



#### 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 ACADEMY SCHOLARSHIP**

The Learning Forward Foundation Academy Scholarships provide opportunities to develop leaders in professional learning through their participation in the Learning Forward Academy.

The Learning Forward Foundation makes the following scholarships available:

- Stephanie Hirsh Academy Scholarship for Educational Leaders (includes \$500 travel stipend for each of 5 academy sessions)
- Learning Forward Foundation Scholarship for a School-based Leader
- Learning Forward Foundation for a District-based or State/System Education Leader
- Patsy Hochman Scholarship for a School- or District-based Professional Learning Leader.

**You may apply for more than one scholarship classification if you meet the requirements.**

The Learning Forward Foundation provides the funding for one recipient's participation in Learning Forward's Academy for each of the several scholarship classifications. The Learning Forward Academy is a two-and-a-half year learning experience, modeling the organization's vision for professional learning and teamwork 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. Scholarship goals are to provide participants with 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.

**The Stephanie Hirsh Academy Scholarship** will provide the recipients with the \$4120 tuition and a \$500 travel stipend for each of the required five academy sessions. In addition recipients will receive support during the experience from the Foundation over the two-and- a- half year experience. Priority will be given to applicants whose projects are in school systems and/or schools that serve predominantly low income and minority students.

**The Learning Forward Foundation Scholarships and the Patsy Hochman Memorial Academy Scholarship** will provide the school, district or state education leaders with \$4120 for tuition to participate in the Academy experience, as well as Foundation support over the two-and- a- half year experience. Preference for the Patsy Hochman Memorial Scholarship will be given to applicants whose projects are in school systems and schools located in Texas.

These scholarships support recipients for the duration of the two-and-a-half year Learning Forward Academy experience.

Note that a copy of your academy application **must** accompany this submission.

**Directions:** Complete all required sections of this application. Submit Sections I, II, III, IV, and VII with the letter of support electronically to Duncan Wilson at [duncanwilson2121@gmail.com](mailto:duncanwilson2121@gmail.com). If you do not have confirmation of receipt within five days, please contact Duncan Wilson at 914 490-9260.

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, 2020**

**Grant Award Announcements: May 1, 2020**

## 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) \_\_\_\_\_

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

LinkedIN and Twitter:

While not required, please share any social media links that you currently use in your professional practice.

Please do not share personal or family links. \_\_\_\_\_

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 the (Check all that you plan to apply for)

- Stephanie Hirsh Academy Scholarship
- Learning Forward Foundation School-based Scholarship
- Learning Forward Foundation District or State/System--based Scholarship
- Patsy Hochman Memorial Academy Scholarship

## 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 be involved in your proposed project during the academy experience. Describe the culture and climate in which you work and the resources that will assist you in achieving your intended goals. Describe how your school or district currently addresses equity within the system.
2. What do you want to accomplish in developing a strong system of professional learning through this scholarship or grant? What are your intended changes in for professional growth, student growth, and equity? “Outcomes” are your desired results that are specific, measurable, and needs based.
3. Why do you wish to accomplish these outcomes? What data or evidence did you use to identify your outcomes?
4. What evidence do you believe will demonstrate the outcomes have been accomplished? As a result of receiving a scholarship and the learning that will occur during the academy, what changes do you expect to see in educator and student learning? (List specific behavior changes you hope to see as a result of your work.) What challenges might you face in identifying and collecting this evidence?
5. How will the 2 and ½ year involvement in the academy experience support your action plan? In addition to the Academy work, 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 next three years.
7. Attach a copy of your application to Academy 2020.

## SECTION IV: ACTION PLAN TEMPLATE

Using the outcomes listed in number 2 of Section III describe the activities that will move your problem of practice forward.

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<b>ACTION (What?)</b>	<b>TIMELINE (When complete?)</b>	<b>PERSON RESPONSIBLE (Who?)</b>	<b>RESOURCES NEEDED</b>	<b>RESULTS ANTICIPATED</b>
<i>Ex.: Form study group to study job-embedded professional learning</i>	<i>Ex.: Jan.-June 2018</i>	<i>Ex.: Jose Alvarez</i>	<i>Ex.: Books for each participant</i>	<i>Ex.: Understand and plan effective professional learning</i>

## **SECTION V: REQUIREMENTS OF THE SCHOLARSHIP**

In addition to the regular assignments and communication that the academy has in place, the awardee of this scholarship is involved in the following communication and support processes. Specific roles and responsibilities for this scholarship are outlined in the proposal submitted.

During the scholarship implementation years, the recipient will:

- Be committed to the specific roles and responsibilities outlined in proposal submitted.
- Have or be involved in gaining a working knowledge of Learning Forward's Standards for Professional Learning.
- Provide school and district demographic data to track evidence of impact during the life of the project. The data will include information you routinely report to your state education department and to the public.
- 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.
- The final summative report will be due before graduation in the final year of the academy. If appropriate, the report will provide budget details if the monies have been used for any purpose other than to pay academy tuition.
- 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 touch-point conversations as scheduled annually.
- Submit a proposal to present the work and learning of the scholarship at the Learning Forward annual conference in conjunction with the graduation event or write an article about the learning journey or present a webinar.

## **SECTION VI: 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 an evaluation meeting, and completing documentation.

## SECTION VII: 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:***

I will:

- Commit to the roles and responsibilities outlined in the Awardee Commitment to the Learning Forward Foundation (see Application Information).
- Commit to an active role as a learner throughout the period of the scholarship.
- Implement the project as described in the proposal, including timelines and data collection.
- Regularly communicate with the Learning Forward Foundation contact.
- Prepare and submit required formative reports of progress and expenditures each year, due in June 30 and November 30. The reports will include updated impact demographic data.
- Communicate with an assigned Learning Forward Foundation representative from the Research and Planning Committee for the purpose of two Touchpoint conversations each year.
- Participate in formative and summative assessment discussions based on evidence collected throughout the grant/scholarship process.
- Submit photos, updates, and information as requested by the Learning Forward Foundation.
- Agree to communicate your learning journey and findings in Year 2 of the scholarship through a Learning Forward venue: conference presentation, webinar, article.
- Grant Learning Forward full access to proposals and work products to share for research and learning purposes.
- Meet with the Learning Forward Foundation Board at the annual conference.

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**Signature of Applicant**

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**Date**

This signed commitment form must accompany the application form.

## **SECTION VIII: 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.

Your application package needs to include the following:

1. Section I
2. A written statement in response to Section II
3. A completed narrative in response to questions in Section III
4. A completed action plan for Section IV
5. A signed letter of support (Section VI)
6. A signed commitment statement from Section VII

Send all of your application materials as attachments to email messages to the contact below by March 15, 2020.

Duncan Wilson, Vice-Chair, Scholarships and Grants  
Learning Forward  
21 Ridgecrest West  
Scarsdale, NY 10583  
[duncanwilson2121@gmail.com](mailto:duncanwilson2121@gmail.com)  
914 490-9260 cell

**\*If you do not receive confirmation of receipt of materials within five days, contact Duncan Wilson.**



## SECTION IX: RUBRIC OUTLINE

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

<b>Clear and Complete Document Criteria</b>	<b>Y/N</b>
Application complete, including contact information, proposal, action plan, and signed statement of commitment	
Includes separate letter of support	
The support letter is 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.	
Candidate works in Texas (Note: This applies to the Patsy Hochman award only.)	

<b>Criteria</b>	<b>Exceptional (5)</b>	<b>Acceptable (3)</b>	<b>Low (0)</b>	<b>Score</b>
Culture and Climate	The description of the culture and climate of the candidate's work environmental 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 standards and/or current research and reflect effective professional learning practice. The action plan is complete, clear, and	While actions are aligned with goals, they do not appear to be derived from Learning Forward standards or research; the action plan template lacks specific details and there is minimal evidence of plans to use	The actions do not align with the goals to be achieved. They lack reference to the Learning Forward standards; the action plan indicates no planned use of effective professional learning practices.	

	logical and reflects an appropriate timeline.	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.	
Focus on Equity	Specific reference to district or school wide equity vision with clear connections to the project goals and outcomes.	Some connections to district or school wide vision of equity, or a personal commitment to equity that is defined and expressed in the project goals and outcomes.	The project or goals mention equity but with low level alignment to a district or school wide vision of equity.	
<b>Total Score</b>				