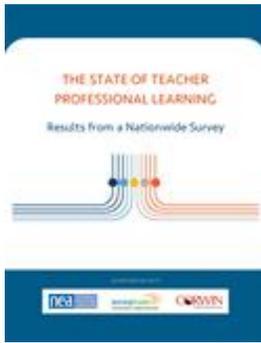


## Learning Forward Reports

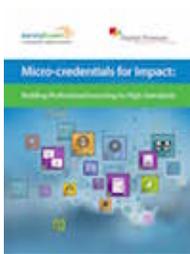
### The State of Teacher Professional Learning



In the interest of starting a national conversation about the type and quality of professional learning teachers experience, Corwin, the National Education Association, and Learning Forward invited teachers nationwide to voice their opinions about their professional learning. More than 6,300 teachers from across the United States responded. The survey is based on Learning Forward's Standards Assessment Inventory, a valid and reliable instrument developed to measure professional learning's alignment with the Standards for Professional Learning.

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### Micro-credentials for Impact: Holding Professional Learning to High Standards

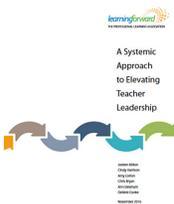


Co-published by Learning Forward and Digital Promise, this paper seeks to chart a course for leveraging a micro-credentialing system to enable more educators to achieve the potential of professional learning. The paper uses the Standards for Professional Learning as a frame to provide guidance to everyone involved in micro-credentials to ensure that learners experience the research-based elements of professional learning essential to achieving ambitious outcomes for students.

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### A Systemic Approach to Elevating Teacher Leadership

*By Joellen Killion, Cindy Harrison, Amy Colton, Chris Bryan, Ann Delehant, and Debbie Cooke*



Created for leaders or leadership teams interested in initiating, expanding or assessing and revising approaches to teacher leadership within schools or school systems, this report offers a set of guiding questions for each of four core components of a systemic approach to teacher leadership.

The report's team of authors, Joellen Killion, Cindy Harrison, Amy Colton, Chris Bryan, Ann Delehant, and Debbie Cooke, emphasize that teacher leadership, to have its greatest impact, must be contextually defined and operationalized within conditions unique to every school district and deeply embedded in the day-to-day work of teachers and administrators.

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## Coaching for Impact: Six Pillars to Create Coaching Roles That Achieve Their Potential to Improve Teaching and Learning

By Learning Forward, the University of Florida Lastinger Center, and Public Impact

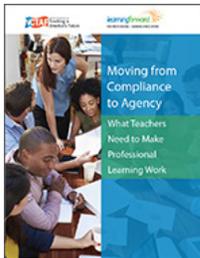


Despite decades of efforts to support teachers with coaching, most teachers still do not get the support they need in their own classrooms. Yet most teachers, including experienced ones, need support to continue to evolve professionally, hone their practice, and use new tools. This support is most powerful when offered routinely and on the job by skilled professionals.

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## Moving from Compliance to Agency: What Teachers Need to Make Professional Learning Work

By Laurie Calvert



Learning Forward and the National Commission on Teaching & America's Future interviewed teachers and school administrators to understand the disconnect between the professional learning that teachers need and want and what they actually experience on the job. Teacher agency emerged as a factor that needs to be elevated in the discourse about professional learning.

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## Lifelong Learners: How Redefining Professional Learning Leads to Stronger Teachers and Improved Student Outcomes



For states and districts looking to help educators better serve their students, high-quality professional learning can have long-term positive impacts on both teacher and student learning. While states and districts have long recognized the value of providing professional learning opportunities, too often these offerings consist of stand-alone, “sit and get” sessions which educators consistently report fail to positively impact their instruction.

In our new report, veteran educators identify the key components of high-quality, effective professional learning and share how schools and districts can provide educators with the opportunities they need, want, and deserve.

[Download the Report](#)

## Students perform better in schools with the highest levels of instructional school leadership and teacher leadership

*New report identifies key leadership variables related to increased student achievement*



**SANTA CRUZ, CA, October 26, 2017** — Students in schools with the highest levels of instructional leadership (school leaders with an instructional focus) and teacher leadership perform at least 10 percentage points higher in both mathematics and English language arts proficiency on their state assessments, when compared to school with the lowest levels. This is according to a report released today by New Teacher Center (NTC), in partnership with Richard Ingersoll of the Consortium for Policy Research in Education at the University of Pennsylvania Graduate School of Education.

The results, derived from NTC’s Teaching, Empowering, Leading, and Learning (TELL) Survey, identify the specific aspects of a leadership model that are most important when it comes to helping students perform better, including:

1. Fostering a shared vision for the school;
2. Providing an effective school improvement team; and
3. Holding teachers to high instructional standards.

**[Download the full report and brief by filling out the form.](#)**