



Finding Your Path

A Navigation Tool for Scaling
Personalized, Competency-Based Learning



Photo by Allison Shelley for EDUimages.

Introduction

The way teachers teach and students learn is shifting to be more personalized and competency-based – and learning communities across the country are working to ensure these changes are systemic, sustainable and ensure equitable, future-ready outcomes for all learners.

This resource is designed to help learning communities understand the conditions for sustainable systems change and to develop and advance a strategic plan for district-wide transformation to personalized, competency-based learning.

Across **12 conditions necessary for systemic change**, the Navigation Tool for Scaling Personalized, Competency-Based Learning explores:

- » System-level competencies aligned to learning targets that inform strategic action planning, professional development and community engagement goals
- » Guiding questions for educators, administrators and learners to help uncover progress and areas of growth for alignment toward equitable, systemic transformation
- » Examples of progress to look for across all areas of the system, from the classroom- to the community-level

Aligned Systems for Equitable Outcomes

12 Conditions for Scaling Personalized, Competency-Based Learning

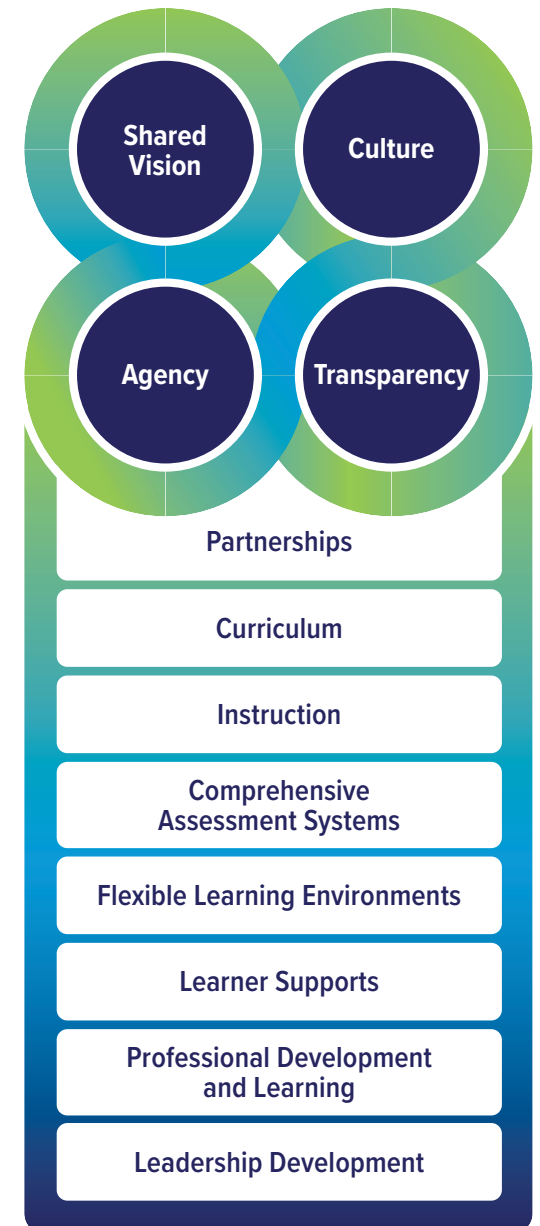




Photo by Allison Shelley/The Verbatim Agency for EDUimages.



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A photograph of three diverse children in a library setting. A boy with glasses and a red striped shirt is pointing at a tablet held by a girl in a white cardigan. Another girl in a pink and blue striped shirt is looking at the tablet. The background shows bookshelves. A large teal circular graphic is overlaid on the bottom half of the image.

TOGETHER
we can create systemic,
human-centered change

At KnowledgeWorks, we believe personalized, competency-based learning is the **most equitable approach to personalizing learning for each child** and does what we have long needed our education system to do: **meet the needs of each learner**.

While personalized learning can exist at the classroom-level, competency-based education is a systemic approach to ensuring personalization across a state or district. Personalized, competency-based learning focuses on equitable opportunities and outcomes, whole child development and preparing learners for an uncertain future. It is rooted in the belief that all children can learn at high levels and the shared vision each community must create about what they want their learners to know and be able to do.

What is Personalized, Competency-Based Learning?

Personalized, competency-based learning centers each students' strengths, needs and interests and provides differentiated supports and ways to demonstrate what they know and know how to do, ensuring each learner graduates ready for what's next.

In a personalized, competency-based learning environment:

- » Students daily make important decisions about their learning experiences, how they will create and apply knowledge and how they will demonstrate their learning
- » Assessment is a meaningful, positive and empowering learning experience for students that yields timely, relevant and actionable evidence
- » Students receive timely, differentiated support based on their individual learning needs
- » Students progress based on evidence of mastery or competency, not seat time
- » Students learn actively by using different pathways and varied pacing
- » Strategies to ensure equity are embedded in the culture, structure and pedagogy of schools and education systems
- » Rigorous, common expectations for learning are explicit, transparent, measurable and transferable

Source: Aurora Institute

Conditions for Scaling Personalized, Competency-Based Learning

Systems-level reflection and action planning provides the foundation for learning communities to develop their own path toward aligned, sustainable transformation. Through research with districts across the country who are working to scale personalized learning systems, KnowledgeWorks has identified 12 conditions that must be refined and aligned toward the shared vision for teaching and learning.

To effectively move systemic transformation forward, **learning communities must prioritize work** on their shared vision, learning community culture, collective and individual agency and transparency.

SHARED VISION

A shared vision unifies the learning community's commitment toward a common purpose, ensuring ownership through collective decision-making and accountability. An aligned and collaborative strategic planning process allows each person to understand their role in achieving equitable outcomes for each learner.

CULTURE

Culture is a set of collective behaviors, beliefs and values that drive transformation toward the shared vision. In a personalized, competency-based system, the culture is built on relationships and sustained around expectations of innovative mindsets, inclusivity, celebrations of growth and continuous improvement at all levels of the system.

AGENCY

Agency grows from a culture of trust that enables individuals to have a voice in achieving the shared vision. The learning community operates within a unified capacity to overcome challenges and continuously improve through collective decision-making and shared accountability.

TRANSPARENCY

Transparency builds inclusivity and trust through common language, shared decision-making and accountability that are visible and accessible by all members of the learning community.

PARTNERSHIPS

Partnerships develop more inclusive and diverse opportunities for how learners pursue their learning goals and demonstrate what they learn. Connections made through strategic partnerships and networks ensure the sustainability of the learning community's shared vision.

CURRICULUM

The curriculum drives the learning and equitable outcomes. The transparent, guaranteed and viable learning continuum recognizes students for the assets they already possess and encourages them to develop their interests and talents.

INSTRUCTION

Instruction is centered around the learner experience. Educators and learners are partners in instructional design and delivery, creating personalized paths through which learners are engaged and empowered in the learning process.

COMPREHENSIVE ASSESSMENT SYSTEM

The comprehensive assessment system is aligned to the learning continuum to ensure equitable outcomes for all learners, cultivating learner ownership through personalization.

FLEXIBLE LEARNING ENVIRONMENTS

Cultivating flexible learning environments empowers learner agency and ownership of how, when and where they learn.

LEARNER SUPPORTS

Learning is centered around the whole child with equitable access to a system of personalized supports, providing each child what they need to be successful, when they need it.

PROFESSIONAL DEVELOPMENT AND LEARNING

The professional development plan, based on personalized educator needs and preferences, fosters a system-wide culture of collaboration, making continuous improvement cycles a reality in service of the learners and the shared vision.

LEADERSHIP DEVELOPMENT

Through capacity-building strategies and continuous improvement cycles, leadership development grows the collective efficacy of the learning community to cultivate shared accountability and growth in leading for equity in order to execute the shared vision.

Navigating Systemic Change to Personalized, Competency-Based Learning

Beginning with a shared vision for teaching and learning – and shared accountability for achieving the vision – this tool helps learning communities develop a strategic action plan for systemic change with a focus on collective efficacy, leadership development, community engagement and building agency for all learners, including educators. Through cycles of reflection, goal-setting and continuous improvement, KnowledgeWorks supports local teams as they work to align action across the 12 conditions necessary for scaling personalized, competency-based learning.



Shared Vision

Ensure community-wide commitment and accountability to the learning community's vision for preparing all learners for the future.



Reflect and Listen

Through inclusive learner, educator and community engagement, identify strengths and opportunities for growth and/or alignment across each systemic competency.



Set Goals

Creates strategic plans, sets targets for growth and prioritizes for momentum.



Learn and Improve

Measure progress and adjust actions toward equitable outcomes.

How to Use This Resource

Reference **system-level competencies and learning targets** for each district condition to inform strategic action planning, professional development and community engagement goals. With guidance from KnowledgeWorks, learning communities can engage in collaborative goal-setting for short- and long-term outcomes along the following progression toward transformation:

ESTABLISHING

Members of the learning community are beginning the learning for the competency by acquiring an awareness-level of the knowledge, skills and/or dispositions required for the competency.

DEVELOPING

The learning community is working toward mastery of the competency by practicing the more rigorous learning of the knowledge, skills and/or dispositions required for the competency.

OPERATIONALIZING

The learning community has systemic evidence that demonstrates mastery of the knowledge, skills and/or dispositions required for the competency.

REFINING

When the learning community has operationalized systemic change in any competency across the conditions, collaborative continuous improvement and refinement of the system must endure.

For details on the implementation progression for continuous improvement, see the Continuous Improvement Competency on page 18.

Use **guiding questions** and **possible practices to look for** – embedded within each district condition – to help uncover progress and areas of growth for alignment toward equitable systemic transformation.

Check the helpful resources section for links to recommended supportive resources and tools to further inform thinking across the conditions for scaling personalized, competency-based learning.



Photo by Allison Shelley for EDUimages.



Shared Vision

A shared vision unifies the learning community's commitment toward a common purpose, ensuring ownership through collective decision-making and accountability. An aligned and collaborative strategic planning process allows each person to understand their role in achieving equitable outcomes for each learner.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

- » What is the district's shared vision? How was the vision created?
- » Tell about your strategic plan. What are the district's current priorities or goals that align to the vision?
- » When it comes to the vision, what is your role?
- » Are the vision and strategic plan driven by data? What is the evidence?
- » Is decision-making across the district aligned to the shared vision and strategic plan? What is the evidence?

Questions for Learners

- » Can you tell me about your school's/district's shared vision? What does it mean to you?

Questions for Equity

- » Who is the shared vision and strategic plan for?
- » Do the shared vision and strategic plan serve all students?

EQUITY-DRIVEN

Learning communities will create an equity-driven shared vision that drives decision-making at all levels of the system

ESTABLISHING

Examine the current district data story, practices and beliefs, including how it has impacted historically marginalized populations, to establish purpose of shared vision

The learning community recognizes that moving toward personalized, competency-based learning requires deep examination of assumptions, beliefs and practices, as well as clarity of purpose and action in the formation of a new vision

Possible practices to look for:

- *Processes and procedures to examine and make meaning of the data to identify inequitable outcomes and practices*
- *Learning community members can communicate their individual and collective “why”*
- *Evidence that the learning community has reflected on individual and collective beliefs, values and assumptions*

DEVELOPING

Exposed inequities guide the process for creation of a shared vision; the learning community and its partners use a collaborative process of building an equity-driven shared vision

There is collective commitment to the co-created shared vision

Possible practices to look for:

- *Variety of opportunities for all learning community members to participate in the development of the shared vision*
- *Representatives from across the learning community can speak to their contributions in the process*
- *Evidence that the shared vision is driven by data in service of equitable outcomes*

OPERATIONALIZING

The shared vision provides context for data-driven decision-making at all levels of the learning community through the implementation of a strategic plan

Each member of the learning community and its partners can articulate the shared vision, the intention of the shared vision and their role in the vision; the learning community holds themselves and each other accountable for the equitable outcomes of the shared vision

Possible practices to look for:

- *The focus on the vision is evident in community conversations and behaviors*
- *Learning community members feel comfortable taking action toward the shared vision*
- *Evidence of decisions being made based on alignment to the shared vision*

STRATEGIC PLANNING

Learning communities will develop and implement a community-owned strategic plan that supports the equity-driven shared vision

ESTABLISHING

The strategic planning process is championed by district leaders and leaders have an understanding of the plan

Begins to connect the strategic plan to the shared vision

Possible practices to look for:

- Learning community leaders communicate the design and rationale for the strategic plan
- Evidence that pieces of the strategic plan are in alignment with the shared vision

DEVELOPING

Representatives of the learning community give input in a collaborative process on the strategic design

The strategic plan is aligned to the shared vision

Gather, examine and make meaning of data related to the strategic plan

Possible practices to look for:

- Variety of opportunities for all learning community members to participate in the development of the strategic plan
- Representatives from diverse stakeholder groups can speak to their contributions in the process
- Evidence of alignment between the strategic plan and shared vision

OPERATIONALIZING

The shared vision and strategic plan are aligned and are the primary lenses through which all learning community members make decisions and view successes and opportunities for improvement

Possible practices to look for:

- The focus on the shared vision and strategic plan is evident in all decision-making

KINDNESS





Culture

Culture is a set of collective behaviors, beliefs and values that drive transformation toward the shared vision. In a personalized, competency-based system, the culture is built on relationships and sustained around expectations of innovative mindsets, inclusivity, celebrations of growth and continuous improvement at all levels of the system.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

- » How does the culture build and sustain a growth mindset?
- » How can you describe connections between the shared vision and the culture?
- » How would you describe the culture of the learning community?
- » How does your school/district use data to continuously improve trust, inclusivity and belonging?
- » How do celebrations reflect the values and beliefs of the learning community?

Questions for Learners

- » How are you celebrated in your learning community? How do you celebrate others in the learning community?
- » Describe how you use your interests and assets in the learning process.
- » Why do you come to school?
- » How would you describe the culture of your school?

Questions for Equity

- » How does the learning community ensure all students feel they are valued and belong here?
- » Are family cultures seen as an asset in the learning community? How?

CULTURE OF INNOVATION

Learning communities will foster a culture of innovation through safe, inclusive environments

ESTABLISHING

The learning community is learning how to move from a culture of compliance to a culture of innovation where risk-taking and resilience are valued

Pockets of innovative problem-solving exist and are celebrated

Possible practices to look for:

- Risk-taking is modeled and encouraged throughout the learning community
- Mindset is a focus area; learning opportunities such as book studies, workshops, etc. are offered for adults and students

DEVELOPING

The learning community creates a safe space for innovation where risk-taking and resilience are encouraged; individuals are learning about their role in the culture of innovation in order to collectively shift the system

Possible practices to look for:

- Learning community members feel trusted and supported to try new things
- Failure is seen as an important part of the learning process
- Community members can describe their role in developing and sustaining an innovative culture

OPERATIONALIZING

A culture of innovation with reflective cycles to achieve the shared vision is embedded in the learning community

Possible practices to look for:

- Learning community members describe their culture as innovative and can provide evidence of innovative practices
- Risk-taking is prioritized and celebrated throughout the learning community
- District decisions and practices reflect innovative beliefs and values

RELATIONSHIPS

Learning communities will cultivate and sustain authentic relationships through inclusivity, belonging and connectedness

ESTABLISHING

Opportunities exist for individuals to learn about trust, inclusivity, belonging and social and emotional practices

Possible practices to look for:

- *Able to share status on relationship data at adult- and student-levels*
- *Professional learning plans show dedicated time for adults and students to learn about trust, inclusivity, social and emotional practices, etc.*

DEVELOPING

Learning community prioritizes healthy and inclusive relationships and creates a strategy to monitor them

Strategies exist for learning community members to discuss and reflect on unique passions, talents, preferences, interests, strengths and areas for growth

Procedures in place to collectively analyze climate and belonging data

Possible practices to look for:

- *Opportunities and protocols in place for all members of the learning community to practice self/social awareness through strategies such as morning meetings, advisory, restorative practices, etc.*
- *Relationship data guides decision-making and continuous improvement*
- *Members of the learning community can describe the levels of trust, belonging, etc., using evidence*

OPERATIONALIZING

Use of climate and connectedness data cycles to inform, adjust and modify structures and approaches to relationships in order to meet desired outcomes

Processes are in place for the learning community to apply their strong sense of self, building positive personal and cultural identities, leading to greater empathy and collective efficacy

Possible practices to look for:

- *Inclusivity, belonging and trust data is a priority and embedded in continuous improvement cycles*
- *Data shows learning community members feel they belong to a trusting, inclusive environment*
- *Data shows learning community members value diversity and feel confident bringing their true selves to the learning community*
- *Evidence that procedures, practices and decisions are adjusted based on data*

CULTURE OF CONTINUOUS IMPROVEMENT

Learning communities will demonstrate the ability to sustain a culture of learning, reflecting and adjusting

ESTABLISHING

Continuous improvement practices exist in pockets

Establishes opportunities to learn about continuous improvement tools and processes

Possible practices to look for:

- District professional learning focus on continuous improvement processes and tools
- Progress monitoring/data tracking occurs through state testing, surveys, etc.

DEVELOPING

Continuous improvement tools and processes have been adopted and are practiced at the district-, school- and classroom-levels

Possible practices to look for:

- Learning community members practice using continuous improvement tools such as key driver diagrams, PDSA cycles, etc. to set goals, monitor progress and adjust plans
- Support for continuous improvement tools and practices exists through PD, office hours, etc.

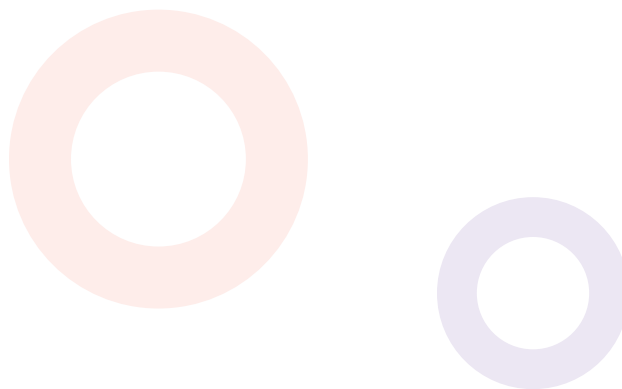
OPERATIONALIZING

Systemically uses continuous improvement tools and processes at all levels of the organization

Actions are taken to learn from and adjust based on the continuous improvement tools and processes

Possible practices to look for:

- Continuous improvement is a core value across the learning community, demonstrated by mindset, behaviors and language
- Systemic celebrations of growth and improvement
- Continuous improvement tools and processes are embedded in on-boarding structures, professional learning, etc.



CELEBRATIONS

Learning communities will demonstrate the ability to embed celebrations as a way to honor individual and collective growth toward the shared vision

ESTABLISHING

Celebrations exist around traditional achievement measures; leadership teams determine achievement measures

Possible practices to look for:

- *Adults and students are recognized for sports, academics, extracurriculars, etc. based on adult recommendations or criteria*

DEVELOPING

Celebrations are aligned to goals and growth measures for adult and student learners as well as the collective whole

The learning community works together to determine the growth measures

Possible practices to look for:

- *Learning community members co-construct processes and criteria for celebrating individual and collective growth*

OPERATIONALIZING

There is an inclusive system in place to celebrate the growth of the learning community as a whole, honoring progress toward the shared vision

Possible practices to look for:

- *Individual and collective celebrations reflect the beliefs and values of all members of the learning community*
- *Learning community members can communicate how celebrations align to the shared vision*

Agency

Agency grows from a culture of trust that enables individuals to have a voice in achieving the shared vision. The learning community operates within a unified capacity to overcome challenges and continuously improve through collective decision-making and shared accountability.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

- » Are individual and collective goals aligned to the shared vision and strategic plan? What is the evidence?
- » What processes are in place for individual goal-setting throughout the learning community?
- » How is data used to measure progress against goals? How are members of the learning community guided in data conversations?
- » Are individual goals made transparent for purposes of collaboration, relevant feedback, etc.?
- » In what ways are members of the learning community given a voice in decision-making? Are these processes widely known/understood?
- » Are the voices of learning community members used in making decisions?
- » How do individuals have opportunities to develop resilience by learning from their own mistakes and successes as well as those of peers and leaders?

- » Do educators/leaders see themselves as valued members of a larger community who share responsibility and accountability? What is the evidence?
- » Do learning community members believe that they can work together to have a collective impact on student and community success? What is the evidence?

Questions for Learners

- » How do individual learners have opportunities to develop resilience by learning from their own mistakes and successes as well as those of peers?
- » Are learners given opportunities to set personal and academic goals? How are these opportunities embedded within the school day?
- » How are learners taught to monitor progress against their goals and make data-informed decisions?
- » Do learners believe their ideas have value and that others within the learning community will listen?

- » Do learners believe they have the skills to make wise decisions and trust that their voice is reflected within educator/leader decision-making?
- » Do learners see themselves as valued and accepted parts of a larger community who share responsibility and accountability?

Questions for Equity

- » How does the goal setting process account for equity?
- » What processes are in place to lift up the voices of all members of the learning community?
- » Are strategies employed to learn whether members of the learning community feel their voice is valued in decision making?
- » How are all members of the learning community shown that they are valued parts of the collective whole?
- » Are processes in place to foster individual and collective advocacy skills?
- » What processes exist to examine systemic practices for the purpose of illuminating and addressing inequity?

GOAL SETTING

Learning communities will cultivate a personalized goal-setting system that prioritizes growth and improvement through feedback

ESTABLISHING

Short- and long-term goals are individually set based on district evaluation and accountability measures

Recognizes the need for a common goal-setting and monitoring process across the learning community

Collective belief that goal-setting is a critical tool in the transformation to personalized, competency-based learning

Possible practices to look for:

- Evidence of individual goal-setting tied to district evaluation system
- Learning community members report the need for a goal-setting process aligned to the district vision and strategic plan

DEVELOPING

Common processes exist in pockets for the identification of short- and long-term goals, connected to the shared vision and strategic plan

Strategies exist to reflect on progress against goals at the classroom-, building- and/or district-level

Possible practices to look for:

- Written district and/or school plan for goal-setting with clear alignment to shared vision and strategic plan
- Learning community members can articulate the value of goals and reflection strategies
- Evidence of goal tracking and reflective practices (e.g., data wall, data folders, data conversations)

OPERATIONALIZING

Systemic processes are in place for individuals to set short- and long-term goals, based on needs and preferences, that are aligned to the shared vision and strategic plan

Progress is measured against goals through data, feedback and reflection, supporting a continuous improvement loop

Possible practices to look for:

- Goals are shared with peers, colleagues and community members that collect and value feedback
- Learning community members solicit and value feedback
- Learning community members actively engage in a cycle of continuous improvement

VOICE

Learning communities will cultivate a system based on shared decision-making and accountability

ESTABLISHING

Input and feedback are collected from the learning community with limited impact on decision-making

Possible practices to look for:

- Solicitation of input and feedback (surveys, community meetings, focus groups, etc.)
- Collects data on current methods to gather learning community input and feedback
- Collects data on learning community's perception of trust, clarity and voice in decision-making

DEVELOPING

Processes to include learning community member voice in decision-making are practiced throughout the learning community

Possible practices to look for:

- Evidence that input and feedback are used to inform decision-making
- Input and feedback are made transparent
- Practices and adjusts methods to gather and communicate learning community input and feedback
- Practices and adjusts methods for incorporating input/feedback into decision-making process
- Practices and adjusts methods for communicating decisions and rationale for decisions to all members of the learning community

OPERATIONALIZING

Systems are in place for learning community members to use their voice in collectively making meaningful decisions and sharing responsibility for outcomes

Possible practices to look for:

- Learning community members report that their opinion is solicited and valued in collective decision-making
- Learning community members know the processes and outlets for making their voices heard
- Learning community members show commitment to collective voice through language, behaviors, etc.
- Transparent feedback loops that include all learning community voices (opportunities for input prior to and after decisions/actions)
- Processes to share feedback and rationale for decisions/actions taken
- Learning community members show commitment to collective decisions/actions through language, behaviors, etc.
- Processes to measure the trust, clarity and shared accountability of the system

COLLECTIVE EFFICACY

Learning communities will cultivate a belief in their collective ability to realize levels of impact that make the greatest difference to the outcomes for all learners

ESTABLISHING

Individuals have opportunities to observe and reflect with each other around successes, mistakes and struggles, beginning to work on resiliency

Creating a space to allow learning community members to learn about and practice the components of effective relationships (see culture) to build trust and belief in one another

Possible practices to look for:

- Opportunities exist for learning community members to come together and learn from/with each other in a collaborative, safe space
- Relationship-building is embedded within district and school collaborative practices (meetings, professional development, retreats, etc.)

DEVELOPING

Growing connections, belief in one another and resiliency through meaningful professional collaboration, problem-solving and decision-making that focus on the impacts and effects of all learners

Learning community moves beyond a culture of compliance to a collaborative culture where members feel emotionally safe and socially connected

Possible practices to look for:

- Collaborative opportunities are focused on decision-making and problem-solving in service of learning community goals
- Learning community members report that their voices are heard and they feel safe to share and contribute

OPERATIONALIZING

The learning community believes and values its collective capacity to demonstrate resilience and overcome challenges in order to realize levels of impact that make the greatest difference to the outcomes for all learners

Possible practices to look for:

- Learning community members can speak to and believe in their role in making a collective impact
- Learning community members trust and respect each other's contributions
- Learning community members can describe challenges they have collectively overcome in support of their greater goal



Transparency

Transparency builds inclusivity and trust through common language, shared decision-making and accountability that are visible and accessible by all members of the learning community.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

- » Do all members of the learning community understand what personalized, competency-based learning means for their system? Has a common language around personalized, competency-based learning been developed? What are some examples of language used across the system, and does the learning community understand what it means?
- » How do you communicate with members of the learning community (district and site)? Do members feel included when it comes to communication? Is the communication strategically aligned to the district vision and goals?
- » How are learning community processes and procedures developed? Do all members know how and where to access processes and procedures?
- » How are strategic decisions made for the district/site?
- » How are learning community members included in the decision-making process?
- » What feedback loops are in place for members of the learning community?
- » Do members of the learning community share accountability for the decisions made? How do you know?

Questions for Learners

- » What are some common terms/ideas you hear around the school/district? What do they mean?
- » How do you know when decisions are made at your school/district? Do you know how decisions are made at your school/district? How are you included in decision-making?
- » Can you name a few processes or procedures that exist at school/district? Who created those processes and procedures? How are learners included in the development of processes and procedures used in the district/school?
- » What types of opportunities do you have to provide input or feedback on decisions at the school and district?

Questions for Equity

- » Is language inclusive of all members of the learning community? How have you made common terms/ideas accessible to all members of the learning community?
- » How is communication clear and easily accessible to all learning community groups?
- » How do you ensure all members of the learning community have the opportunity to engage in the development and revision of district processes and procedures?
- » Who makes decisions in the learning community? Whose voice is missing from the decision-making process?

COMMON LANGUAGE

Learning communities will utilize common language that contributes to alignment, buy-in and meeting strategic goals

ESTABLISHING

The district recognizes the need for common language around strategic initiatives; pockets of common language for systems alignment exist

Possible practices to look for:

- *Small groups (grade levels, buildings, committees, etc.) share a common language*
- *District identifies that different language is used across the learning community*

DEVELOPING

Learning community members work collectively to identify common language and come to consensus on common terms and definitions that align to strategic initiatives

Possible practices to look for:

- *Strategies to audit of current language and alignment/ misalignment*
- *Gathering feedback around preferred language and alignment*
- *Bringing learning community members together to build consensus*

OPERATIONALIZING

Common language (including operational definitions) contributes to systems alignment, learning community commitment and success with meeting the strategic initiatives, goals and outcomes

Possible practices to look for:

- *All members of learning community can speak clearly to the portrait of a graduate, shared vision and mission*
- *Shared vocabulary/terms come through in daily conversation*
- *Visuals throughout district and within buildings represent common terms*
- *Language is common across shared vision, portrait of a graduate, strategic plan, etc.*

COMMUNICATION

Learning communities will utilize a system of inclusive communication

ESTABLISHING

Communication and engagement are generally one-directional, flowing from district leaders to schools and community members

Information is available to those who are able to access the district-led communication and engagement strategies

Possible practices to look for:

- Information is located online and/or disseminated through email or paper copy

DEVELOPING

Pockets of district messaging and communication activities are aligned to the shared vision and strategic plan; data is collected to determine effectiveness of communication throughout the learning community

For the purposes of building shared accountability for the vision, the learning community practices communication using feedback loops

Possible practices to look for:

- Data on the effectiveness of various communication methods
- Feedback loops implemented at classroom-, building- and district-levels

OPERATIONALIZING

A strategic communications plan is implemented, regularly adjusted and inclusive of all learning community groups; communication is clear and easily accessible to all learning community groups

Communication flows throughout the learning community where all members are acknowledged; feedback loops are in place to foster inclusive communication and engagement, building trust and confidence

Possible practices to look for:

- Communication plan is on a data-driven cycle of revision
- Communication is accessible to all members of the learning community through various modes (based on data)
- Processes to measure trust, confidence and engagement



PROCESSES AND PROCEDURES

Learning communities will implement inclusive processes and procedures that move the system toward realizing the equity-driven shared vision

ESTABLISHING

District processes and procedures exist resulting in a culture of compliance

Possible practices to look for:

- *Processes and procedures are made available through leadership team development*

DEVELOPING

To grow transparency, agency and procedural efficiency, the learning community practices using voice to design shared processes and procedures

Possible practices to look for:

- *Methods to gather learning community input and feedback*
- *Strategies to co-construct processes and procedures with learning community members*

OPERATIONALIZING

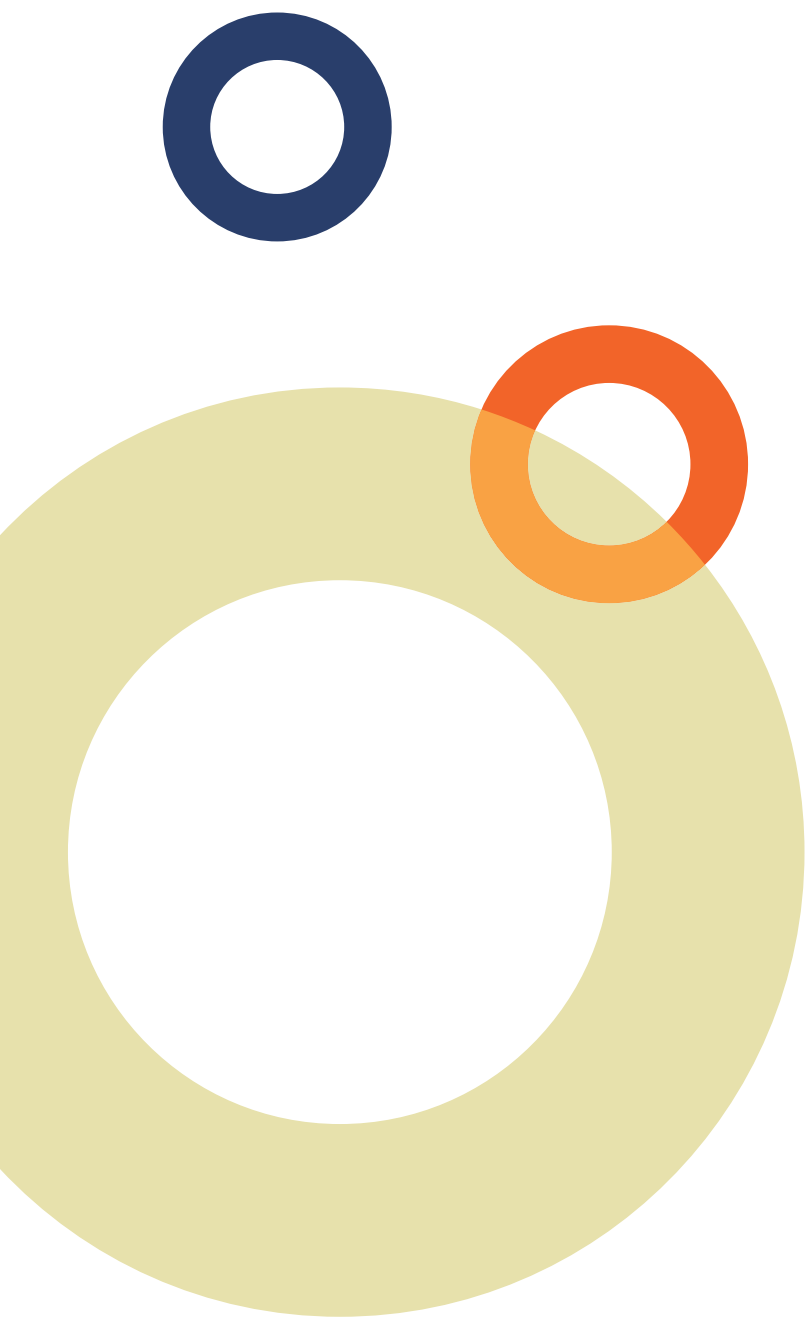
Inclusive processes and procedures are embedded in the district culture, activating agency and fostering trust in the system

Possible practices to look for:

- *Revision cycles are in place; processes and procedures are adjusted based on learning community input and feedback*
- *Processes and procedures reflect the values of the learning community*
- *Rationale for processes and procedures is transparent*



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Partnerships

Partnerships develop more inclusive and diverse opportunities for how learners pursue their learning goals and demonstrate what they learn. Connections made through strategic partnerships and networks ensure the sustainability of the learning community's shared vision.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

- » What impact can community partnerships have and how are we nourishing strategic relationships?
- » What practices exist to regularly engage community partners in strategic planning?

Questions for Learners

- » What opportunities exist for you to design flexible learning opportunities that leverage partnerships with individuals and organizations outside of the school district?
- » Has your school helped you develop connections and relationships with caring adults outside of school?

Questions for Equity

- » In what ways do partnerships create equitable access to culturally responsive, extended learning opportunities?
- » How does the district ensure all learners, especially historically marginalized learners, develop social capital and networks that align with their interests and goals?

TYPES OF PARTNERSHIPS

Learning communities will design and sustain strategic partnerships that develop personalized learning opportunities for all learners

ESTABLISHING

Connections between the learning community and community organizations, local industry and higher education institutions exist through roles based on classroom needs

Possible practices to look for:

- The learning community identifies learning partnerships throughout the community
- Sponsorships, field trips, fundraisers, internships, externships, learning and capital projects, committee participation, etc.
- Community is engaged in identifying potential partners such as higher education, community-based organizations, business and industry, non-profit sector, faith-based organizations, etc.

DEVELOPING

The learning community practices cultivating partnerships in alignment with its vision, strategic plan, learner needs and workforce development needs of the region

Possible practices to look for:

- Learning communities invite community stakeholders / partnerships to school environments to share in learning
- Community partnerships aligned to academic pathways
- Partnerships provide insights into inner workings of community-based organizations
- Commitments are made by community partners to support competencies

OPERATIONALIZING

Structures and processes are in place for ongoing community partnerships' development and sustainability in alignment with the district's vision, strategic plan and the development of relevant learning opportunities inside and outside of the classroom

Possible practices to look for:

- Learning communities make space for relationship development (i.e. higher education, community-based organizations, non profit sector, private businesses, etc.)
- Clear roles and responsibilities for each stakeholder group
- The learning community inspires partnerships based on learners' needs and aspirations
- Partnerships available to learners at all levels
- Partnerships inspire learning opportunities both in and out of school

NETWORKS

Learning communities will connect educators and learners with professional and social networks that support growth and aspirations, individually and/or across the community

ESTABLISHING

Pockets of opportunities exist for learners to establish connections that foster career-readiness and workforce development, influencing goals and interests

Possible practices to look for:

- Community networks are identified
- School and community networks are introduced and aligned to shared vision
- Communication and amplification strategies of available networks are identified

DEVELOPING

Common processes are practiced, connecting learners to social and professional networks, aligned to needs, goals and interests, within and beyond the local community

Buildings practice implementing technologies and structures to connect learners with peers, mentors, industry experts and caring adults to grow their social and professional networks within and beyond the local community

Possible practices to look for:

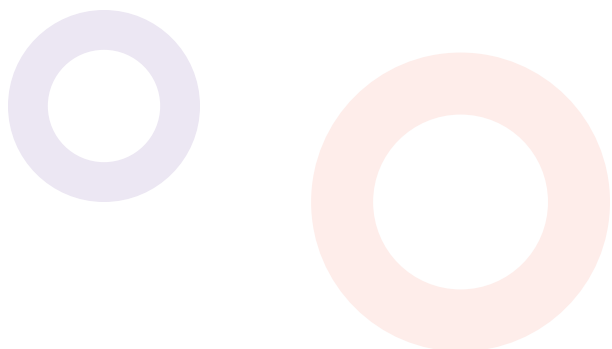
- Learners are aware of the potential for community-based networks
- Some learners are connected to networks aligned to aspirations
- School counseling and office staff have lists of potential networks participation and partnerships

OPERATIONALIZING

Systemic processes exist to develop and sustain equitable, supportive networks that provide all learners with enduring social capital to support individual needs, goals and interests

Possible practices to look for:

- The community is focused on connecting learners with people and resources that they can go to for support, advice or opportunities
- Learners have access to diverse social networks and partnerships
- Platform technology in place to broaden career exposure, college guidance and academic encouragement and support





Curriculum

The curriculum drives the learning and equitable outcomes. The transparent, guaranteed and viable learning continuum recognizes students for the assets they already possess and encourages them to develop their interests and talents.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

- » How does your district/school talk about and think about curriculum?
- » Does a learning continuum exist? If so, what was the design process? Describe the process for making adjustments to the continuum.
- » Does the learning continuum include both academic and social emotional learning targets?
- » Is your curriculum viable (is it doable, reasonable)?

Questions for Learners

- » Do learners have opportunities to decide what learning they want to work on?
- » How do you feel about what you are learning? (too easy, too difficult?)
- » Tell me about what you've been learning.
- » What comes next in your learning?

Questions for Equity

- » What is the process to ensure voice in curricular decisions?
- » How have you made the curriculum transparent and accessible to all? (learners, educators, families, community partners, etc.)
- » How has the learning continuum shifted your thinking about curriculum as it pertains to each learner?

LEARNING CONTINUUM

Learning communities will create a systemic progression of what students should know and be able to do, including social emotional and academic knowledge, skills and dispositions

ESTABLISHING

Curricular resources drive instruction; in pockets, standards drive instruction; the need for social emotional learning has been identified, pockets exist

Establishes the need for a research-based inclusive design process for the learning continuum

The curriculum is accessible, transparent and clear to educators

Possible practices to look for:

- Grade levels or departments have identified competencies or priority standards

DEVELOPING

A progression of knowledge, skills and dispositions (including social emotional learning) is aligned to state standards and informs instruction in all content areas

Determines the degree to which the curricular resources align to the learning continuum

Includes stakeholder voice in the design process for the learning continuum

The curriculum is accessible, transparent and clear to educators and learners

Possible practices to look for:

- Grade bands or buildings have identified priority or essential standards
- Opportunities for collaboration and input around building the learning continuum
- Audit of curricular resources
- Learners accessing the learning continuum via multiple points of access (data notebooks, LMS, planners, class displays, etc.)

OPERATIONALIZING

A systemic progression of knowledge, skills and dispositions (including social emotional learning) are interdependent; the systemic learning continuum is guaranteed and viable, transparent, aligned and drives all teaching and learning decisions leading to equitable outcomes for all learners

Curricular resources are aligned to the learning continuum

The curriculum is accessible, transparent and clear to all relevant members of the learning community

Structures in place for cycles of continuous improvement

Possible practices to look for:

- Vertical and horizontal review of essential standards to ensure systemic alignment
- Parent engagement around access and use of learning continuum
- Central location for learning community to access learning continuum
- Refinement cycle calendar for learning continuum



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Instruction

Instruction is centered around the learner experience. Educators and learners are partners in instructional design and delivery, creating personalized routes through which learners are engaged and empowered in the learning process.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

- » Does an instructional framework exist? How is it used to guide decisions around teaching and learning?
- » Are a variety of research-based instructional methods and strategies used? How is it determined which ones will be used?

Questions for Learners

- » How do you work with your teacher(s) to make decisions on what and how you will learn?
- » How is it determined what learning task you are working on?
- » How is your learning driven by needs, preferences and interests?
- » Is pace of instruction uniform, or does pace vary?

Questions for Equity

- » How do you engage your learning community in instructional decisions?
- » How does your instructional framework include culturally responsive pedagogy/practices to address the needs of all learners, including those who have been historically marginalized?
- » Does a taxonomy such as Webb's Depth of Knowledge, Bloom's or Marzano's exist within the district? How is it used to drive instruction? Is it accessible to all?

INSTRUCTIONAL FRAMEWORK

Learning communities will utilize an agreed upon framework for quality, learner-centered instruction as a driver for instructional decisions

ESTABLISHING

Articulates the purpose of a research-based, learner-centered instructional framework

Defines collective beliefs and values about learning; identifies criteria for quality instruction

Possible practices to look for:

- *Variety of instructional strategies incorporated*
- *Audits instructional practices across the learning community*
- *Aligning to learning sciences*
- *Professional learning community and cross-department/grade-level conversations about instruction*

DEVELOPING

Designs or adopts a learner-centered instructional framework that includes components of: instructional design and delivery, rigorous curriculum (learning continuum), assessment and culture; ensures alignment to shared vision and collective beliefs and values

Practices using the framework to guide design of quality instruction

Provides professional learning opportunities on the instructional framework

Possible practices to look for:

- *Visuals exist in the learning community around the instructional framework and common tools*
- *Professional development plan includes instructional framework*
- *Walk through tools reflect instructional framework*

OPERATIONALIZING

Uses the learner-centered framework to drive K-12 instruction, alignment of curricular resources, priorities, instructional supports and professional learning opportunities

Provides cohesion, coherence and transparency across the learning community

Structures in place for cycles of continuous improvement

Possible practices to look for:

- *Instructional strategies are designed with each learner in mind*
- *Peer-to-peer observation protocols to gather feedback aligned to instructional framework*
- *Three- to five-year revision cycle of instructional framework*

ROLES IN INSTRUCTIONAL DESIGN AND DELIVERY

Learning communities will cultivate partnerships where educators and learners share in decision-making and co-designing meaningful learning experiences

ESTABLISHING

Instructional design and delivery are curriculum- and teacher-driven

Primary decision-making resides with educators

Possible practices to look for:

- Same set of strategies used for cohorts of learners
- Relying on curricular resources to design instruction

DEVELOPING

Instructional design and delivery are educator-led with increased opportunities for learner voice and choice

Practices shared decision-making with learners

Possible practices to look for:

- Teacher-provided choices in instruction
- Learner interests incorporated into learning choice
- Learners begin to have choice in how they access content

OPERATIONALIZING

Instructional design and delivery are learner-centered with educator as facilitator and opportunities for learner to co-design

Educators and learners are partners in decision-making, allowing learners to have meaningful opportunities to co-design instruction

Possible practices to look for:

- Learning plans co-designed by learners
- Conferencing with learners

FLEXIBLE LEARNING PATHWAYS

Learning communities will cultivate learning experiences that are data-driven, varied and flexibly paced

ESTABLISHING

Learners receive identical instructional experiences; pacing is uniform and educator-led

Creates the conditions and develops the capacity to support data-driven educational experiences

Possible practices to look for:

- *Students follow the same pathway to get to the same goal*
- *Learners are uniformly doing the same thing and following the same pathway at the same time*

DEVELOPING

Educators and learners practice data-driven, differentiated instructional experiences; while pacing is uniform, individual adjustments are made based on learner needs

Possible practices to look for:

- *Learners help make decisions about pace*
- *Individual adjustments are made to include extra time or acceleration based on learner needs*

OPERATIONALIZING

Learners co-design the data-driven educational experience; learner needs and data guide sustained flexible pacing

Possible practices to look for:

- *Learner-designed pathways that lead to learner-designed goals*
- *Pathways are fluid and flexible based on data and feedback*
- *Flexible grouping*
- *Pre-assessment data is used to determine where students will enter the progression of learning*
- *Progress monitoring is shared between educator and learner using multiple and varied checks for understanding at appropriate opportunities*



Comprehensive Assessment System

The comprehensive assessment system is aligned to the learning continuum to ensure equitable outcomes for all learners, cultivating learner ownership through personalization.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

- » How is data being used?
- » To what degree do educators regularly engage in conversations around assessment?
- » How do you personalize assessment practices? Are there multiple ways (differentiated practices) for a learner to demonstrate their learning?

Questions for Learners

- » Can you suggest ideas about how you can show what you've learned or mastered?
- » Are you listened to?
- » Do you have access to your assessment data? How is this data being used with you?
- » Do you have multiple opportunities to demonstrate your learning?

Questions for Equity

- » How does the recording and reporting system used by the district provide transparent and effective feedback to teachers, students and their families?
- » How else is progress communicated to the community?
- » How do you ensure the quality design of your assessments, including validity, relevance and cultural responsiveness?
- » How does the district use the recording and reporting system to analyze learner impact and uncover inequities?

ASSESSMENT LITERACY

Learning communities will sustain systemic quality assessment design principles

ESTABLISHING

Engages in current research around the purposes of assessment and design principles

Collectively defines the purposes of assessment; reflects on current practices aligned to the instructional framework

Possible practices to look for:

- *Assessment is a focus of professional learning, deepening knowledge of assessment principles*
- *Curating a list/reference guide of assessment resources*

DEVELOPING

Collaboratively designs assessments aligned to the learning continuum

Creates a process for vetting of the assessments and collaborative reflection on the process

Possible practices to look for:

- *Common quality assessment design criteria*
- *Protocols for vetting assessment design*
- *Common design template*
- *Variety of assessment types (performance assessments, formative, summative, etc.)*

OPERATIONALIZING

Sustains the collaborative process of continuous improvement with assessment design and reflection

Possible practices to look for:

- *Revision calendar for assessments*
- *Platform to share assessments*

ASSESSMENT PRACTICES

Learning communities will sustain a culture of assessment-capable learners who drive decision-making about how and when they will demonstrate learning

ESTABLISHING

Educators and learners define assessment-capable learners

Pockets of individual/team classroom-level protocols are in place within the assessment system, informed by the curriculum to determine learner readiness; begins to gradually release control to allow learners to make choices about how they will demonstrate their learning

Possible practices to look for:

- *Pre-assessments*
- *Building capacity of learners to understand assessment data*

DEVELOPING

Practices assessment-capable learner concepts

Collaboratively designs site-level protocols and practices implementation within the assessment system, aligned to the learning continuum to determine learner readiness; practices allowing learners to make decisions about how they will demonstrate their learning and provides multiple opportunities

Possible practices to look for:

- *Learners making choices about how they will demonstrate learning in their pathway*

OPERATIONALIZING

Systemically sustains a culture of assessment-capable learners

Implements systemic protocols within the comprehensive assessment system, aligned to the learning continuum; learners drive decision-making about how and when they will demonstrate their learning

Possible practices to look for:

- *Assessment is ongoing, helping learners and educators make data-driven decisions*
- *Assessment is part of the learning*

ACCESSIBILITY, MONITORING AND TRANSPARENCY

Learning communities will sustain transparent practices and policies, aligned to the shared vision, for monitoring, recording and reporting data

ESTABLISHING

Examines current practices and policies for monitoring, recording and reporting data and evidence of learning; audits the degree to which the current practices and policies are aligned to the shared vision

Access to assessments, data and evidence of learning exists for educators; establishes the need for access, clarity and transparency for learners and families

Possible practices to look for:

- District audits to ensure equity and accessibility to assessment practices and data
- Assessment calendar

DEVELOPING

Transitions practices and policies for monitoring, recording and reporting data to be more aligned to the shared vision using learning community voice

Provides access to data for learning community discussions; builds clarity around the purpose of the recording and reporting system with the learning community

Possible practices to look for:

- Replace inequitable practices that rank and sort learners
- Learners monitor their learning progress with opportunities for feedback

OPERATIONALIZING

Continuously reflects on practices and policies for monitoring, recording and reporting data to ensure alignment to the shared vision

Sustains a culture of accessibility, monitoring and transparency within the learning community

Possible practices to look for:

- Cultivates collegiality and calibration of monitoring practices
- Board policies on monitoring, grading and reporting align to shared vision





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Flexible Learning Environments

Cultivating flexible learning environments empowers learner agency and ownership of how, when and where they learn.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

- » How do your learning environments align to your vision and culture?
- » Are flexible learning spaces available to learners?
- » How are learners credited for learning that takes place outside the school building or through extended learning opportunities?
- » With master schedules and/or classroom practices, how are you thinking about the use of time differently?

Questions for Learners

- » What is your school schedule?
- » What spaces and places do you learn in? How have they developed and changed?

Questions for Equity

- » Who designs the learning schedule? What drives the school schedule?
- » As they advance through the system, does every learner get to experience extended learning opportunities with access to a personalized professional network? How?

TIME

Learning communities will design a system of “learning time” that is malleable and responds to the changing needs of learners

ESTABLISHING

Builds an awareness and belief that time is a variable in the learning process (for adult and student learners); pockets of scheduling innovations exist

Questions the degree to which the schedule aligns to the shared vision

Possible practices to look for:

- *Conversations about reimagining the school day*
- *Some flexibility in how classroom time is utilized by learners*
- *Scheduling pilots are established*

DEVELOPING

Aligns to the shared vision, practices innovative uses of time to better meet the needs of adult and student learners

The learning community has a voice in the design of time to reimagine the school day

Possible practices to look for:

- *Schedules show changes better aligned to the vision*
- *Common prep time for educators*

OPERATIONALIZING

Learning schedules are malleable, responding to the changing needs of the learners and the learning community

Learners and their supporting community are partners in designing time driven by the shared vision

Possible practices to look for:

- *Structured yet flexible use of time to support learners' goals (mod scheduling, learner-driven scheduling, etc.)*
- *Daily teacher collaboration about learning; professional development to work on integrated approach to credentialing*

SPACE AND PLACE

Learning communities will collaboratively create flexible learning spaces and places that support the whole learner

ESTABLISHING

Aligned to the shared vision, researches the use of learning needs and how they drive the learning space

Possible practices to look for:

- *Discussions about learning spaces are discussed with instructional teams and learners*
- *A unique learning space option is explored in classrooms*

DEVELOPING

Builds opportunities and capacity for learners to explore flexible and non-traditional learning spaces

Develops processes to determine learner needs, supports and resources (especially to plan for cases of disrupted learning environments)

Possible practices to look for:

- *Some options for diverse learning spaces provided throughout the school*
- *Learners are grouped and re-grouped periodically in various spaces to accommodate learning supports*
- *Data reviews and continuous improvement cycles are conducted multiple times a year*

OPERATIONALIZING

Learning needs drive flexible spaces, supporting the whole learner; processes are in place to encourage and support learners in co-designing learning spaces

As learners advance through the system, they have increased opportunities for agency in articulation and design of learning spaces

Possible practices to look for:

- *Customizable spaces for various learning group sizes and learning goals (hubs, collaborative spaces, etc.) in class and throughout school*
- *Student-created spaces for learning*
- *Flexible student groupings based on frequent/daily formative data reviews*



ANYTIME, ANYWHERE LEARNING

Learning communities will build equitable and aligned learner-centered credentialing that enhances the curriculum with networking opportunities

ESTABLISHING

Believes that learning occurs and is valued beyond the traditional environment (for adult and student learners)

Possible practices to look for:

- *Competencies and rubrics are under design*
- *Educators and learners are provided opportunities to learn about purpose for competency and rubric design*
- *Community partners are invited to share how the learning competencies exist in their environments*

DEVELOPING

Designs transparent processes for an integrated credentialing approach to anytime, anywhere learning, aligned to the learning continuum and relevant to the needs of the learners

Reflects on who has access to non-traditional learning places and identifies barriers

Possible practices to look for:

- *Competencies and multiple pathways presented to learners*
- *Opportunities to apply learning with community partners available to some learners*

OPERATIONALIZING

Implements processes for integrated credentialing for anytime, anywhere learning aligned to the shared vision and learning continuum; learners drive the design of where the learning occurs

Removes barriers to ensure equitable access to anytime, anywhere learning

Possible practices to look for:

- *Rubrics, scales, off campus individual learning plans, learner-driven pathways, access to transportation and resources; learners drive plan/design of where learning occurs*



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Learner Supports

Learning is centered around the whole child, with equitable access to a system of personalized supports, providing each child what they need to be successful, when they need it.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

- » How are learning supports developed and provided?
Who determines the supports?
- » What happens if learners are struggling?
- » How does the system support the whole child?

Questions for Learners

- » How do learners who are “stuck” receive support in/outside of class? What kinds of help can you get?
- » What opportunities do learners have for acceleration in class and outside of class?

Questions for Equity

- » What does your data say about which groups have or are in need of a system of:
 - Transportation
 - Curriculum
 - Food security
 - Technology and WiFi
 - Extra-curricular opportunities
 - Social emotional development
 - Learner supports
- » How are you ensuring that learner voice is a part of the personalized supports?

PERSONALIZED SUPPORTS

Learning communities will create a personalized system of data-driven, timely and embedded supports that incorporate learner voice

ESTABLISHING

Traditional targeted interventions exist for learners who have been identified through testing

Possible practices to look for:

- Tutoring
- Pull out programs
- After-school interventions
- Special Education, ESL and Gifted programs
- Tiered systems of support

DEVELOPING

Uses data to practice timely, innovative opportunities for personalized supports identified by educators and/or learners

Possible practices to look for:

- Conversations about how to create opportunities for learning supports in the schedule
- Data or surveys of learning needs

OPERATIONALIZING

A personalized system of data-driven, timely supports is embedded in the learning community culture, for all learners

Learners use voice to advocate for learning supports

Possible practices to look for:

- Learning supports embedded in school day
- Office hours
- Advisory
- Learner advocacy for support
- Learning management system



EQUITY AND ACCESS

Learning communities will create a personalized system of data-driven, timely and embedded supports that incorporate learner voice

ESTABLISHING

Audits existing resources and services that support the whole child; identify quality, impact and who is receiving services

Possible practices to look for:

- Database of student services and supports
- Partnerships with external service providers

DEVELOPING

Using the results of the audit, a plan is developed to provide equitable access to learning supports and resources including transportation, curriculum, food security, technology, WiFi and social-emotional development

Possible practices to look for:

- Secures appropriate funding and resources for equitable access
- Creating opportunities for alignment among departments, educators and outside service providers

OPERATIONALIZING

Implements and monitors progress on a system of equitable access to learning supports and resources including transportation, curriculum, food security, technology, WiFi and social-emotional development

Possible practices to look for:

- Learning community is empowered to remove barriers to learning





Professional Development and Learning

The professional development plan, based on personalized educator needs and preferences, fosters a system-wide culture of collaboration, making continuous improvement cycles a reality in service of the learners and the shared vision.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

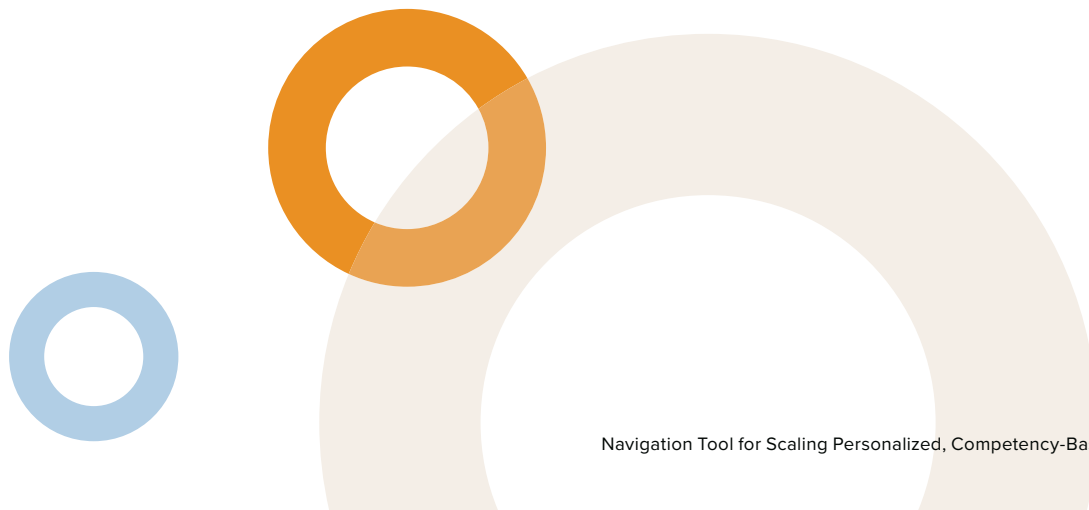
- » Does the district have a professional development plan? How is the professional development plan aligned to the shared vision? Who contributes to and reviews the professional development plan?
- » How is professional development personalized to meet educator needs and preferences? Do educators have personalized professional development plans aligned to individual goals?
- » How is professional growth embedded in the learning community culture?
- » What other forms of professional development give you opportunities to discuss your professional practice?
- » How does the evaluation process align with personalized professional learning needs and professional learning opportunities?

Questions for Learners

- » Are you aware of educator goals/plans for personal growth?
- » Are professional development plans for educators accessible to learners? Are these plans explained and discussed with learners?
- » How are learners able to have a voice in educator growth? Are you asked to provide feedback in terms of educator effectiveness, relationships with learners and peers, instructional strategies, etc.?
- » Are their opportunities for learners to participate in educator professional learning opportunities?

Questions for Equity

- » What strategies are in place to identify personal needs and preferences for all educators? How do these needs and preferences guide the professional development plan?
- » What types of protocols and procedures are in place for educators to determine/engage in collaboration and learning that aligns to their needs?
- » Are there policies in place to ensure that all educators have equitable access to technology for distance/remote learning opportunities?
- » How does the district address systemic professional development focusing on antiracism, marginalization, etc.?



PERSONALIZED OPPORTUNITIES

Learning communities will use staff needs and voice to make decisions for personalizing professional learning, and collaboratively monitor the results for impact

ESTABLISHING

Professional learning opportunities are determined by leaders

Educators and leaders participate in whole-group development opportunities

Possible practices to look for:

- *Leader-driven professional development plan/calendar/map*
- *Leader-driven professional learning community agendas*
- *Whole-group learning*

DEVELOPING

Strategies are in place to practice including educator voice and choice in professional learning opportunities and networking

Educators and leaders practice developing personalized professional development plans with clearly articulated goals

Possible practices to look for:

- *Strategies for educator voice and choice could include surveys, protocols during meetings, data analysis, empathic conversations*
- *Personalized goals show up in connection with vision, professional learning, coaching and/or the evaluation*

OPERATIONALIZING

Staff needs and voice drive personalized learning opportunities – aligned to the vision and instructional framework – for both professional learning and networking within and outside the learning community

Personalized professional learning plans with clearly articulated goals are monitored collaboratively for impact by educators and leaders

Possible practices to look for:

- *Evidence for differentiation of professional learning*
- *Examples of educators driving their professional needs and agendas*
- *Personalized professional plans are activated and refreshed*
- *Alignment between personalized professional plans and the shared vision are regularly analyzed*

COLLABORATION

Learning communities will implement systemic structures and protocols that sustain a learning culture that is based on support and sharing

ESTABLISHING

Members of the learning community engage in opportunities to discuss common challenges and share successes

Possible practices to look for:

- Evidence of staff/team agendas that show sharing successes and challenges

DEVELOPING

Professional learning communities practice peer-to-peer learning, formal/informal protocols, reflection and feedback around collaborative goals

Possible practices to look for:

- Evidence of collaborative goals via strategic plan, professional learning community action plans, coaching goals
- Peer-to-peer learning could include collaborative professional learning communities, learning walks, classroom learning labs, instructional rounds, peer observations
- Community agreements are being used

OPERATIONALIZING

Systemic structures are driven by informal/formal protocols and cycles to encourage application of learning while maintaining high levels of reflection and feedback around collaborative goals

Possible practices to look for:

- Evidence of professional learning community continuous improvement cycles
- Systemic instructional coaching plan
- Learning cycles aligned to learning walks, instructional rounds, classroom learning labs
- Collaborative goals for content, skills and dispositions
- Evidence of active community agreements or effective team criteria reflections





Leadership Development

Through capacity building strategies and continuous improvement cycles, leadership development grows the collective efficacy of the learning community to cultivate shared accountability and growth in leading for equity in order to execute the shared vision.

GUIDING QUESTIONS

Questions for Educators, Leaders and Community Members

- » How are you developing leadership (class, school, district and community) of the learning community?
- » To what degree are roles and responsibilities aligned to the vision? How do you honor agency through the roles and responsibilities?
- » What are the traits you believe are required in order to be a successful leader in your district?
- » Have you developed values and tenets of leadership as a team? Describe.

Questions for Learners

- » How does your school address leadership for learners?
- » Have you participated in any leadership opportunities?
- » What do you believe your learning community values when it comes to leadership?

Questions for Equity

- » What do you have in place for onboarding and orientation strategies?
- » What types of professional learning around equity and equitable beliefs and practices are offered?
- » How have you identified strengths and barriers for equity and equitable practices within your logistical and technical systems?
- » How are you learning about equity?

CAPACITY-BUILDING

Learning communities will sustain systemic leadership for the execution of the vision

ESTABLISHING

Identifies system needs for personalized, competency-based learning content, instructional leadership, human development and technical knowledge and skills for role-specific leaders

Identifies opportunities to apply leadership knowledge, skills and dispositions at all levels of the learning community to support the shared vision

Possible practices to look for:

- *Opportunity map for leadership development for all roles that are aligned to system needs for personalized, competency-based learning*

DEVELOPING

Builds role-specific learning for the identified system needs (from the establishing level) required to fulfill the shared vision

Grows capacity through leadership opportunities at all levels of the learning community required to fulfill the shared vision

Possible practices to look for:

- *Evidence of role-specific practice of leadership development through opportunities; creates a learner leadership development system and shows how learners are now able to practice leadership skills*

OPERATIONALIZING

Sustains a system of role-specific leadership learning cycles to maintain the culture, instruction and execution of the shared vision

Systematizes leadership opportunities to realize the shared vision

Possible practices to look for:

- *Strategic plan contains role-specific learning cycles*
- *Goal-setting*
- *Inclusive communication*
- *Leadership development plan at all levels of the organization*
- *Systemic orientation protocol*

LEADING FOR EQUITY

Learning communities will assess and improve the equitable practices of the system

ESTABLISHING

Based on learning about equity, reflects on beliefs and defines what it means for a system to lead for equity; determines leadership roles and responsibilities

Possible practices to look for:

- Professional development plan includes dedicated time and space for learning about equity; evidence of professional learning opportunities for equity
- Equity learning could include reflecting about place in society, bias, othering, marginalizing, dignity, critical consciousness and belonging
- Published definition and/or belief statements concerning the learning communities' views of equity and how it relates to the shared vision (if not explicit already)
- Identified roles and responsibilities

DEVELOPING

Develops a structure for collaboratively learning about opportunities for and barriers of equity

Reviews the logistical and technical systems of the learning community to determine the barriers of equity to work toward continuous improvement

Possible practices to look for:

- Professional development includes learning about barriers and opportunities of equity
- Practices communicating about equity and building systems and processes aligned to the vision for equity
- Possible logistical and technical systems for review:
 - Calendar/scheduling
 - Equitable learning supports available in and around regular school hour
 - Inclusion vs. segregated placements
 - Transportation
 - Learning opportunities
 - Grading practices
 - Access

OPERATIONALIZING

Systemizes reflection and communication practices to sustain shared accountability for equitable beliefs and practices aligned to the values of the shared vision

Systemically assesses and improves the logistical and technical systems with the learning community on the vision of equity

Models a belief that every student will achieve their highest aspirations through learner exposure to the learning communities' celebrations of impact

Possible practices to look for:

- Systemized way for communicating about equity, high expectations for each marginalized group and building processes aligned to the vision for equity
- Continuous improvement plan for logistical and technical systems
- Possible celebrations of impact:
 - Systemic goal-setting process includes celebratory reflections
 - Cyclical types such as town halls, protocols and system-level bright spots
 - Learners participate in portfolio advancements, presentations of learning, student leadership-driven celebration practices

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GLOSSARY

For common terms and phrases used when talking about personalized, learner-centered environments, including those referenced here, visit our online glossary at <https://knowledgeworks.org/glossary>.

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