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.

STEPHANIE HIRSH ACADEMY SCHOLARSHIP
THE LEARNING FORWARD FOUNDATION ACADEMY SCHOLARSHIPS
THE PATSY HOCHMAN MEMORIAL SCHOLARSHIP

The Learning Forward Foundation Academy Scholarships develop leaders in professional learning through their participation in the Learning Forward Academy. The Learning Forward Foundation offers the following scholarships

- o Stephanie Hirsh Academy Scholarship (includes $500 travel stipend for each of five academy sessions))
- o Learning Forward Foundation Scholarship for a School-based Leader
- o Learning Forward Foundation Scholarship for a District-based or State Education Leader
- o Patsy Hochman Memorial Scholarship for a School- or District-based Professional Learning Leader in **Texas**

Applicants may apply for more than one scholarship if they meet the requirements within the application.

The Learning Forward Academy is a two-and-a-half year learning experience, modeling the organization's vision for professional learning and collaboration in schools. Academy members are provided the opportunity to clarify, study, and solve authentic problems related to student learning in schools. The purpose of the Academy Scholarships is the development of leadership in the field of professional learning. The scholarship goals are to provide participants with additional time and expertise in constructing the knowledge and developing the skills and courage to solve significant problems related to student learning, thereby transforming professional learning within their own organizations.

REQUIREMENTS OF THE SCHOLARSHIP

In addition to the regular assignments, collaboration, and coaching the Academy has in place, the awardee of this scholarship will be involved in the Learning Forward Foundation communication and support processes. Please consider these responsibilities as you write your application.

During the scholarship implementation years, the recipient will:

- Be committed to the specific roles and responsibilities outlined in the proposal submitted.
- Have or be involved in gaining a working knowledge of Learning Forward's Standards for Professional Learning.
- Provide approved school and district demographic data for two reporting cycles to track evidence of impact during the life of the project. Examples of data include: school and/or district student achievement data, climate data, attendance data, teacher retention and effectiveness data, and community demographics.
- Provide the data listed above to Learning Forward research partners, as requested, for research purposes.
- Provide semi-annual formative written reports to the project lead during each year of the project. The reports will be due on November 30 and June 30. These reports will include benchmark progress on the goals listed in the application as well as impact data, reports on problems of practice from the Academy, and changes in district structures. 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. These reports will also include progress, successes, challenges, and results so far. A template will be provided.
- The final summative report will be due before graduation in the final year of the Academy.
- Provide pictures, artifacts, and interviews to the foundation for publicity purposes.
- Maintain contact with the foundation grant lead for ongoing support and guidance.
- Engage with the Research and Support Committee during touchpoint conversations as scheduled twice a year.
- Share the work of the scholarship project in one of the following ways: Submit a proposal to present your learning at the Learning Forward annual conference in conjunction with the graduation event, write an article or blog about the learning journey, present a webinar or present at a state learning conference.

Directions: Complete all required sections of the application. Submit Sections I, II, III, IV, and VII with the required **letter of support and a copy of the applicant's Academy application** electronically to Victoria Duff at victoria.duff@learningforward.org. If you do not have confirmation of receipt of the application within five days, please contact Victoria Duff at 732-814-2192.

Your scholarship application is activated once we have confirmation you have been accepted in the Learning Forward Academy Class of 2021.

Grant Submission Deadline: March 15, 2019

Grant Award Announcements: May 1, 2019

SECTION I: APPLICANT INFORMATION

Fill in the Word document electronically and save it 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) _____

Preferred Email Address _____ Fax _____

Learning Forward Membership Number _____ How many years? _____
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.

I am applying for then (check all that apply):
- ☐ Stephanie Hirsh Academy Scholarship
- ☐ Learning Forward Foundation School-based Scholarship
- ☐ Learning Forward Foundation District or State-based Scholarship
- ☐ Patsy Hochman Memorial Scholarship (Texas educator preferred)

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: PROPOSAL

Refer to the scoring rubrics at the end of this application for guidance.

1. Briefly describe your work in your school or district and include information about the groups/teams and any other professionals that will support you during the Academy experience. Describe the culture and climate in which you work and any other resources that will assist you in achieving your intended goals.

2. What do you want to accomplish in developing a strong system of professional learning? What are preliminary outcomes? (Outcomes are your desired results that are specific, measurable, and needs-based.)

3. Why are you focused on these outcomes? What data or evidence did you use to identify your outcomes?

4. What evidence do you think you could collect to demonstrate progress toward your outcomes? Consider changes to system and adult practices as well as student outcomes.

5. How will the scholarship support your action plan? How will your district/organization support you in your learning journey and implementation of your goals?

6. **Provide a letter of support from a supervisor or other system educator** who will support your work over the two-and-a-half years.

7. Reminder: Attach a **copy of your application** to Academy 2021.

SECTION IV: ACTION PLAN TEMPLATE

Using the outcomes listed in number 2 of Section III identify 4 – 6 early actions to launch and inform your work to address your problem of practice.

ACTION (What?)	TIMELINE (When complete?)	PERSON RESPONSIBLE (Who?)	RESOURCES NEEDED	RESULTS ANTICIPATED
Ex.: Form study group to study job-embedded professional learning	*Ex.: Jan.-June 2020*	*Ex.: Jose Alvarez*	*Ex.: Books for each participant*	*Ex.: Understand and plan effective professional learning*

SECTION V: LETTER OF SUPPORT

A signed letter of support from the applicant's superintendent or direct workplace supervisor **must** accompany the application. The letter should indicate that the system endorses the proposal, supports the applicant's continuous improvement efforts, and will provide fiscal

support to pay for required travel and lodging expenses for sessions and conferences. The letter must also indicate the supervisor's agreement to provide necessary time to meet all scholarship requirements, including travel to conferences, participation in any touchpoint conversations, and completing documentation.

SECTION VI: STATEMENT OF COMMITMENT

Purpose: This document describes the responsibilities and obligations of the applicant for the Learning Forward Academy Scholarships. All roles and responsibilities outlined in the relevant Application Information document are assumed under this statement of commitment. **Please indicate your acceptance of these responsibilities by checking each box and signing the document at the end.**

Responsibilities upon receiving a scholarship:
I will::

- o Commit to the roles and responsibilities outlined in this Awardee Commitment to the Learning Forward Foundation and the Learning Memorandum of Understanding for scholarship recipients.
- o Commit to an active role as a learner throughout the period of the scholarship.
- o Implement the project as as it developed through the Academy process.
- o Keep accurate records, including project revisions, timelines and data collection.
- o Regularly communicate with the Learning Forward Foundation leads.
- o Prepare and submit required formative reports of progress each year, due in June 30 and November 30. The reports must include updated impact demographic data and changes to job responsibilities.
- o Communicate with an assigned Learning Forward Foundation representative from the Research and Planning Committee for the purpose of two touchpoint conversations each year year in the academy.
- o Participate in formative and summative assessment discussions based on evidence collected throughout the grant/scholarship process.
- o Submit photos, updates, and information as requested by the Learning Forward Foundation.
- o Agree to communicate my learning journey and findings through a Learning Forward venue: conference presentation, webinar, article and/or state conference.
- o Grant Learning Forward and the Learning Forward Foundation full access to proposals, impact data, and work products to share for research and learning purposes.
- o Meet with the Learning Forward Foundation Board at the annual conference each year of the Academy experience.

_____   _____
Signature of Applicant   **Date**
This signed commitment form must accompany the application form.

SECTION VII: 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 submission. Placement of your name on the signature line of this application constitutes your signature and commitment to all elements of this application.

Your application package needs to include the following:
1. Section I – Applicant Information; check all scholarships being applied for
2. Section II – Overview of Project (75 word maximum)
3. Section III – Proposal narrative for each question
4. Section IV – Proposed Action Plan completed
5. Section V – Letter of Support
6. Section VI – Commitment signed

To submit the application materials please send them electronically to Victoria.duff@learningforward.org by **March 15, 2019**. Please use this email address for any questions you may have as you write the application.

Victoria Duff, Vice-Chair, Scholarships and Grants
Learning Forward Foundation
Victoria.duff@learningforward.org
732-814-2192 cell

*If you do not receive confirmation of receipt of materials within five days, contact Victoria Duff.

ABOUT STEPHANIE HIRSH AND PATSY HOCHMAN

The Learning Forward Foundation is able to provide scholarships to honor two special individuals through donations made to specific funds.

The Stephanie Hirsh Academy Scholarship honors Dr. Hirsh's leadership of Learning Forward. Stephanie Hirsh served as executive director from 2008 – 2019 and in the deputy executive director role for the twenty years prior. She is also the founder of the Academy in 1999 and coached the first two Academy classes. She is responsible for the publication of Standards for Professional Learning and the author of many books on professional learning.

The Patsy Hochman Memorial Scholarship was established in her memory. Patsy Hochman grew up with Stephanie Hirsh in Omaha, Nebraska. They both pursued higher education degrees at The University of Texas. Patsy received a BS in Nursing and was recognized throughout Midland, Texas, where she lived for her skill, compassion, and community service. Patsy Hochman was killed by a drunk driver. Her family provides this scholarship in recognition of her leadership and support of all helping professions and to honor the 50-year friendship with Stephanie Hirsh.

SECTION VIII: RUBRIC OUTLINE

Note: This is for reference only. Use this rubric to guide your writing. Do not include this document in your application.

Clear and Complete Document Criteria	Y/N
Application complete, including contact information, proposal, action plan, and signed statement of commitment	
Includes separate letter of support from the applicant's chief executive or direct supervisor and strongly endorses the candidate. The letter contains clear evidence of district support for the candidate's time commitment and travel as well as utilization of learning to improve professional learning and student achievement within the candidate's school and/or district and/or affiliate and /or state or province.	
Includes a copy of the Academy application	

Criteria	Exceptional (5)	Acceptable (3)	Low (0)	Score
Culture and Climate	The description of the culture and climate of the candidate's work environmenl clearly articulates an organization that can support the development of high functioning learning communities and/ or strengthen existing collaborative structures.	The description of the culture and climate of the candidate's work environment shows a basic understanding of effective professional learning practices.	The culture and climate of the applicant's organization does not clearly support professional learning.	
Clearly articulated goals, results, or outcomes	Outcome statements promote explicit, action-oriented mental images of expected behaviors; these behaviors reflect the desired changes of practice shown to be needed by the data, explored in #1. These outcomes are clearly stated (SMART goals) and are measurable.	Outcome statements are clear, simply stated, and measurable, but they do not cite explicit behaviors or changes of practice to be achieved.	Outcome statements are broad and appear more like actions to be taken than results to be achieved.	
Actions aligned with the goals	Specified actions have the potential to achieve the desired outcomes. These actions are based on Learning Forward	While actions are aligned with goals, they do not appear to be derived from Learning Forward standards or research;	The actions do not align with the goals to be achieved. They lack reference to the Learning Forward standards; the action	

	standards and/or current research and reflect effective professional learning practice. The action plan is complete, clear, and logical and reflects an appropriate timeline.	the action plan template lacks specific details and there is minimal evidence of plans to use effective professional learning practices.	plan indicates no planned use of effective professional learning practices.	
Formative evaluation of progress	Reference to specific results is used to guide the assessment of progress; formative evaluation data to be collected and the process for collecting it are detailed in a plan. Applicants clearly specify the need for and use of formative data for assessing progress, as well as a means by which to formulate support for implementing the changes identified for the project.	Reference to anticipated outcomes or results of the change project are not clearly cited in the formative assessment plan. Identification of data to be collected and a plan for doing so are imprecise, and a plan for using the formative data to provide support to those in need of mastering the goals is lacking.	No reference is made to a plan for assessing the degree to which each individual implementer is achieving the goals of the change project or for assessing what data to collect. There appears to be an assumption that the goals are being achieved as a result of simply providing the specified actions.	
Participation in the Academy	The applicant clearly understands the goals of the Academy and the group work involved.	The applicant has outlined the goals of the Academy and has some idea of the work involved.	The applicant has not explained the goals of the Academy and is not aware of the work involved.	
Total Score				