

# A Report to Donors, Awardees, Learning Forward and Learning Forward Foundation

## LEARNING FORWARD FOUNDATION

Educate,  
Innovate,  
Transform,  
Educator  
Professional Learning

### 2018: REFLECTING ON OUR IMPACT

**200K STUDENTS**  
**14K EDUCATORS**

will benefit from this year's Academy grant recipients and their professional learning work.



**26 STATES & COUNTRIES**



have been impacted by receiving Learning Forward Foundation scholarships and grants since 2008.

**50 SCHOLARSHIPS & GRANTS**

have been awarded by the Learning Forward Foundation since 2011.



**DONATIONS \$352K**



has been donated to the Learning Forward Foundation since 2011.



**START TO CHANGE A STUDENT'S  
WORLD BY CHANGING AN  
EDUCATOR'S WORLD**

Donate and join us! Visit <https://foundation.learningforward.org/>



## Celebrating the Power of US in 2018!



Through the collective efforts of the Learning Forward Family of donors, awardees, affiliates, Learning Forward Foundation Board members, Learning Forward staff, Learning Forward Board of Trustees and Learning Forward members the impact on professional learning has continued to grow in 2018.



### Thank you, Donors & Awardees!



**Donors**, your funding has been vital to creating system learning for a large school district, its system and school leaders, teachers and students. **Awardees**, your use of this funding is creating enhanced achievement for students, building authentic professional learning communities, and fostering spaces of hope and opportunity.

### Thank you, Foundation Family!



**Learning Forward Foundation Board of Directors members, Ambassadors, and Advisors...** Your collective expertise in the world of professional learning, coupled with your full hearts dedicated to student achievement, enable the Foundation to impact student learning through educator practice.

### Thank you, Learning Forward Family!



**Learning Forward staff, Learning Forward Board of Trustees and Learning Forward members...** Your partnership in professional learning and commitment to enabling all educators to feel the power of the Standards for Professional Learning in their practice are critical to the impact of the Learning Forward Foundation.

Our Donors, including a very generous Board of Directors, make this possible. In addition, the talent and expertise on the Board of Directors, the Ambassadors, and the Advisors provide the building blocks that support Awardees in our programs. We believe that successful adult learners in our systems will ultimately be able to support the growth of students who are educated citizens able to operate in an increasingly complex world. It is our mission to strengthen professional learning within systems to achieve a degree of excellence that can be attributed to the beliefs and values of our Learning Forward Foundation and the parent organization Learning Forward.

## PROFESSIONAL LEARNING IMPACT

### Standards Framing

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	<b>LEARNING COMMUNITIES:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<b>LEADERSHIP:</b> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	<b>RESOURCES:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
	<b>DATA:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<b>LEARNING DESIGNS:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<b>IMPLEMENTATION:</b> Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Beginning with the application process and continuing through the selection of awardees and

ongoing reports of progress and Touchpoint conversations, the Learning Forward Foundation maintains an unwavering focus on the Learning Forward Standards and key components for Professional Learning.

- Applicants are asked to reflect on how the Standards for Professional Learning are being used in their current work or in their decision-making process.
- As a part of their annual report, awardees are asked what and how the standards and key components are being used to guide their work.
- During Touchpoint conversations, awardees are asked to provide a few examples of how the Standards and key components are being applied in their projects.

When an awardee demonstrates a surface understanding of the Standards and key components in reports or during Touchpoint conversations, coaches and/or members of the Scholarship and Grants Committee, and the Research and Support Committee, provide examples how Standards can be applied.

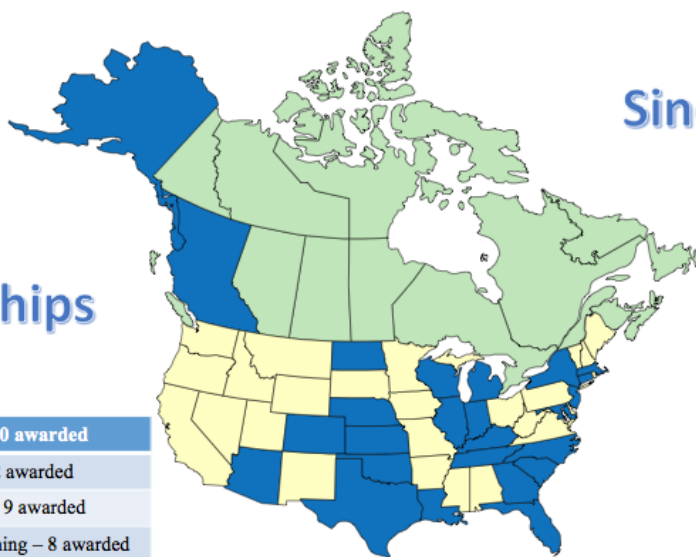
The Learning Forward Standards and key components for Professional Learning are always part of the conversation in every interaction with applicants and awardees.

## CELEBRATING IMPACT



Since 2008

66 Total  
Grants/Scholarships



26 States/Countries

Learning Forward Foundation Academy - 20 awarded
Learning Forward Foundation Team Grant - 12 awarded
Learning Forward Foundation Affiliate Grant - 9 awarded
The Principal as a Leader of Professional Learning - 8 awarded
Patsy Hochman Academy Scholarship - 7 awarded
Learning Forward Foundation Innovation Grant - 5 awarded
Learning Forward Foundation System Grant - 3 awarded
Carmen Nylund Memorial - 2 awarded





## ACADEMY IMPACT



"SAI data that indicates we have high levels of leadership, evidence of culture shift in learning communities and in increased student outcomes."  
-Academy Awardee

"Teachers have increased the amount of time they look at student data and determining the root cause, and developing instructional priorities for the students." -Academy Awardee

"Our kids are seeing gains in elementary. We are working on a better foundation so we're pushing teachers and students to do more. This is what we're going to do. I'll be there to support you along the way and you can ask me any questions you have." -Academy Awardee

## PRINCIPAL IMPACT



"Flexible protocols with continuous systems of support for on-going learning, brings everyone closer to the shared vision to support student achievement."  
-Principal Awardee

"The year following our work with Learning Forward Foundation, our school earned an award from our district as a reward school based upon the improved growth and achievement of our students. I credit our focused, driven efforts to grow our teachers through differentiated professional learning as a major factor in our receiving this award." - Principal Awardee

"There is collaboration, communication, and connections in best practices' rubrics. Kids are using goal setting. I used a survey about how they take ownership of their learning. Kids said "setting goals." -Principal Awardee

## FUNCTIONS OF THE LEARNING FORWARD FOUNDATION

<p><b>Learning Forward Foundation Vision</b></p> <p>Educate, Innovate, and Transform Educator Professional Learning</p>	<p><b>Mission</b></p> <p>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.</p>
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## FUNCTIONS OF THE FOUNDATION

- To provide grants and scholarships for awardees to strengthen their systems of professional learning based on the Standards for Professional Learning and the global principles of effective professional learning
- To build a network of donors that provide funding for grants and scholarships that enable organizations and systems to build coherent systems of professional learning connected to key priorities for student learning
- To continuously learn from awardee projects and share strong examples of impact of professional learning on educator practice and student learning outcomes

## FUNDRAISING

### FUNDRAISING: IT'S THE TIP OF THE ICEBERG!



The Fundraising Committee is collaborating on many different initiatives as they continue their

effective initiatives and explore new methods for raising funds for the Learning Forward Foundation scholarships and grants. Using the iceberg metaphor, there is a great deal of work being done that is visible above the surface, and even more occurring below the visible surface as new opportunities are being explored and planned.

Highly visible is the Learning Forward Foundation's annual Gratitude Walk (now Net-Walking) event that raises funds as conference participants and presenters walk and engage in professional learning conversations. Merchandise sales were also a productive initiative. Through research and reflection, the Fundraising Committee has shifted to a donor relations focus going forward and plans to expand on the gratitude notecard initiative and strengthening fundraising bonds with Academy graduates. In the spirit of reflection and collaboration, the Fundraising Committee works with the Learning Forward Foundation's Publicity and Marketing Committee to spotlight impact and inspire donations. Also important to note, affiliates are critical partners in promoting professional learning and the Learning Forward Foundation's scholarship and grant opportunities.

Exciting things are also going on beneath the surface as the Fundraising Committee continues the Giving Tuesday initiative. Donations continue to increase during this annual drive to encourage members, donors and supporters to provide scholarship funding to educators through the Learning Forward Foundation. As Learning Forward prepares to celebrate 50 years of professional learning, the Fundraising Committee is collaborating on the Academy \$50 for 50 Years fundraising project to celebrate Academy learning and continue to fund ongoing Academy candidates. In addition, the Learning Forward Foundation Board has begun exploring a regional fundraising strategy to provide increased revenue through personalized, local fundraising efforts.

## **SCHOLARSHIP & GRANT AWARD PROCESS**

This year the Learning Forward Foundation was able to fund seven grants and scholarships to educators in districts and to affiliate leaders. Each individual, team or affiliate articulated a strong change project to embed effective professional learning structures within their system. The twenty readers of the applications were struck by the commitment and passion to learning strong processes for implementing systems of professional learning that would both strengthen the practices of educators and improve student learning. Each of the winning projects showed a clear link to the initial implementation activities and the intended long term outcomes.

### **2018 Learning Forward Foundation Award winners:**

**Susan Cole of Leader ISD in Leander, Texas** has been awarded the Patsy Hochman Academy Scholarship. It is her intent to work with her team to refocus on Professional Learning Communities as a key leverage point for student and professional growth.

**Katharine Cotrell of Gimnasio La Montana in Bogota, Colombia and Katoria Gaston of Gwinnett Public Schools in Suwanee, Georgia** have been awarded the school-based and district-based Learning Forward Foundation Academy scholarships, respectively. Katharine's focus is to develop a shared vision of professional learning among school leaders and teachers to implement promising strategies and evaluate their impact on teacher and student learning, as well as school culture. Katoria has posed a key question as the focus of her work: *What impact does a new teacher and mentoring framework have on teacher retention?*

**Kevin Seymour of Learning Forward Illinois and Suzie Smith of Learning Forward Oklahoma** have been awarded the Dale Hair Affiliate Grant and the Learning Forward Foundation Affiliate Grant, respectively. Each grant is a one-year grant focused on building capacity in a struggling or new affiliate. Learning Forward Illinois will place their focus on creating meaningful networking and support opportunities for current and future members and building out a five-year strategic plan. Learning Forward Oklahoma will support board members to deepen their understanding of effective professional learning, partner with in-state educational organizations, articulate a short- and long-term strategic plan.

**Tara Dedeaux, Principal of Bakerfield Elementary School in Harford County Public Schools, Maryland** has been awarded the three year Principal as Leader of Professional Learning Grant. Her focus is to deepen her own learning through the Learning Forward Academy process and to implement strategies that will grow the passion or “spark” in every teacher.

**Christina Miller, Director of Formative Assessment, in Charles County Public Schools in La Plata, Maryland** has been awarded the Learning Forward Foundation Team Grant. She and her team will support teachers in building their capacity to develop, use and analyze formative assessment effectively and routinely in their practice.

We are grateful to this year’s awardees as they continue to advocate for and implement learning with a purpose that is directly connected to student learning.

## **INNOVATION THINK TANK PROJECT**

Using common questions set by the Learning Forward Foundation, the five site teams continue to work through the projects sharing their work that reflects the following questions:

- What has changed and improved for students, teachers and other leaders in the system?
- What are key elements of Professional Learning that support these changes?

The sites are in Bismark, North Dakota; Chicago, Illinois; Duncan, British Columbia; North Brunswick, New Jersey and Baltimore, Maryland. Each of these sites work across teams with each other in webinars and work individually with two Thought Partners who are members of the Learning Forward Foundation. These sessions are scheduled throughout the year.

Information from the 2018 December Innovation Think Tank session will be compiled in *Learning for Innovation, while Innovating for Learning*. This material, along with a final webinar in March 2019, will give Learning Forward Foundation summative materials that will document the role and elements of professional learning that support an innovation model of learning.

## **SUPPORT PROCESS**

All awardees are supported through their change projects and/or problems of practice after receiving the award. The Scholarships and Grants and Research and Support committees work separately and collaboratively as a Dyad Team to provide research-informed support for awardees’ success.

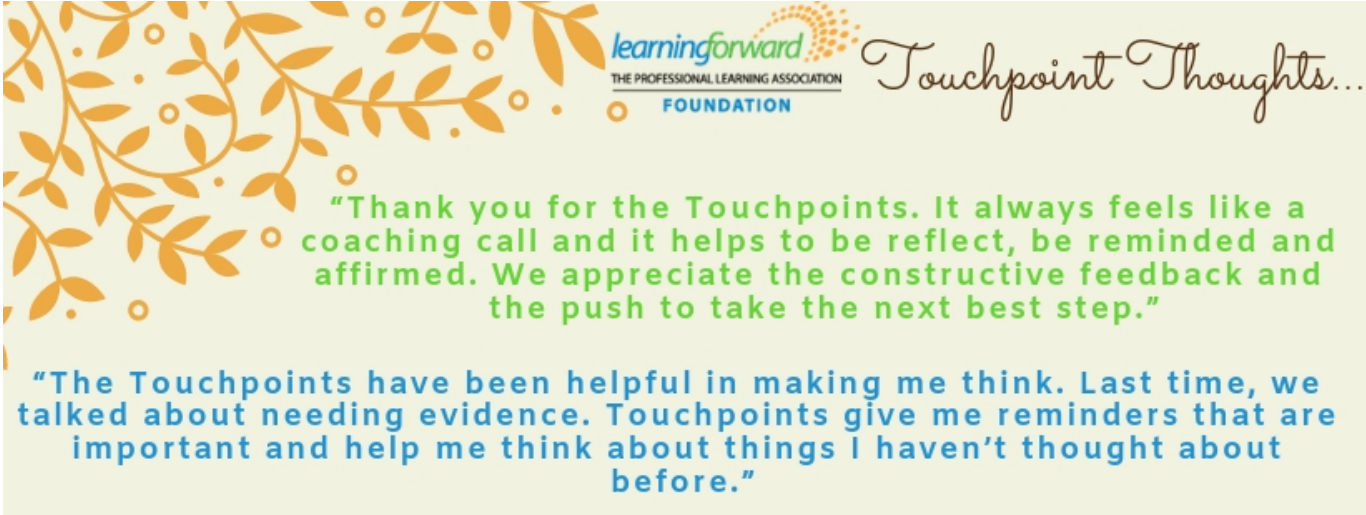
## **Roles and Responsibilities**

- *Scholarships and Grants* – provides monthly check-ins, technical assistance with funds, and collects and reviews reports
- *Research and Support* – schedules and facilitates Touchpoint Conversations and writes summaries of conversations
- *Dyad Team* – one member of the Scholarships and Grants Committee and one member of the Research and Support Committee partner together to engage in Touchpoint conversations, and provide questions and suggestions for ongoing support to accomplish intended goals
- *Learning Forward Academy Coaches* – participate in Touchpoint conversations with Academy Awardees

### **Touchpoint Conversation – A Structure for Learning, A Place for Support**

A Touchpoint conversation is a one hour phone conversation that creates a learning structure where awardees have time with other Learning Forward Foundation members to reflect on their change project and/or problem of practice, identify intended outcomes and activities to reach desired changes, celebrate successes, and identify challenges of implementation. The Touchpoint is a safe space to reflect on learning, as it is not judgmental or evaluative. The Touchpoint process provides support for awardees and contributes to and reinforces the vision and mission of Learning Forward and the Learning Forward Foundation.

Dyad Team members engaged with awardees from November 2017-June 2018 in a total of 35 Touchpoints - the equivalent of 140 total hours of human investment. (One hour to schedule (emails, doodle polls, secure phone line), two hours of phone time (pre, during, post), and one hour to write and send.)



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FOUNDATION

*Touchpoint Thoughts...*

**“Thank you for the Touchpoints. It always feels like a coaching call and it helps to be reflect, be reminded and affirmed. We appreciate the constructive feedback and the push to take the next best step.”**

**“The Touchpoints have been helpful in making me think. Last time, we talked about needing evidence. Touchpoints give me reminders that are important and help me think about things I haven’t thought about before.”**

## Touchpoint Thoughts...

**“My thinking about professional learning has completely changed. I think about how everything connects. I didn’t really see all of the connections in the Standards and how interrelated everything is and how important it is to follow up after a session.”**

**“It is so helpful to take time to reflect. Touchpoints remind us of our learning and our growth.”**

### **EVIDENCE GATHERING AND ANALYSIS PROCESS**

Evidence of progress is gathered from awardees on a regular basis through one hour Touchpoint conversations and progress reports. The expectation for progress reporting is established in the Memorandum of Understanding completed for each grant and the process begins with the first contact made by the Scholarship and Grants lead contact for each grant. Each awardee engages in two or three Touchpoint conversations every year and is asked to describe their progress to date, providing examples of the evidence they are gathering to determine that progress has been made.

Before every Touchpoint conversation, the Learning Forward Foundation Board members from Scholarships & Grants and Research & Support Committees who are providing support to the grantees share what they know about the progress being made and after the call, they discuss what has been shared and what steps may need to be taken to support the awardee. Written notes from every Touchpoint conversation are shared and along with the annual reports from awardees provide information about how the awards are unfolding. Those written records are analyzed on an annual basis, and evidence of successes and areas of concern are shared with the Foundation board at the semi-annual meetings. Trends are examined and the information gathered has been used to refine the application process, the Touchpoint process, and the support processes provided by the Learning Forward Foundation Board.

### **What We Learned from Touchpoint Data in 2018**

During the 35 Touchpoint conversations with all awardees that occurred from November 2017 to June 2018, we gained evidence of the following:

- (1) how awardees used professional learning knowledge from both Standards and practices to create change and improvements in practice,
- (2) actions awardees took to achieve their intended outcomes,
- (3) how awardees collected evidence of implementation,
- (4) how awardees recognized and celebrated growth,
- (5) how they adjusted to challenges of implementation, and
- (6) how they identified impact on teaching practice and student achievement.



Across the 35 Touchpoint conversations, the following themes emerged as awardees used professional learning to guide change. Quotes from awardees have been included with each theme to exemplify the impact on their practice:

### **Moving from a learning community focus only to implementation and outcomes focus.**

"We are showing growth in the depth of understanding about Standards and how they help organize the understanding of professional learning, and help guide the work.

With our cohort we have 14 teachers across content areas so we should see impact of professional learning and see it by analyzing student data in core content areas within professional learning teams that we are implementing."

### **Focusing on developing the capacity of those responsible for providing Standards-based professional learning so there is consistency across the district.**

"What we determined through the work last year was the level of readiness of the content folks to transform their practices and to implement with fidelity and consistency across the department. We determined we needed to work with them as a learning community and activate their ownership of the development of (professional) learning design and lead with them to what the ideal or the expectation or vision was around this work--we are working with those same individuals but under the umbrella of department to department to help them understand the learning designs standard; different types of learning design."

"We have aligned our professional learning to build a strong pipeline with leadership capacity."

### **Moving away from measuring the effectiveness of professional learning in seat time toward measuring educator and student learning outcomes.**

"This is the first year our new teachers have not been expected to complete hours of seat time but rather they have learning experiences that they must complete and give evidence and artifacts of completing those learning experiences which are aligned to the Texas teacher standards. They can choose to demonstrate that learning or participate in everything from a face-to-face experience to a peer



## **8 TOUCHPOINT THEMES**

- 1** Moving from a learning community focus only to implementation and outcomes focus.
- 2** Focusing on developing the capacity of those responsible for providing Standards-based professional learning so there is consistency across the district.
- 3** Moving away from measuring the effectiveness of professional learning in seat time toward measuring educator and student learning outcomes.
- 4** Shifting focus to ways to measure implementation.
- 5** Expanding teachers' view of professional learning.
- 6** Developing patience because they realize change is a process, not an event, and it takes time.
- 7** Seeing the importance of developing a coherent professional learning system.
- 8** Valuing the Touchpoint calls as support in addition to the coaching provided in the Academy.

## **TOUCHPOINT IMPACT**

**"Perhaps it is the best way to measure the success of professional learning and gather evidence of impact." - 2018 Awardee**

coaching but they have 9 experiences they must complete and provide artifacts for to satisfy the requirements of new teacher induction program.”

“We want to see if what we are doing is truly having an effect in classrooms.”

“Perhaps it is the best way to measure the success of professional learning and gather evidence of impact. It is like capturing a myth. We have so many one things-so will forever trying to nail that one thing down and go about measuring impact so don't plan to stop.”

### **Shifting focus to ways to measure implementation.**

“We see the value in developing and using PLC maps to assess implementation of professional learning.”

“One thing has shifted is figuring out the best way to collect evidence.”

### **Expanding teachers' view of professional learning.**

“Ways we are expanding the educators' views about professional learning are through changing the experiences teachers are having and challenging them to step out there and implement new designs. To shift traditional school systems to learning organizations.”

### **Developing patience because they realize change is a process, not an event, and it takes time.**

“One of the things about the theory of change to consider in the future is when you're looking at change over time you want to have student achievement as the long-term goal, but it takes changes in teacher practice.”

### **Seeing the importance of developing a coherent professional learning system.**

“In our bigger picture, we still recognize that professional learning experiences at the school level are a microcosm of what we want to see district-wide for professional learning. We are beginning to see this idea spilling over into other areas of professional learning in our district.”

### **Valuing the Touchpoint calls as support in addition to the coaching provided in the Academy.**

“I have had some very productive calls. You [Foundation Dyad Team], have impacted my work. You have provided me with great questions, resources, and suggestions. When we come and work together there is a lot of great learning. These calls have been very productive for me. For me there is nothing that would make this better. It has been a great additional piece for me. To have more people to talk through this. No one else from my district has gone through the academy. It is just so great to have these conversations. Some on my team have others from their districts to work with at the Academy and to bounce ideas off. For me it has only been Syede (Academy Coach). I love these conversations.”

## **DOCUMENTATION AND PUBLISHING OF LEARNING AND IMPACT**

### **Connect Blog Posts**

- **October 2018:**
  - [What impact does a new teacher and mentoring framework have on teacher retention?](#) By Susan Thompson
- **August 2018:**

- [Advocacy Through Stories: What is your professional learning impact?](#) By Christine Corbley
- **May 2018:**
  - [2018 Winners Announced!](#) By Jill Lachenmayr
- **March 2018:**
  - [Learning Forward Nebraska Plants Seeds of Learning](#) By Jill Lachenmayr
- **February 2018:**
  - [What's your shot for 2018?](#) By Heather Lageman

### **The Learning Professional Articles**

- **December 2018**
  - (to be published) LFF UPDATE
  - (to be published) A JOURNEY TOWARD INNOVATION By Janet, Ciarrocca, Amy Colton, Ed Tobia. In 2015, a North Brunswick elementary school principal, Janet Ciarrocca, had engaged her staff in the New Jersey Department of Education's statewide pilot of the Connected Action Roadmap (CAR) Framework. The CAR Framework, designed by the New Jersey Principal and Supervisors Association is a process of school improvement that brings coherence to the work of educators by connecting standards, student learning, assessment, professional learning, educator effectiveness, and school climate and culture to the work of professional learning communities. The focus is on how educators collaborate to assist students in reaching the highest level of achievement. Guided by a common language and specific conversations, CAR creates a coherent plan for systemic implementation of effective practice and makes curriculum development a priority – a shift from program to practice (see NJPSA/FEA website).
- **August 2018**
  - [ACADEMY PARTICIPANT LEADS CHANGE IN HER TEXAS DISTRICT](#) By Juliet Correll. Tammy Chambers, curriculum coordinator at Los Fresnos Consolidated Independent School District in Texas, is an Academy participant and recipient of the foundation's Patsy Hochman Scholarship. Reflecting on the changing expectations for educator professional learning across the 15 campuses in her district, which lies at the southern tip of Texas near the border with Mexico, Chambers said her Academy experience is helping her focus on her own learning and growth and, in turn, apply those outcomes to rethink professional learning at Los Fresnos.
- **June 2018**
  - [CIRCLES OF GRATITUDE CREATE TIME AND SPACE FOR LEARNING](#) By Audrey Hobbs-Johnson. The Learning Forward Foundation board of directors creates gratitude circles by giving back to the community through scholarships and grants. We listen carefully to educators and their current research to guide and co-construct our collective practice. In May, the foundation awarded grants to seven professional learning individuals and teams. Among the awardees are teachers, instructional coaches, principals, and central office administrators, representing six U.S. states, Bogota, Colombia, and the Learning Forward affiliate leaders from Illinois and Oklahoma.
- **April 2018**
  - [AWARDEES' GRANT PROJECTS DEMONSTRATE FOUNDATION'S IMPACT](#) By Heather Lageman. Built on the belief that we need to support more people in the profession, the Learning Forward Foundation has been leveraging money, time,

and relationships through coaching to transform beliefs and practice in adult learning since it began as the Lynne Chidley Foundation in 1985. Centered around the Standards for Professional Learning and their power to transform educator practice and student learning, the foundation's impact has a ripple effect across individuals, teams, and organizations.

- **February 2018**

- [MEMBER SPOTLIGHT](#) Featuring Kimberly Honnick. Now in her 26th year in public education, Honnick says she's facing more challenges than ever and looks to the Learning Forward Foundation for expertise and guidance. "I felt compelled to apply for the Learning Forward Foundation grant because I needed help, and I knew that I could turn to my Learning Forward family for the support I needed." That support has made a difference in her work. "The support I have received for my work and the relationships I have made are rooted in genuine care for me and successful outcomes for my students," she says. "I have been prompted to unpack my thinking, reflect on my approach and practices, and received guidance and understanding."

## CLOSING

Through the collective efforts of the Learning Forward Family of donors, awardees, affiliates, Learning Forward Foundation Board members, Learning Forward staff, Learning Forward Board of Trustees and Learning Forward members, the impact on professional learning has continued to grow in 2018. Our family and community are evidence of the power of "us" to foster a culture of professional learning in the world.

2018 has been a year of reflection, strategic planning, and mapping the way forward for the Learning Forward Foundation. As a part of co-creating our partnership agreement with Learning Forward, we clarified roles and responsibilities and have deepened our understanding of one another, and in turn, our family bonds have grown stronger.

We have emerged with clear, attainable goals to continue to build our complex multi-donor, multi-program operation in service and support of every educator and student who work within our systems. Together with Learning Forward, we are committed to providing scholarships and grants to support equity of opportunity in the world of education. We remain grounded in our Learning Forward Foundation vision: Educate, innovate, and transform educator professional learning. And we look forward to collaborating with all of you, the Learning Forward Family, to continue this legacy of lifelong learning.