Learning Forward
Community of Practice/Network Strategy

<table>
<thead>
<tr>
<th>Network/Community of Practice</th>
<th>Time Frame</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning School Network:</td>
<td>2010-2015</td>
<td>Fee-based</td>
</tr>
<tr>
<td>Implement continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>improvement cycle to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>improve educator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and student performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Redesign PD Community of Practice (RPDC): | 2014-2017 | Funded by Bill & Melinda Gates Foundation |
| Establish professional learning systems that provide coherent and aligned support to teachers; Establish professional learning systems that consistently measure the impact of educator learning according to Guskey 5 levels |            | |

| Galveston County Learning Leaders: | 2015-2018 | Funded by Houston Endowment |
| Establish professional learning systems that support principal and teacher leadership for improving educator performance |            | |

| Arizona Learning Leaders | 2012-2019 | Funded by American Express Corporation |
| Increase principals' capacities to lead professional learning in their schools |            | |

| Student Success Learning Network (SSLN): | 2017-2018 | Fee-based and/or local funders |
| Establish professional learning systems that improve educator performance in targeted content areas |            | |

| What Matters Now Network (WMN): | 2018 – | Funded by Carnegie Corporation |
| Increase the number of educators who experience job-embedded, team-based professional learning focused on high-quality instructional materials |            | |

| Redesign PD Community of Practice 2.0 (RPDC2): | 2018 – | Fee-based and/or local funder |
| Establish coherent and aligned systems that provide effective professional learning anchored in high-quality instructional materials |            | |

Also can be considered as Networks:
- Affiliates
- Academy
- Coaches Academy
- Participants

Purpose: Establish professional learning systems that improve educator learning and practice and accelerate student learning in our most vulnerable schools by leveraging the power of networks and communities of practice.
A closer look at RPDC, SSLN, TXNSI, and WMN

Fall 2015 – Fall 2017

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
REDESIGN PD COMMUNITY
Bill & Melinda Gates Foundation

Fall 2017 – Fall 2018

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
STUDENT SUCCESS LEARNING NETWORK
Fall 2015 – Fall 2017

Fall 2017 – Present

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
WHAT MATTERS NOW NETWORK
Carnegie Corporation

Fall 2018

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
REDESIGN PD COMMUNITY
District self-funded; WestEd partial funding for 1 district

TX NSI
Bill & Melinda Gates Foundation

Core Elements of a Strong Community/Network

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Detail</th>
</tr>
</thead>
</table>
| 1 Clear focus on shared problem of practice | - Alignment on clearly articulated problem of practice and impact goals shared by all affiliated systems  
- This shared focus and expertise amplifies efforts |
| 2 Active learning through process of inquiry | - Process and support in place to engage in cycle of inquiry to implement improvements, capture key lessons learned, and share best practices |
| 3 Collective ownership | - Partners and hub organization have clear expectations of one another and personal ownership of collaboration process |
| 4 Appropriate mix of partners | - Includes the right mix of committed systems and engaged personnel to actively participate |
| 5 Sufficient commitment to support implementation | - System partners have sufficient dedicated capacity to meaningfully and actively participate; hub has sufficient capability to facilitate |
| 6 An effective structure of governance and decision making | - Systems engage in standard processes that enable continuous improvement and effective decision-making |
### Measuring Success of Communities/Networks

<table>
<thead>
<tr>
<th>Community</th>
<th>Problem of practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function, capacity and capability of the community for learning</td>
<td>Track progress toward solutions to the problem of practice</td>
</tr>
<tr>
<td>Building the capabilities of the system/site teams/individuals to lead change</td>
<td>The lessons and skills learned are scaled</td>
</tr>
<tr>
<td>Level of participation of systems/sites/individuals</td>
<td>Systemic change related to progress on the problem of practice</td>
</tr>
</tbody>
</table>

www.learningforward.org

---

### PL Measurement Approaches, Modified “Guskey Levels”

1. **PD quality**
   - Is the PD well-designed pedagogically?
   - Is it accessible to its intended audience?
   - Is it well aligned to content and quality standards?
   - Do intended outcomes align with our system’s priorities and what our educators need?

2. **Teacher reactions**
   - Did teachers find the PD useful or relevant?
   - Was the content engaging?

3. **Teacher Learning**
   - What skills or knowledge did the teacher acquire/develop?
   - Did a teacher’s attitude change as a result of the PD?

4. **Change in teachers’ practice**
   - Did the PD create a sustained change in teaching practice?
   - What PD efforts have the greatest success in changing practice and what elements do they have in common?

5. **Change in student outcomes**
   - Did the change in practice impact student outcomes?
   - Did the changes drive improvements in some contexts (e.g., schools/subjects and not others)?
   - What other factors could have impacted the outcomes?

RPOC Member Examples: Denver, NYCPS, Long Beach USD

Coherence Examples: Bridgeport, Hillsborough, Loudon

Measurement PoP Examples: Denver, NYCPS, Long Beach USD
The RPDC Learning Cycle & Approach

RPDC was built to drive significant progress against two persistent challenges in professional learning: coherence and measurement.

RPDC 2020: Network Support Example

Shared Benefits: This collaborative effort will lead to the following outcomes:

- Through working collaboratively, sharing knowledge, and engaging in a shared Cycle of inquiry, systems in the PD Redesign Community will make dramatic progress on a critical Problem of Practice.
- As systems in the PD Redesign Community make progress and critical learnings emerge, Learning Forward will share this learning broadly to the field.

Annual Benefits:

- Three two-day convenings for a core team of up to three, including travel and expenses. The convenings are typically in October, December (attached to the Annual Conference), and April.
- Complimentary two-day Learning Forward Annual Conference registrations for the core team and the executive sponsor, with additional special receptions and facilitated networking sessions.
- Face-to-face and virtual governance meetings for one district representative.
- Quarterly coaching calls with RPDC coach.
- Additional coaching/technical assistance calls with Learning Forward staff or partners.
- Quarterly facilitated district accountability partner check-ins.
- Quarterly webinars featuring experts tied to network challenges.
- Comprehensive Learning Forward memberships for core team members.
- Opportunity to be featured in Learning Forward communications and publications.
- Virtual engagement and access to resources through an online community.
- Special invitations to participate in funded research projects and other learning opportunities.
Past Selected RPDC Interim Outcomes

Performance Outcomes
• All districts remain on track according to their performance management plans, with discrete goals for improving their problem of practice.
• All school systems are keeping to their Community commitments per the signed Letter of Agreement.

Process Outcomes
• Accomplishments include: 1) creation and sharing of dozens of new artifacts and processes, 2) growing use of an online community platform for sharing, content hosting, and intra-community communications, 3) establishment of key curriculum and meeting structure through 2017, 4) designing interactive tools to facilitate work of community and promote application of learning by broader education community.

Dissemination Outcomes
• Insights and accomplishments have been disseminated through various Learning Forward communication mediums, including but not limited to blogs, newsletters, and the annual conference. December 2016 Journal for Staff Development (JSD) featured the Community.

RPDC is seeing broad success with clear outcome measures, and we have deep enthusiasm from our participating systems!

RPDC Success in Driving Classroom Through-lines

In nearly every participating district, we can draw a clear through line from the core RPDC work through each level of the organization.

In addition, the use of data to connect each level is prevalent from the central office to the classroom.
An overarching goal of our networks is to grow efficiency and results through “net less work.”

Looking Forward

Creating scalable solutions for systemwide educator and student learning priorities