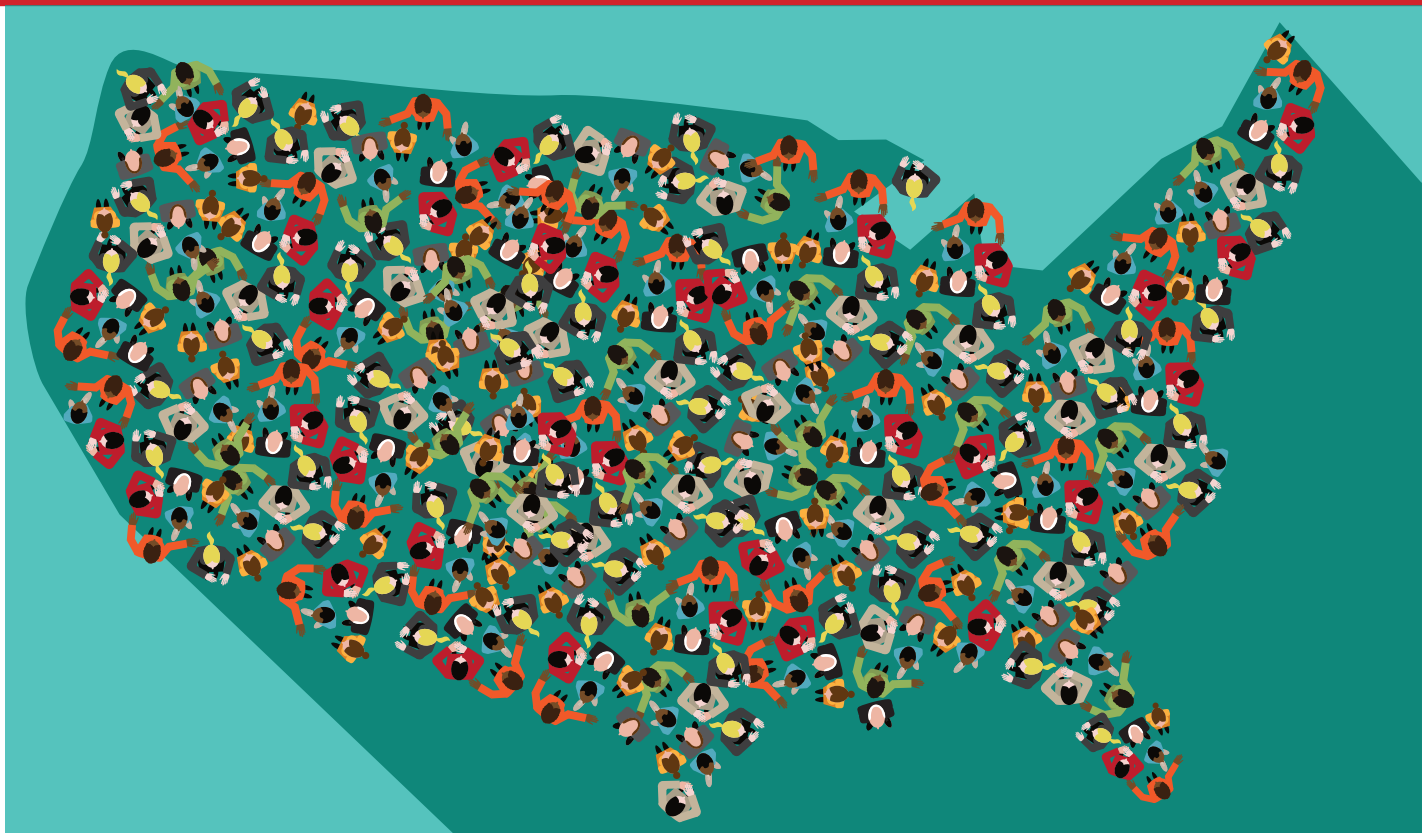


REDESIGN PD COMMUNITY



In December 2015, Learning Forward launched the Redesign PD Community of Practice to support 20 of the nation's leading school districts and charter management organizations in addressing systemwide educator and student learning priorities. The community — which has since grown to 22 districts — engages teams from the districts in identifying their local professional learning challenges and then creating scalable solutions. Learning Forward serves as the facilitator and coordinator of the community, offering expertise and support during face-to-face and virtual meetings.

Over the course of 18 months, district teams in the community of practice engage in continuous improvement cycles to improve

how they manage their professional learning systems, with each team conducting multiple inquiry cycles to propel rapid learning and improvement. Complementing this inquiry work are opportunities to problem solve collectively with other districts in the community.

Since one of Learning Forward's goals for the program is to capture and publish lessons learned to members, stakeholders, and the education community, we thought

it best to provide a one-year update from the field. Here is a snapshot of that work that we hope amplifies the hard work being done, as well as gives members a better understanding of how it aligns with or differs from other systemwide collaborations discussed in this issue of *JSD*.

Learning Forward's
**REDESIGN PD
COMMUNITY
OF PRACTICE**
A REPORT
FROM THE FIELD

▶ BY THE NUMBERS

- **22** school systems
- **> 3,900** schools
- **2.5 million** students
- **> 174,000** certified educators
- **\$500 million to \$1 billion** spent on professional learning
- **11** states represented

OF PRACTICE

LESSONS LEARNED FROM THE FIRST 6 MONTHS OF LEARNING FORWARD'S 18-MONTH, 22-DISTRICT INITIATIVE

22 DISTRICTS

- Aspire Public Schools
- Bridgeport Public Schools, Bridgeport, CT
- Denver Public Schools, Denver, CO
- District of Columbia Public Schools, DC
- Fresno Unified School District, Fresno, CA
- Fulton County Schools, Atlanta, GA
- Guilford County Schools, Greensboro, NC
- Hillsborough County Public Schools, Tampa, FL
- Jefferson County Public Schools, Golden, CO
- Knox County Schools, Barbourville, KY
- Lake County Schools, Tavares, FL
- Long Beach Unified School District, Long Beach, CA
- Loudon County Public Schools, Ashburn, VA
- Metro Nashville Public Schools, Nashville, TN
- New Haven Public Schools, New Haven, CT
- New York City Public Schools, New York, NY
- Pittsburgh Public Schools, Pittsburgh, PA
- Prince George's County Public Schools, Upper Marlboro, MD
- Riverside Unified School District, Riverside, CA
- Shelby County Unified School District, Memphis, TN
- Syracuse City School District, Syracuse, NY
- Tulsa Public Schools, Tulsa, OK

PROBLEMS OF PRACTICE

Each system selects one of two problems of practice as its focus.

MEASURING IMPACT	ENSURING COHERENCE / RELEVANCE
HOW DO WE MEASURE the impact of professional learning experiences on teacher practice in formative and summative ways to inform teacher, school, and system decisions to drive continuous improvement?	HOW DO WE ENSURE that decisions made at the central office, school, and teacher level ensure both a coherent and relevant learning experience for teachers that improves their practice?
DISTRICTS: Denver (CO) Fresno USD (CA) Fulton County (GA) Jefferson County (CO) Lake County (FL) Long Beach (CA) New Haven (CT) New York City (NY) Prince George's County (MD) Riverside (CA) Syracuse (NY)	DISTRICTS: Aspire (Charter management organization) Bridgeport (CT) District of Columbia Guilford County (NC) Hillsborough (FL) Knox County (TN) Loudon County (TN) Metro Nashville (TN) Pittsburgh (PA) Shelby Unified (TN) Tulsa (OK)

► **"We want to focus on leveraging resources to reach each and every teacher with the support they need."**

— Nakia Hardy,
 chief academic officer,
 Guilford County
 Schools

