas of improvement aligned to Learning Forward Standards for Professional Learning* |
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**SECTION V: BUDGET TEMPLATE**

Note: We strongly advise that a minimum of two members of a team attend the annual conference. We advise that district support be solicited. If planning to use funds for registration for Learning Forward conferences, approximate cost is $450 for three days, up to $700 for five days. Travel expenditures cannot be more than 10% of the total grant or scholarship budget.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EXPLANATION OF EXPENDITURE** | **ACTION PLAN ITEM THIS SUPPORTS** | **YEAR OF EXPENDITURE** | **UNIT COST** | **TOTAL** |
| *Ex.: Purchase of SAI2 through Learning Forward* | *Ex.: Step #1: Administration of SAI2* | *Ex: Yrs. 1, 2, 3* | *Ex.: $200 per year* | *Ex.: $600* |
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|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  | Grand Total | $ |

**SECTION VI: STATEMENT OF COMMITMENT**

Review and sign this statement of commitment.

Purpose: This document describes the responsibilities and obligations of the applicant for the Learning Forward Foundation Team Grant. Please indicate your acceptance of these responsibilities by checking each box and signing the document at the end. The statement of commitment must be signed and submitted with the grant application.

Responsibilities

I/We will:

* Maintain active membership status with Learning Forward for a minimum of the three years of the grant.
* Commit to an active role as a learner throughout the period of the grant.
* Implement the project as described in the proposal, including timelines and data collection to the best of our ability.
* Agree to inform Learning Forward Foundation immediately of any changes that would impact implementation of grant’s purpose.
* Regularly communicate with the Learning Forward Foundation contact assigned to the scholarship/grant.
* Maintain a log of significant events during the grant period to guide submission of reports and support discussions with the research and support committee.
* Submit photos, updates, and information as requested by the Learning Forward Foundation.
* Provide two formative written reports to the project lead during each year of the project. The reports will be due on November 30 and June 30 of each year. These reports will include benchmark progress on the goals listed in the application. As a guide in writing the reports, the goals can be reiterated and modifications and revisions that have been made during implementation will be addressed. A template will be provided. These reports will also include progress, successes, challenges, and results so far, as well as an updated budget report if applicable.
* Provide a summative report in the third year of the grant, inclusive of a final budget report.
* Participate in three touch-point conversations annually with members of the Research and Planning Committee and the grant lead.
* Agree to communicate your learning journey and findings in Year 3 of the grant through a Learning Forward venue: conference presentation, webinar, article.
* Attend at least two annual Learning Forward conferences with a minimum of one team representative.
* Grant Learning Forward full access to proposals and work products to share for research and learning purposes.

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Signature of Applicant Date

**SECTION VII: LETTERS OF SUPPORT**

Two letters of support, one from the team’s direct supervisor and one from the superintendent of schools, must accompany the application. The letters should indicate that the system fully endorses the proposal, supports the applicant’s continuous improvement efforts, and will provide fiscal support to pay registration, travel, and lodging expenses not covered in the grant for required conferences. The letter must also indicate the supervisor’s agreement to provide necessary time to meet all requirements of the grant, including travel to conferences, participation in an evaluation meeting, and documentation.

**SECTON VIII: RELATED RESOURCES**

The following resources are recommended for prereading before beginning the grant-writing process.

The Learning Forward Standards for Professional Learning can be accessed at <https://learningforward.org/standards-for-professional-learning> Grant applicants should familiarize themselves with the purpose of the standards especially Learning Communities, Leadership, and Implementation standards. Applicants may find the standards videos and discussions with featured practitioners helpful.

Information regarding the SAI2 (Standards Assessment Inventory 2) can be found at <http://learningforward.org/consulting/sai#.Vm9JwxorJBw>. It is highly recommended that applicants plan to administer the SAI2 at the beginning, midpoint, and end of their three-year grant cycle. The cost should be included in the budget detail.

A brief titled *Meet the Promise of the Content Standards: Professional Learning Required* can be read at http://learningforward.org/docs/default-source/pdf/read-the-brief-(pdf).pdf.

The Learning Forward definition of professional learning can be accessed at

<http://www.learningforward.org/docs/pdf/policypoints4-09.pdf?sfvrsn=0.>•

In addition, grant applicants should use the Team Grant rubric as a guide when writing the application.

**SECTION IX: COMPLETED APPLICATIONS**

Submit all application materials electronically. Send completed Word documents as attachments to email messages. Be sure to include your last name in any electronic file names.

Placement of your name on the signature line of this application constitutes your signature and commitment to these statements.

Send all of your application materials as attachments to email messages to

Terry Morganti-Fisher at [tmorgantifisher@gmail.com](mailto:tmorgantifisher@gmail.com) (512-695-4612) and Victoria Duff at [victoria.duff@learningforward.org](mailto:victoria.duff@learningforward.org).

\*If you do not receive confirmation of receipt of materials within five days, contact the foundation representatives listed above.

**SECTION X: SCORING RUBRIC**

|  |  |
| --- | --- |
| Clear and Complete Document Criteria | Yes/No |
| The application is complete, including contact information, proposal, action plan, budget, and signed statement of commitment. |  |
| The application includes two separate letters of support. |  |
| One support letter is from the team’s direct supervisor and another is from the superintendent. Both strongly endorse the candidate. The letters contain clear evidence of district support for the candidate’s goals, actions, time commitment, and travel as well as utilization of learning to improve professional learning and student achievement within the candidate’s team, school, or district. |  |
| The applicant is a Learning Forward member. Member number: |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Above Standard (4) | Meets Standard (3) | | Below Standard (2) | Unacceptable Standard (!) | Score |
| Purpose and Outcomes | The proposal includes a clear detailed statement of the problem of practice/challenge in the context of the team’s culture. The project’s goal is aligned with strategic professional learning outcomes that clarify priorities. The need is based on referenced data/evidence. There is clear connection to Learning Forward’s Professional Learning Standards, definition, principles throughout the application. | The proposal includes a clear statement of the problem of practice/challenge in the context of the team’s culture. The project’s goal is aligned with professional learning outcomes that clarify priorities. The need is based on some referenced data/evidence. There is connection to Learning Forward’s Professional Learning Standards, definition, principles within the application. | The proposal includes a somewhat clear statement of the problem of practice/challenge. The project’s goal is somewhat aligned professional learning with outcomes that do not necessarily clarify priorities. The need is loosely based on some referenced data/evidence. There is little connection to Learning Forward’s Professional Learning Standards, definition, principles within the application. | | The proposal includes an unclear statement of the problem of practice/challenge. The project’s goal is not clearly aligned professional learning with outcomes that do not clarify priorities. The need is not based on some referenced data/evidence. There is not a connection to Learning Forward’s Professional Learning Standards, definition, principles |  |
| Aligned actions and action plan  (as referenced in question 4 of your application proposal) | Actions coherently describe a plan that is clearly aligned, with articulated outcome(s) and occurs within an appropriate timeline. Actions reflect a deep understanding of effective professional learning practices within a change process that indicates understanding of cycles of continuous improvement. Actions indicate an understanding of Standards for Professional Learning or principles of effective professional learning and the Learning Forward definition of professional learning and/or recent research. | Actions describe a plan that is aligned, with articulated outcome(s) and occurs within an appropriate timeline. Actions reflect an understanding of professional learning practices within a change process that indicates understanding of cycles of continuous improvement. Actions indicate show some unstinting of Standards for Professional Learning or principles of effective professional learning and the Learning Forward definition of professional learning and/or recent research. | Actions describe a plan that is unclearly aligned, with articulated outcome(s Actions reflect little understanding of professional learning practices within a change process Actions indicate show little understanding of Standards for Professional Learning or principles of effective professional learning and the Learning Forward definition of professional learning and/or recent research. | | Actions describe a plan that is unclear and not necessarily aligned, with articulated outcome(s Actions reflect no understanding of professional learning practices within a change process. Actions fail to mention an understanding of Standards for Professional Learning or principles of effective professional learning and the Learning Forward definition of professional learning and/or recent research. |  |
| Clear and aligned budget  (as above on question 6) | The budget gives intended amounts and aligns with the stated outcome(s). There is a clear indication of congruency between expenditures and the action plan. The budget shows strong alignment to the action plan Expenditures reflect a good understanding of effective professional learning practice and effective use of resources. There is detailed information of how the district will support the plan with resources. | The budget gives intended amounts and aligns with the stated outcome(s). There is a general indication of how funds will support the action plan. Expenditures suggested do not always reflect a good understanding of effective professional learning practice. The budget shows some alignment to the action plan. There is information of how the district will support the plan with resources | The budget does not align or lacks specificity with the stated outcome(s). It does not indicate how the funds will support the action plan. The budget is incomplete. Resources are not aligned to the outcome(s). More than 10% is spent on travel expenditures. The is little detail of how if at all the district will support the plan with resources. | | The budget shows no alignment to the action plan. More than 10% is spent on travel. There is no district support of the plan. |  |
| Clear plan for collecting evidence of implementation and impact | The plan includes strong elements for collecting data, and evidence to drive deep implementation. The plan reflects good understanding of the role of data collection and evaluation in the change process. The proposal indicates how ongoing evidence will be collected that indicate changes in adult practice within a cycle of continuous improvement that lead to refinement of their plan. There is plan for sustainability. | The plan includes elements for collecting data, and evidence that inform implementation. The plan reflects understanding of the role of data collection and evaluation in the change process. The proposal indicates how ongoing evidence will be collected that indicate changes in adult practice that may or may not lead to refinement of their plan. There is some indication of plan for sustainability. | The plan includes does not clearly have a way for collecting data that informs implementation. The plan does not reflects understanding of the role of data collection and evaluation in the change process. The proposal does not clearly indicate how ongoing evidence will be collected that indicate changes in adult practice that may or may not lead to refinement of their plan. There is no indication of plan for sustainability | | The plan includes has little or no ways for collecting data, and evidence that support implementation There is no clear understanding of anticipated specific results or success. There is no plan for collecting data or evidence of progress. |  |