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**COLLECTIVE RESPONSIBILITY**

“Collective participation advances the goals of a whole school or team as well as those of individuals. Communities of caring, analytic, reflective, and inquiring educators collaborate to learn what is necessary to increase student learning. Within learning communities, members exchange feedback about their practice with one another, visit each other’s classrooms or work settings, and share resources. Learning community members strive to refine their collaboration, communication, and relationship skills to work within and across both internal and external systems to support student learning. They develop norms of collaboration and relational trust and employ processes and structures that unleash expertise and strengthen capacity to analyze, plan, implement, support, and evaluate their practice.”

**Source:** Learning Forward. (2011). *Standards for Professional Learning*, p. 25. Oxford, OH: Author.



# SELECTING *a* DESIGN

Different learning designs require different amounts of trust and organization. Designs also result in different outcomes and may support individual or collective goals to varying degrees. Some are more likely to shift practice, and effective leaders select designs carefully.

Characteristics	Learning design
Shifts practice over time Requires high trust Greater complexity	<ul style="list-style-type: none"> <li>• Lesson study</li> <li>• Analyzing student work</li> <li>• Tuning protocol</li> <li>• Videotaping and analyzing lessons</li> </ul>
Medium results in shifting practice Medium level of trust required Medium complexity	<ul style="list-style-type: none"> <li>• Critical Friends Groups</li> <li>• Designing lessons, assessments, and curriculum maps together</li> <li>• Analyzing student performance data</li> <li>• Peer observations</li> <li>• Action research</li> </ul>
Low yield in shifting practice Low level of trust required Easy to organize	<ul style="list-style-type: none"> <li>• Book studies</li> <li>• Classroom walk-throughs</li> <li>• Case studies</li> <li>• Online learning (such as webinars)</li> </ul>

Adapted from Hirsh, S., Psencik, K., & Brown, F. (2014). *Becoming a learning system*. Oxford, OH: Learning Forward.

**Learn more** ABOUT LEARNING DESIGNS

- See “Net results: Online protocols boost group learning potential” on p. 48.
- Explore the newly published third edition of *Powerful Designs for Professional Learning*, available at [www.learningforward.org/bookstore](http://www.learningforward.org/bookstore).

# How is my learning aligned?

Use the self-assessment below and the statements at right to explore, either on your own or with a team, how effectively individual and collaborative learning is aligned in your context and how that alignment impacts shared priorities.



Feedback from periodic evaluations informs my individual learning.

ALWAYS                                  SOMETIMES                                  NEVER

Feedback from periodic evaluations informs the collaborative learning in which I engage.

ALWAYS                                  SOMETIMES                                  NEVER

Other members of my learning teams know what my individual learning goals are.

ALWAYS                                  SOMETIMES                                  NEVER

Other members of my learning teams help me advance toward individual learning outcomes.

ALWAYS                                  SOMETIMES                                  NEVER

I help other members of my learning teams advance toward their individual learning outcomes.

ALWAYS                                  SOMETIMES                                  NEVER

Our shared team goals are connected to our individual learning goals.

ALWAYS                                  SOMETIMES                                  NEVER

I see a connection between my individual learning goals and school- or systemwide improvement priorities.

ALWAYS                                  SOMETIMES                                  NEVER

My learning teams explicitly make connections between our team goals and school- or systemwide improvement priorities.

ALWAYS                                  SOMETIMES                                  NEVER

The leaders in our school or system have strategies or structures to align our learning goals at the individual, team, school, and system level.

ALWAYS                                  SOMETIMES                                  NEVER

## SEEKING GREATER COHERENCE

Our learning would have a greater impact if we did more:

Empty text box for response.

The professional learning in my context that is most discreet from shared learning goals is:

Empty text box for response.

The individual learning that most profoundly impacts my work is:

Empty text box for response.

The collaborative learning that most profoundly impacts my work is:

Empty text box for response.

The people who can most directly impact the coherence of my learning and my team’s learning are:

Empty text box for response.

I can contribute to greater coherence in my team’s and school’s learning by:

Empty text box for response.

If our learning had greater coherence, the biggest impact on my school would be:

Empty text box for response.