

8A. Organizing Distributed Learning in a Network: How a Shared Theory Can Facilitate Learning Across Sites

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The session will
begin shortly.

Closed Captioning is available via the CC icon in your Zoom toolbar.

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Barbara Shreve



Sandra Park



Emma Parkerson

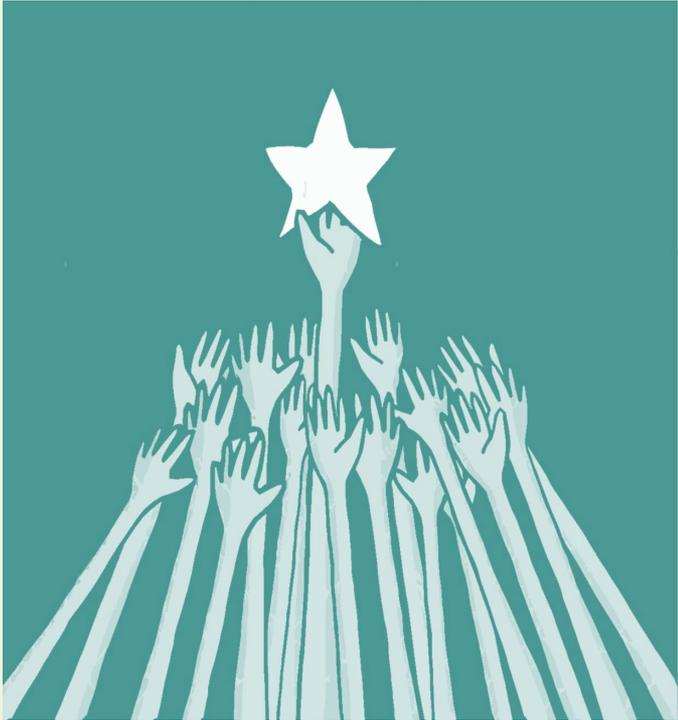
Take the poll

New to improvement and NICs

Planning on running a NIC or large improvement effort

Currently involved in a NIC or large improvement effort

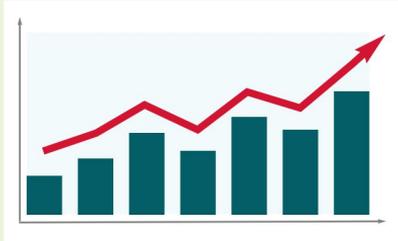
Where it all begins...



An ambitious aim

A network of people

What's the end goal?



Measurable improvement

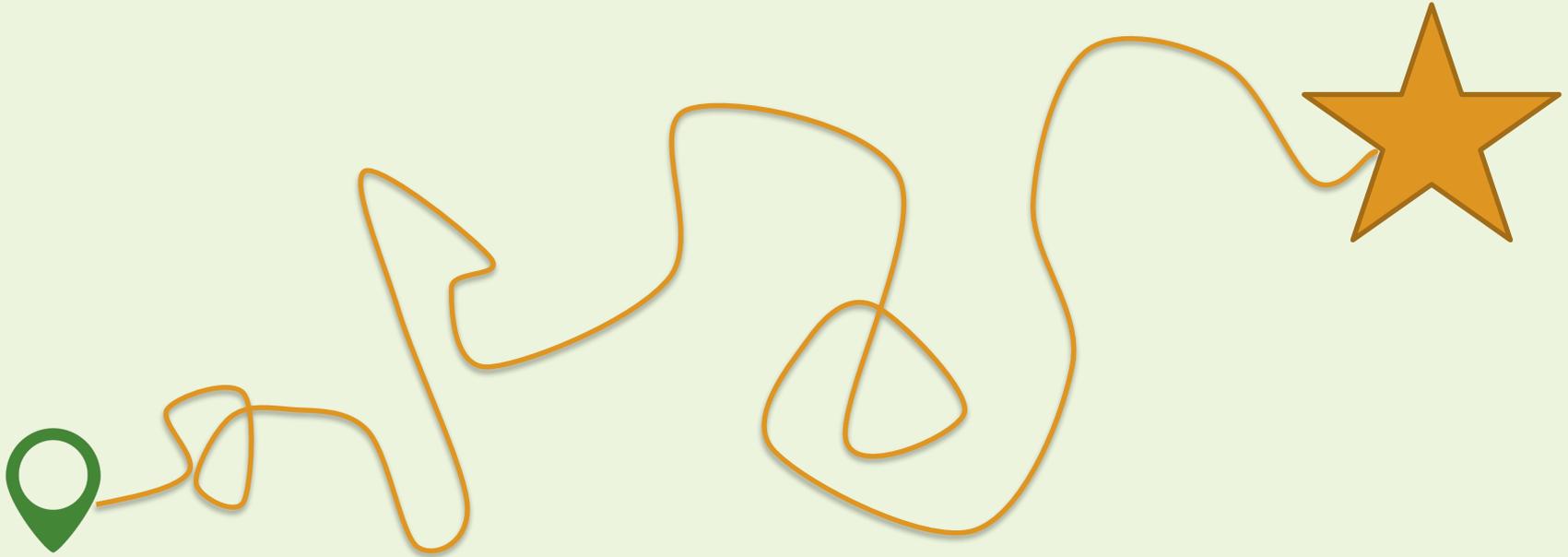


Specified changes that led to the improvement



Improvement capacity to apply to future work

How are we going to get there?



YOU ARE HERE

Collectively learn our way into improvements

The Challenge

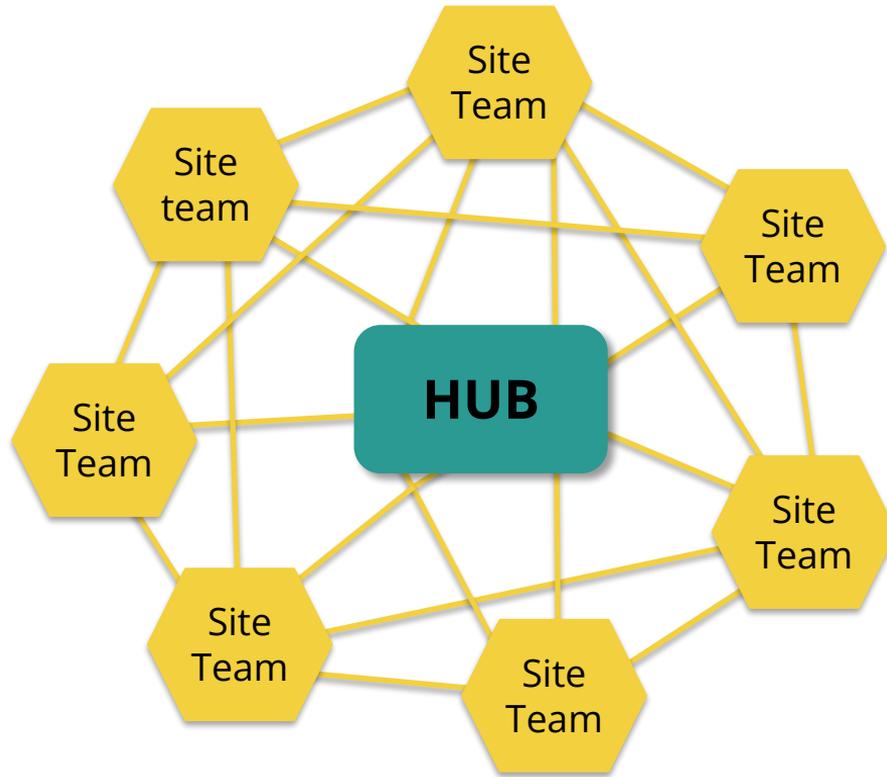


How do we get this...

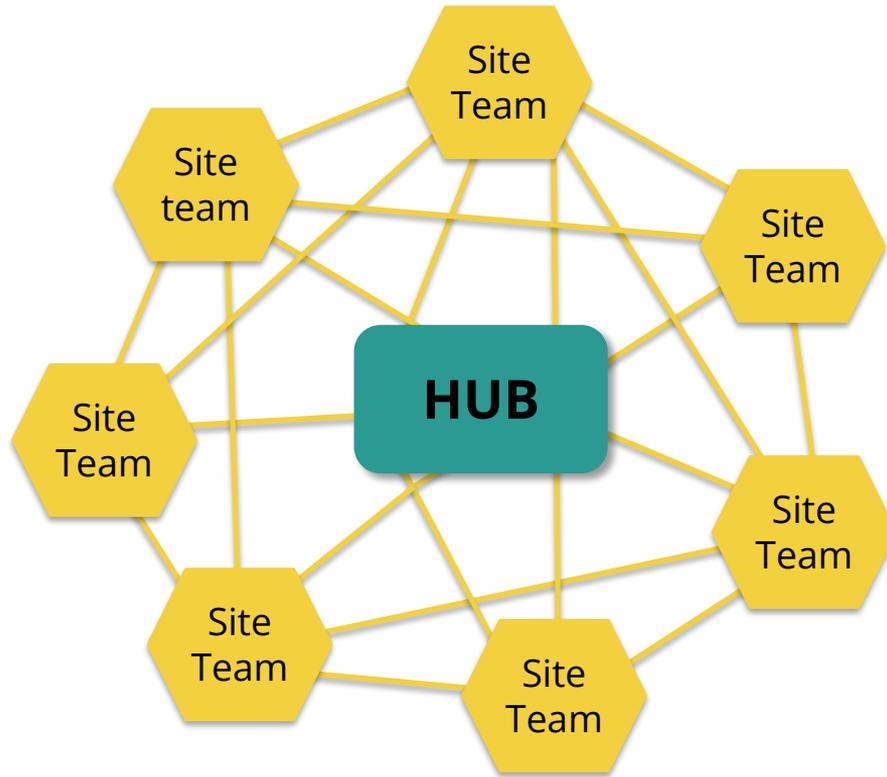


Instead of this...

The Role of the Hub



The Role of the Hub





“Orchestrated Learning”

DEFINITION: A deliberate strategy for organizing the improvement work of distributed teams in a network in order to generate the learning needed to reach the network’s aim.

Breakout Discussion

Your task: Introduce yourselves and divide your group in two

Product: Two people are an “A” and two people are a “B”

1. Introductions:

- What is your name?
- Where are you Zooming in from, geographically?
- What is your experience with NICs?
 - New to improvement and NICs
 - Planning on running a NIC or a large improvement effort
 - Currently involved in a NIC or a large improvement effort

2. Identify two people to be an “A” and two people be a “B.”

Be ready to return in **5 minutes (~1 minute per person)**



**Breakout discussions
in progress.**



“Orchestrated Learning”

DEFINITION: A deliberate strategy for organizing the improvement work of distributed teams in a network in order to generate the learning needed to reach the network’s aim.

How do Network Hubs Orchestrate Learning?



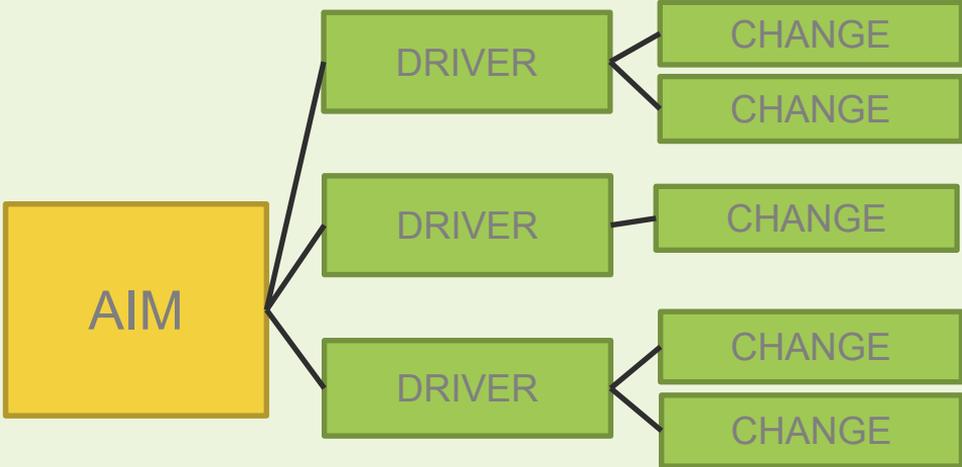
- 1) Maintain a common **learning system**
- 2) Devise a **learning strategy** for the network
- 3) **Regularly update** the network's theory of improvement based on learning

How do Network Hubs Orchestrate Learning?

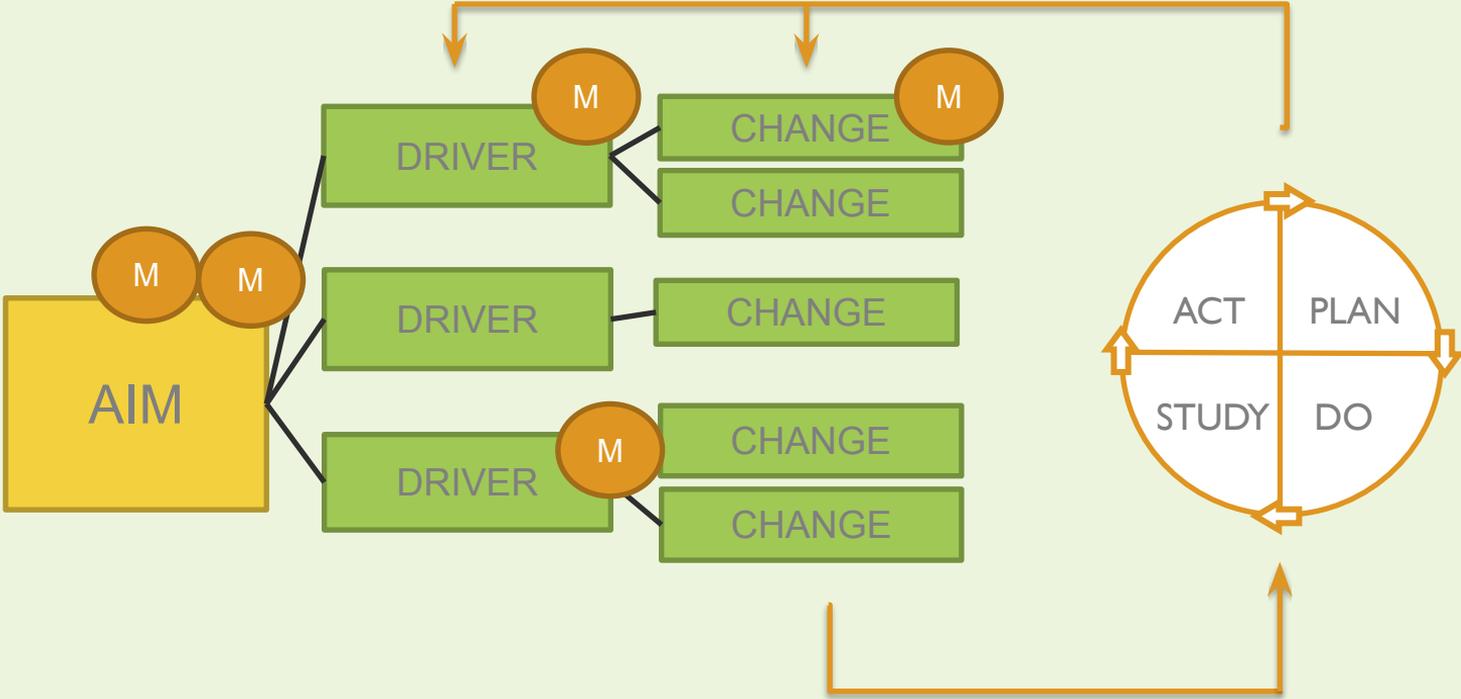


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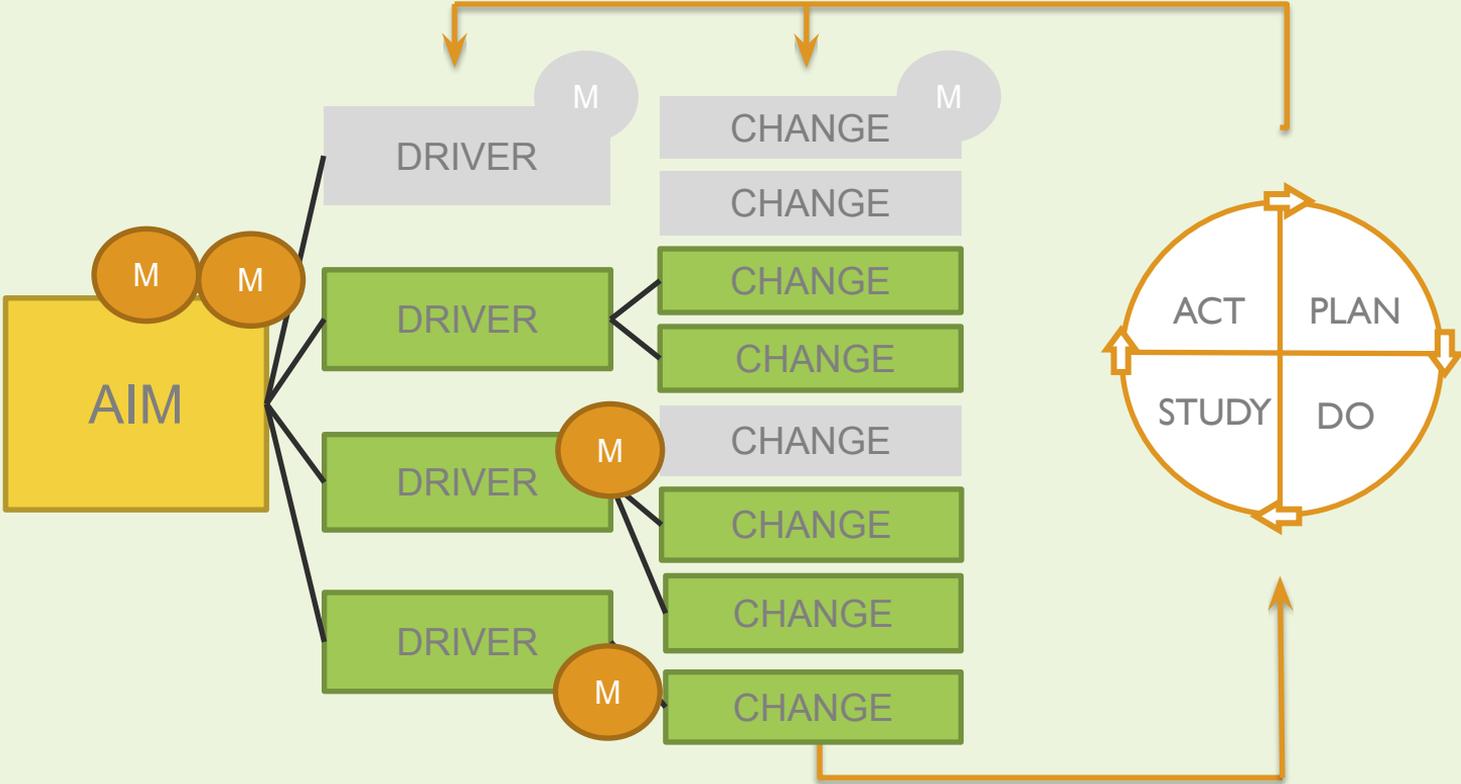
Network Learning System



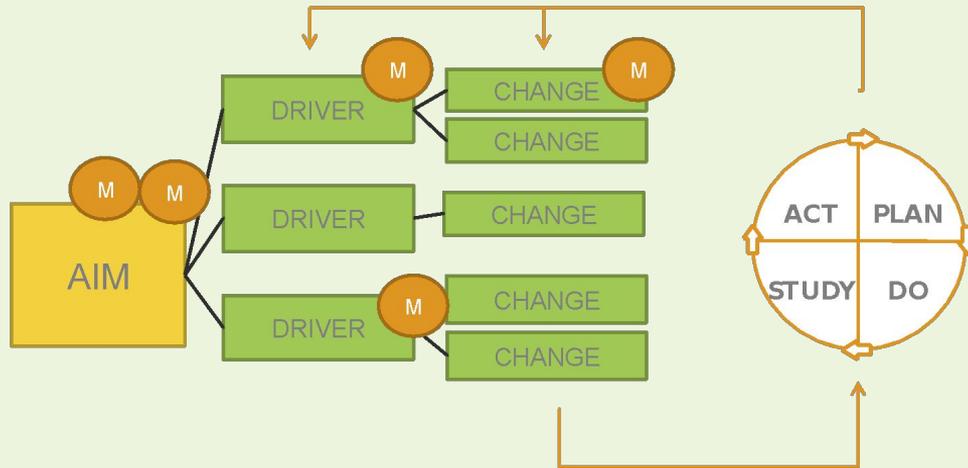
Network Learning System



Network Learning System



Network Learning System



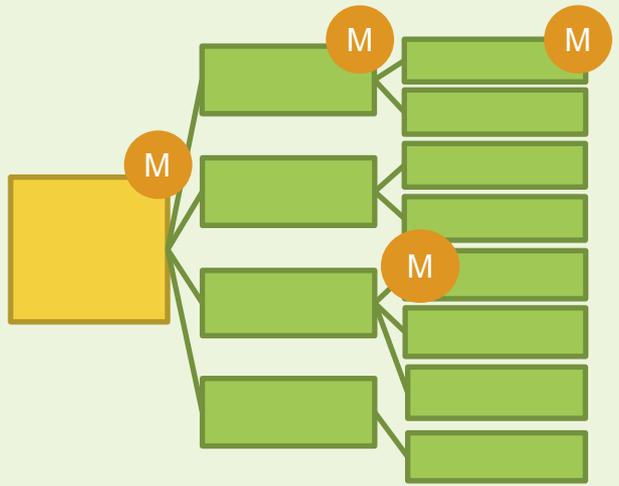
- Common aim
- Common theory of improvement
- Common measurement system
- Common methodology for improvement

How do Network Hubs Orchestrate Learning?



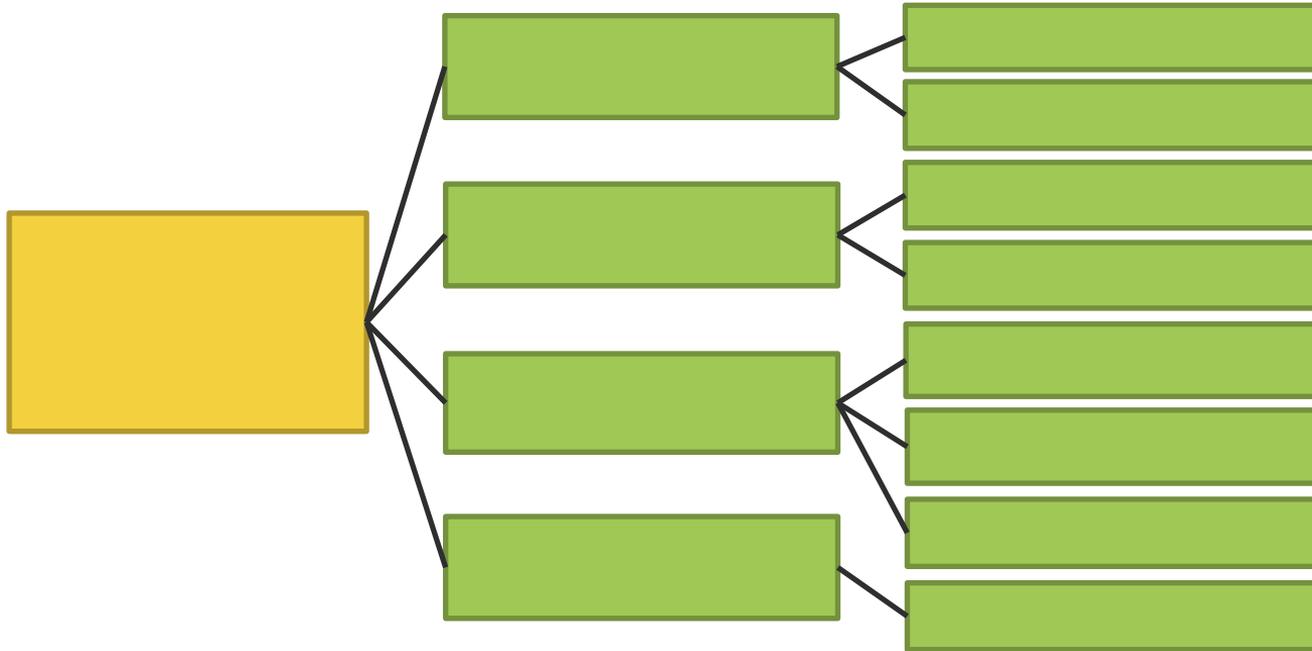
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Learning Strategy

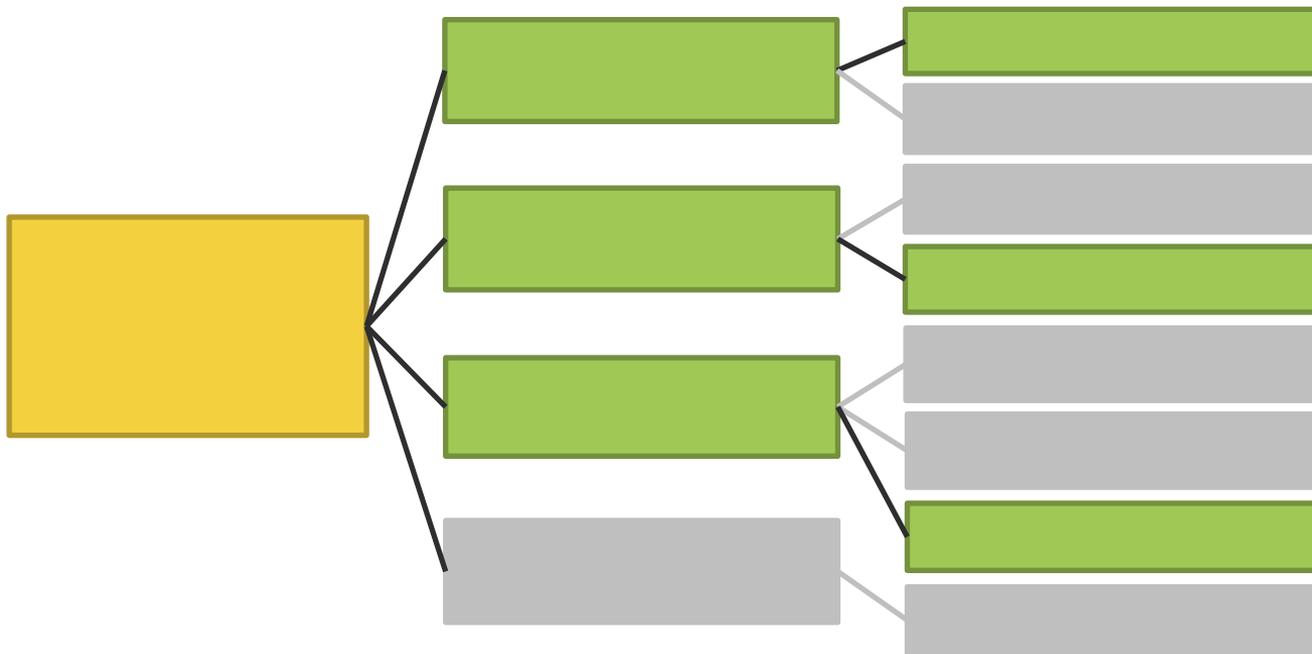


- Where do you focus? When?
- How are people organized?
- How is the learning structured?

Where do you focus?



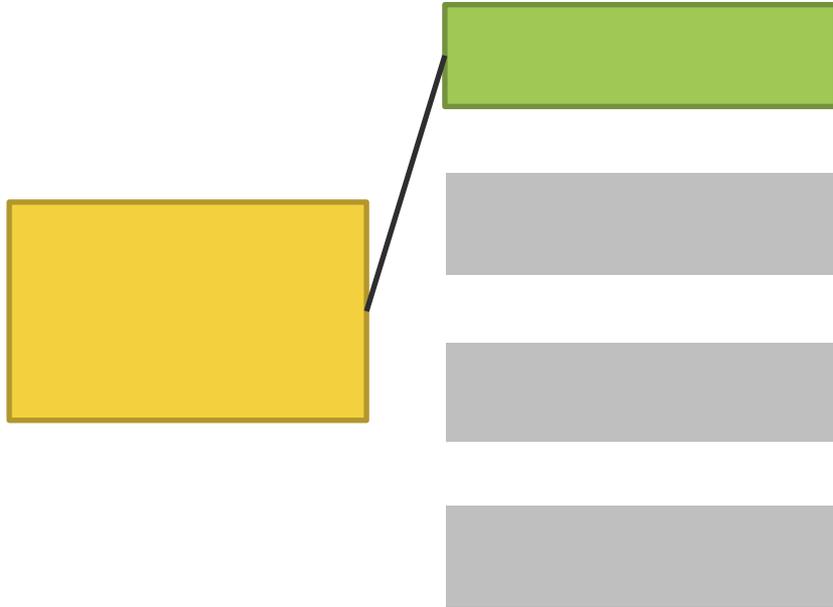
Where do you focus?



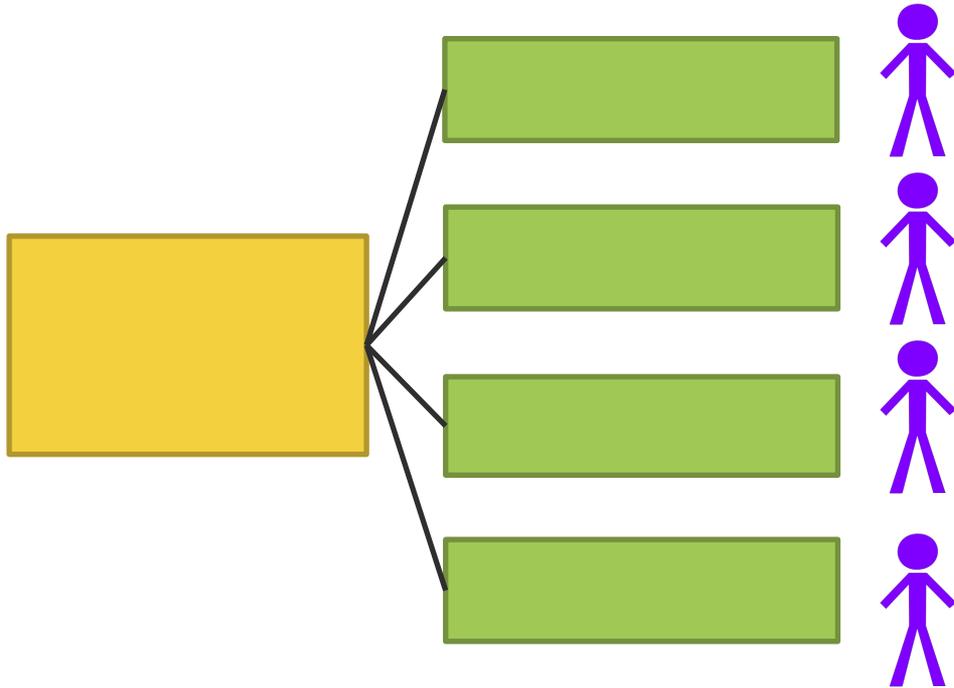
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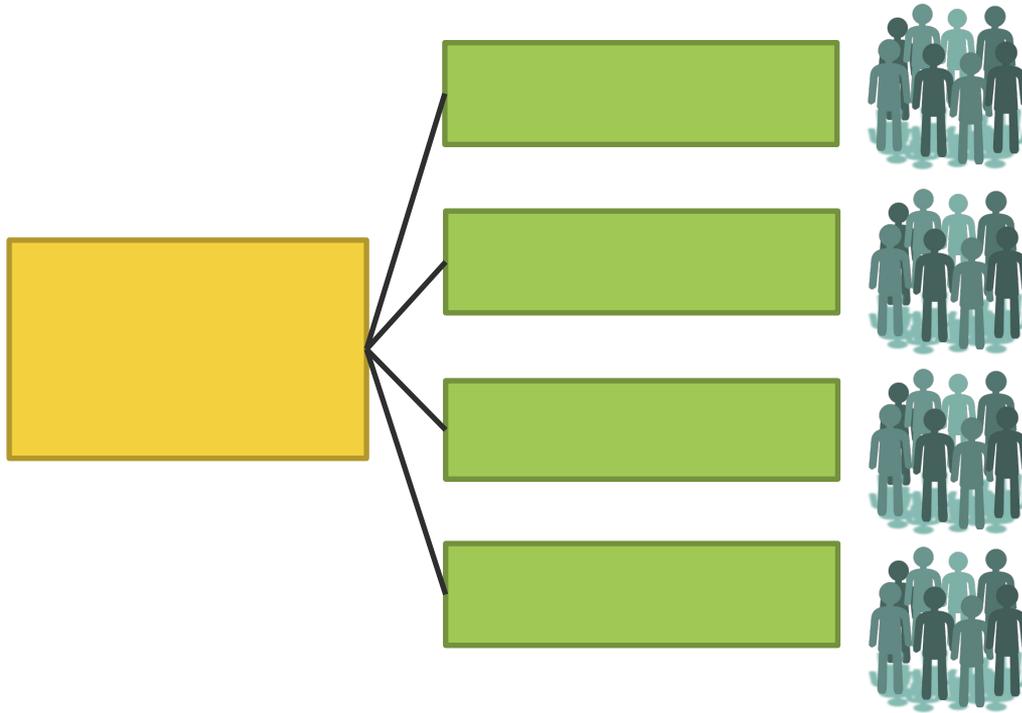
How are people organized?



How are people organized?

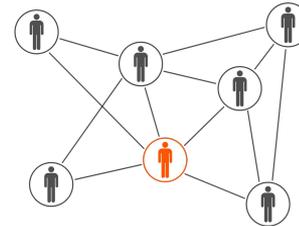
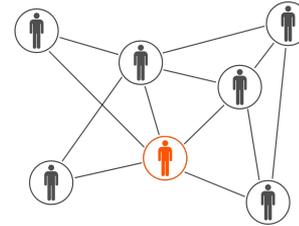
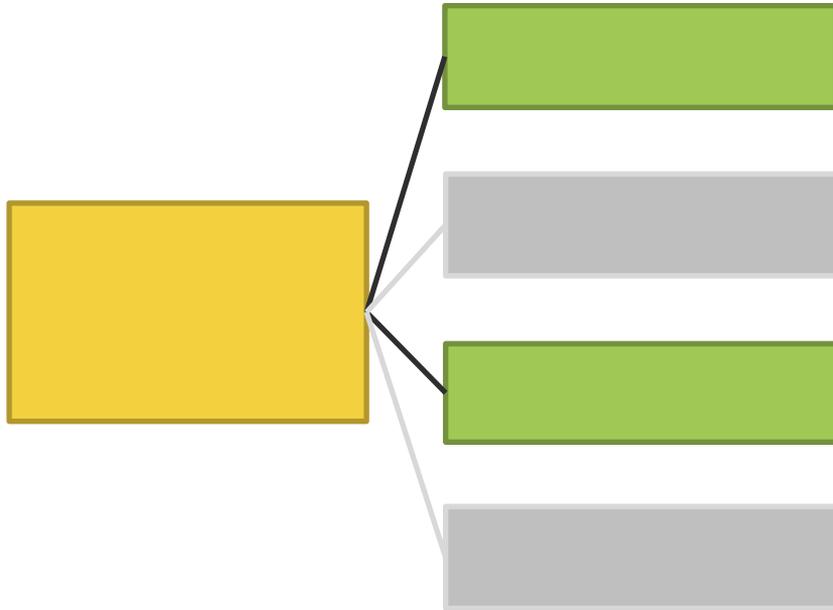


How are people organized?



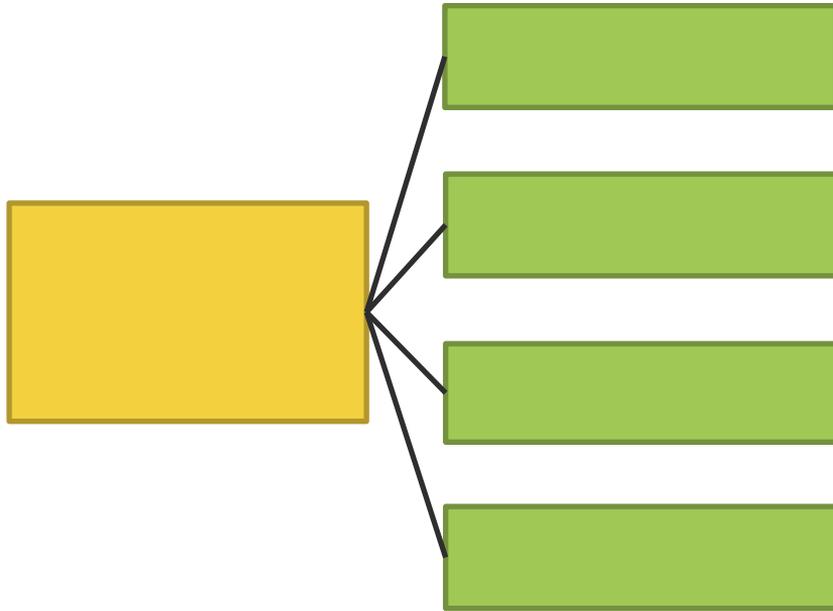
**LOCAL
TEAMS**

How are people organized?



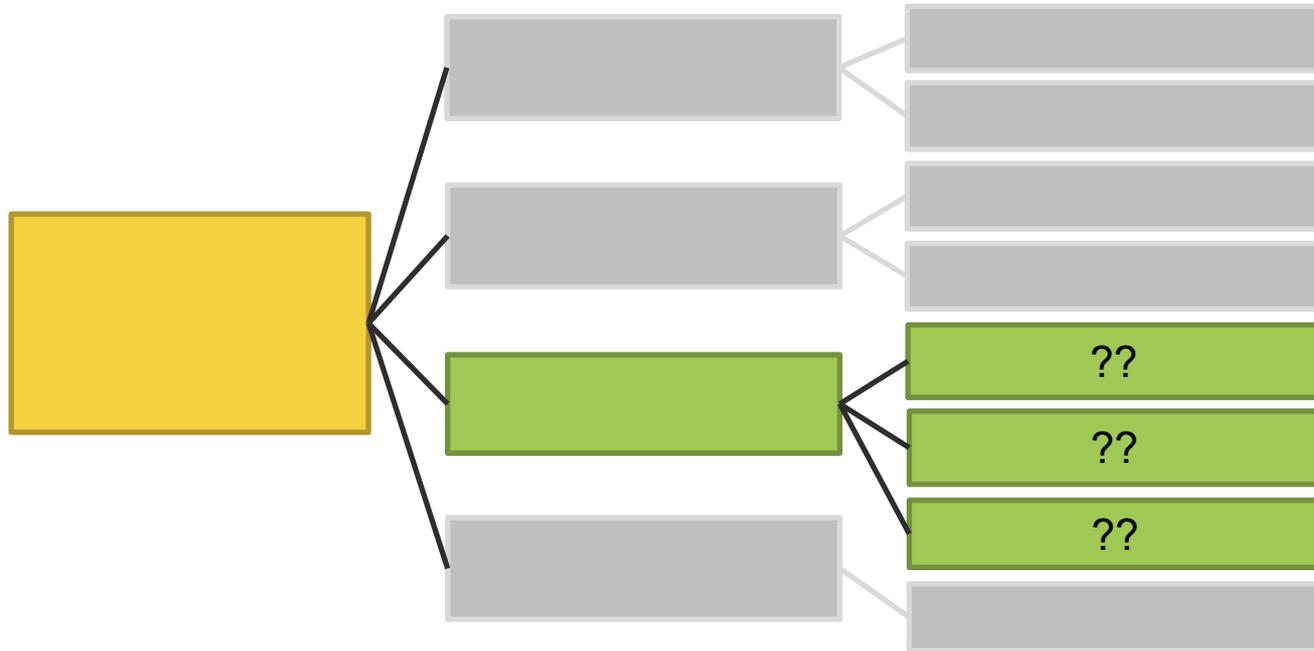
**VIRTUAL
TEAMS**

How are people organized?

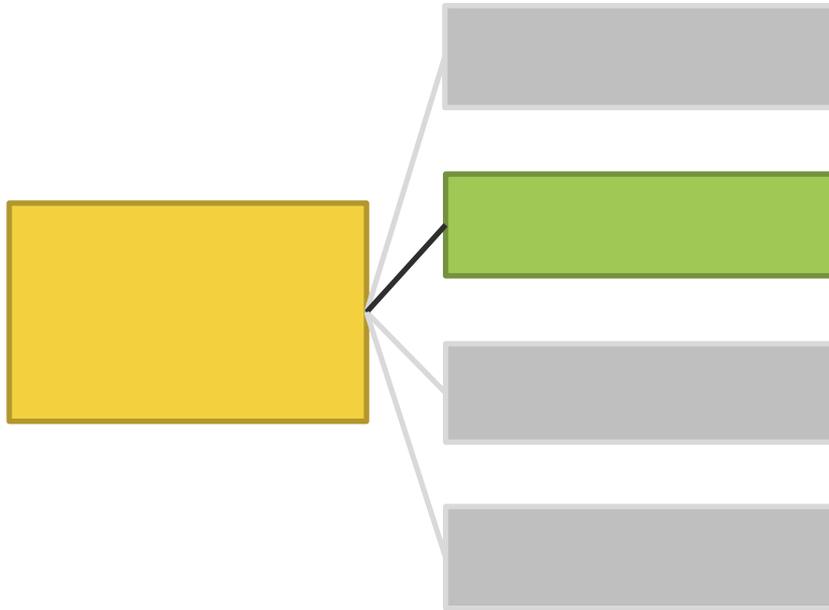


WORKSTREAM

How are people organized?



How is the learning structured?



Investigate the problem?
Design thinking?
Test changes?
Scale changes?

Two Cases

CASE A



CASE B



Breakout Discussion

Refer to the Breakout Activity Sheet in chat

Your task: Read and analyze cases of networked learning

Product: Team share of what influenced decisions about learning strategy?

1. Identify a reporter
2. Describe for each case: What was the learning strategy?
 - Where did they focus?
 - How are people organized?
 - How is the learning structured?
3. Group Discussion:
 - What were the benefits and drawbacks of various decisions?
 - What influenced their decisions?
4. Reporter prepares to share in whole group chat box.

Individual reading time: **10 min**

Breakout discussion: **20 min**





**Breakout discussions
in progress.**



As you return, reporters post:

***What influenced decisions
about learning strategy?***

Key Considerations

CONTENT

1. WHAT ARE THE MOST IMPORTANT LEVERS?
 - Ability to build momentum
3. WHERE IN THE SCHOOL YEAR IS THERE AN ABILITY TO LEARN?
4. WHO'S IN THE NETWORK & WHAT'S UNDER THEIR SPHERE OF INFLUENCE?

Key Considerations

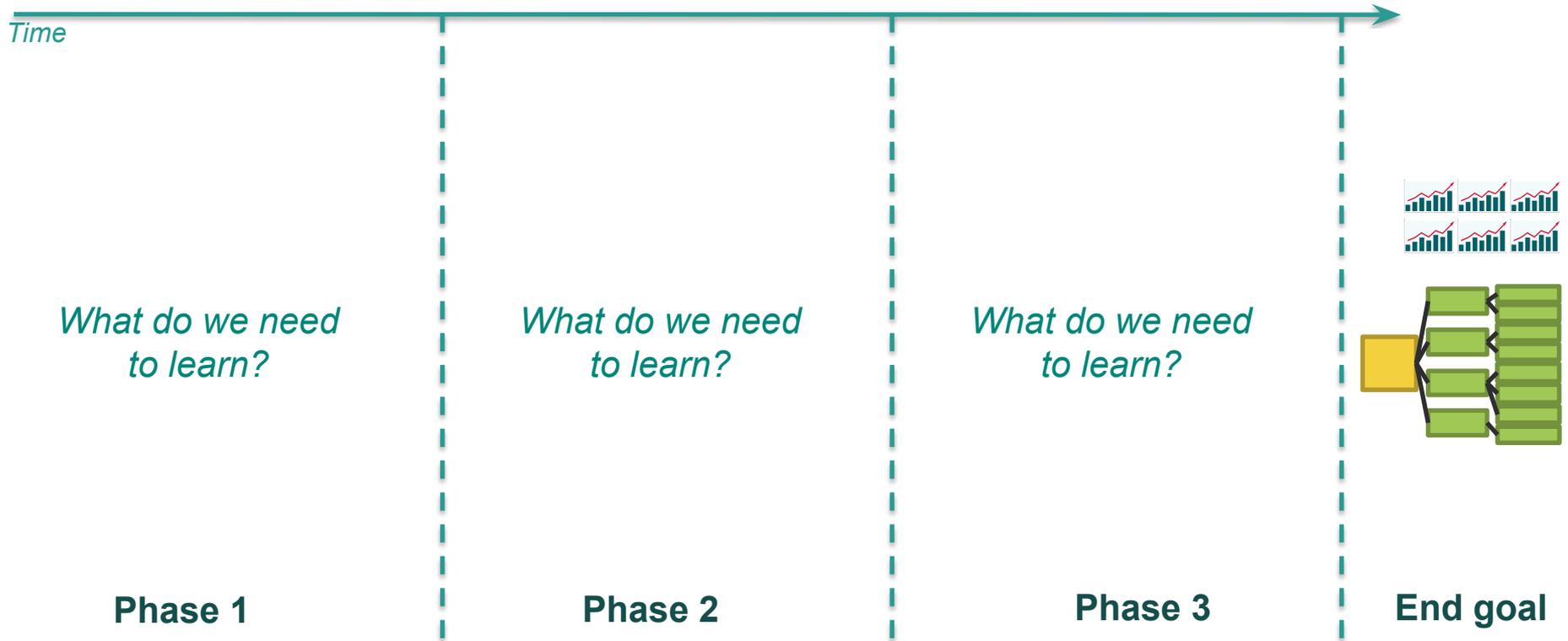
WILL/MOTIVATION

4. WHERE IS THERE LOCAL FELT NEED?
5. HOW CAN WE BEST SUPPORT/BUILD MOMENTUM?
 - Are their leaders within the network? Known changes? Available measures?

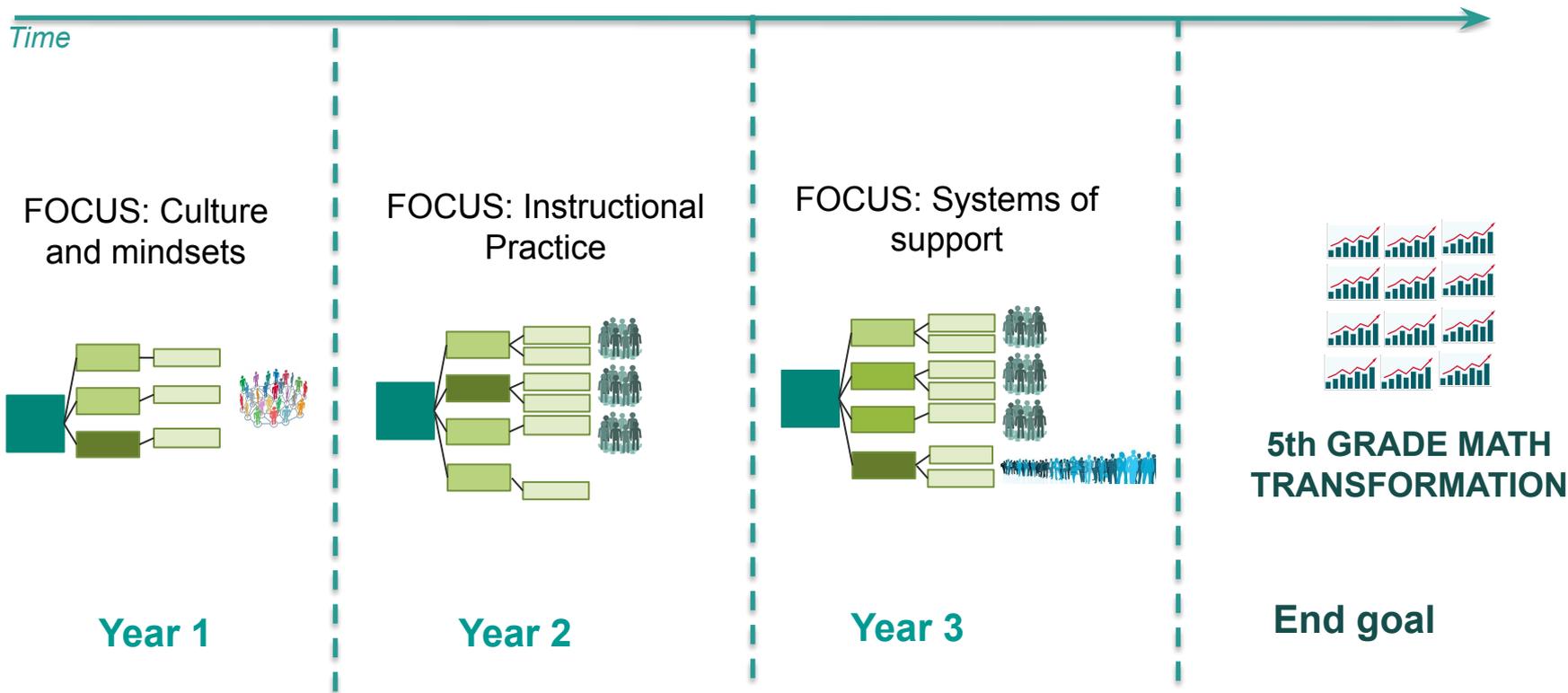
CAPACITY

6. WHAT IS THE HUB'S CAPACITY TO SUPPORT DIFFERENT WORKSTREAMS?
 - Local and hub; content and improvement
7. HOW WELL ESTABLISHED IS YOUR COMMUNITY AS A LEARNING NETWORK?
 - Launch vs. more mature networks

Devise a Learning Strategy (macro)



CVNIC: Evolving Learning Strategy



Learning Strategy (micro)

Network Meeting
July 26-27

Network Meeting
Sep. 13

Network Meeting
Nov. 29

Network Meeting
Feb. 2

Network Meeting
May 18

Action Period 1



Action Period 2



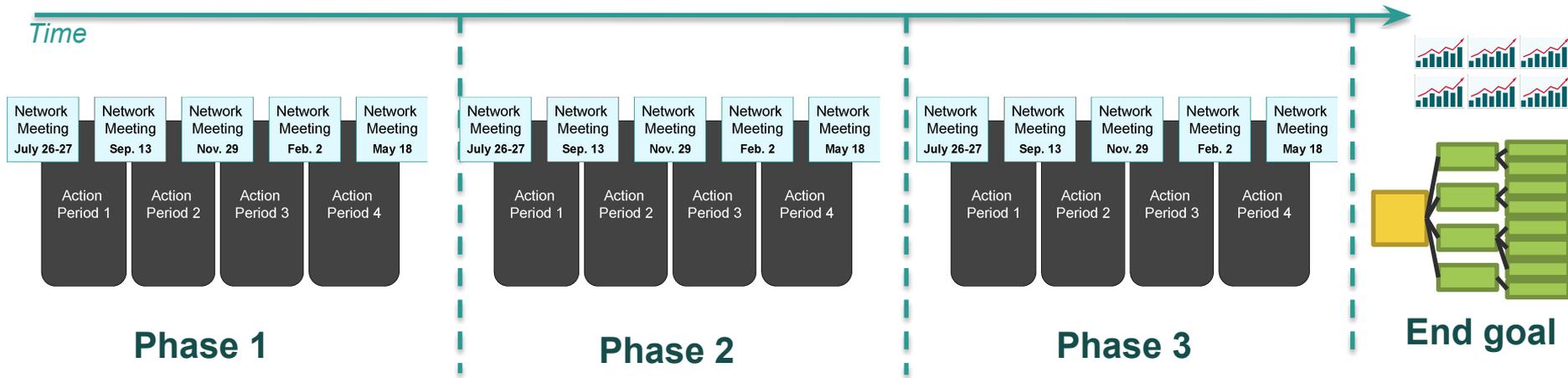
Action Period 3



Action Period 4



Putting it Together



Learning Strategy Hub Routines

- Long-range planning 1-2x year
- Action period planning 4-6 x year

Activity: Apply to your Network

TIP:
Draw it out!

What is your theory?
Where will you focus? When?
How will you organize people?



What are the trade-offs of different choices?

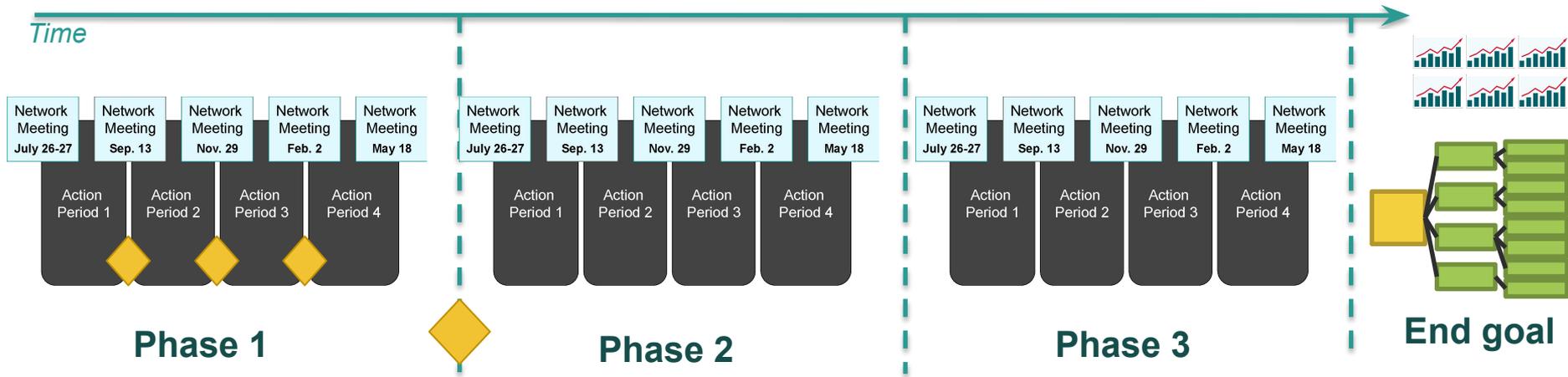
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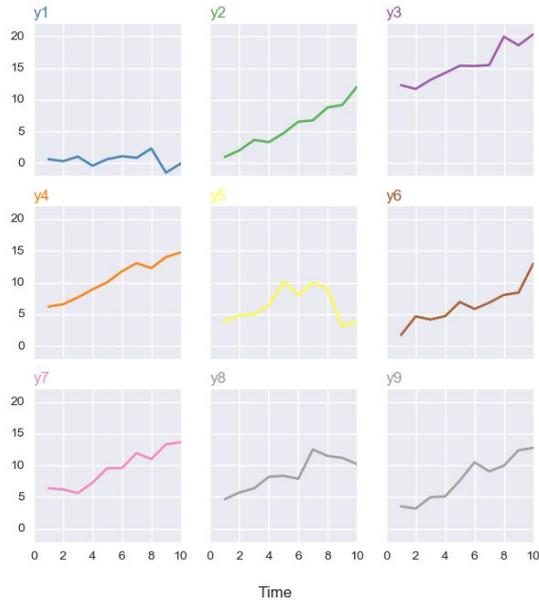


Consolidation of Learning



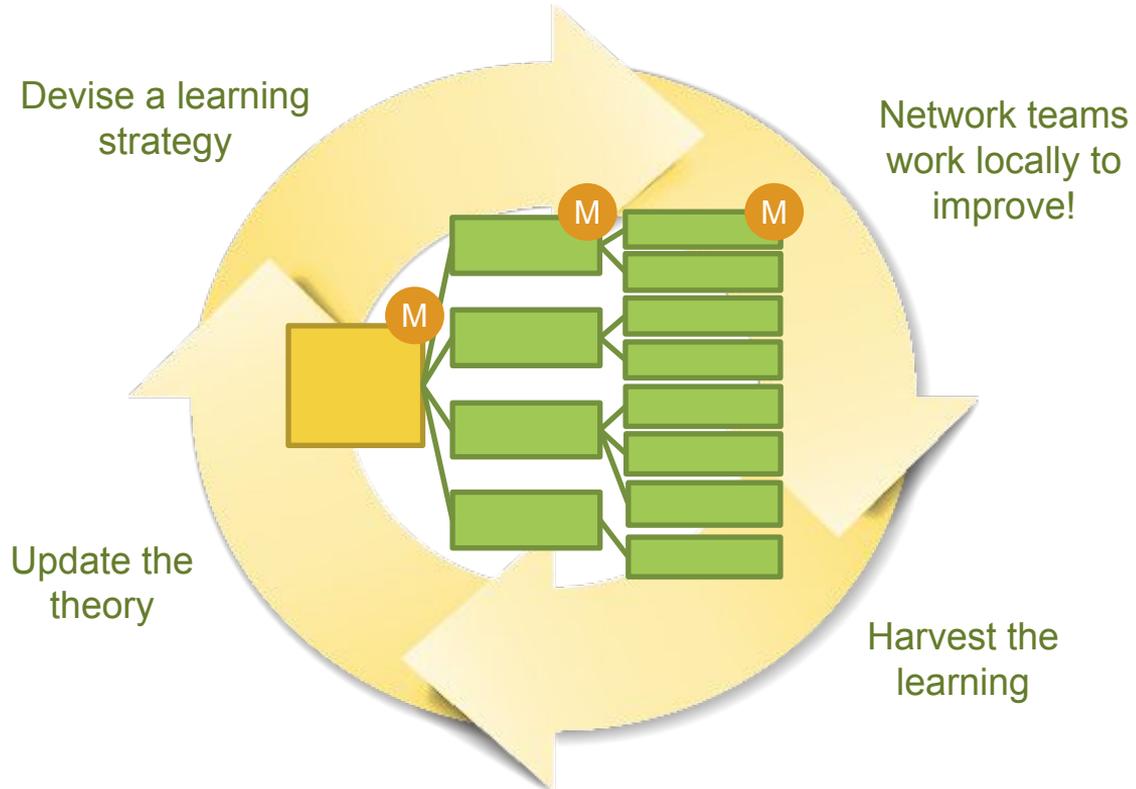
How to Consolidate Learning

DATA ON EACH TEAM



	Key practice 1	Key practice 2	Key practice 3	Key practice 4
TEAM Y1				
TEAM Y2				
TEAM Y3				
TEAM Y4				
TEAM Y5				

Putting it Together: Creating Learning Loops



AIM
Improve 5th grade math proficiency from 17% to 51% in CVNIC by 2019

Classroom Culture & Mindset

Mathematics Instruction:
sense-making
productive struggle

Launching the Math Year

Beliefs about Mathematics Learning

Mathematical Tasks

Professional Learning

Classroom Norms + iMath Curriculum

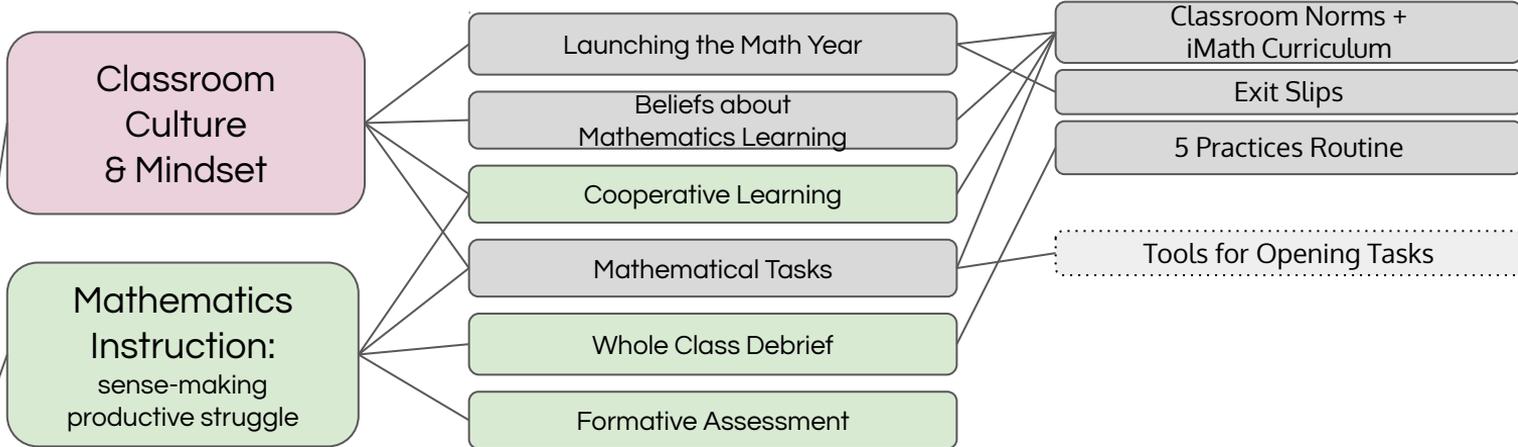
Exit Slips

5 Practices Routine

Tools for Opening Tasks

Jo Boaler PD

AIM
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Classroom Culture & Mindset

Mathematics Instruction:
 sense-making
 productive struggle

Aligning Supports for Instructional Improvement

Collective Learning/ Shared Knowledge

- Launching the Math Year
- Beliefs about Mathematics Learning
- Cooperative Learning
- Mathematical Tasks
- Whole Class Debrief
- Formative Assessment
- Teacher Access to Personalized Coaching
- Planning Process
- Lesson Observation with Debrief
- Site Team Improvement Routines
- School Culture of Teaching & Learning
- Professional Learning
- Network Meetings
- Cross-district collaboration

- Classroom Norms + iMath Curriculum
- Exit Slips
- 5 Practices Routine
- Tools for Opening Tasks
- Hub Site visit
- Consolidation Meetings
- PDSA with a partner/coach
- Math Lab
- Content training from Hub
- Jo Boaler PD
- Adults doing math
- Cross-District Collaborations
- Network Facebook group

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Classroom Culture & Mindset

Mathematics Instruction:
 sense-making
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Aligning Supports for Instructional Improvement

Collective Learning/ Shared Knowledge

- Launching the Math Year
- Beliefs about Mathematics Learning
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- Student Discourse
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- Cross-district collaboration

- Classroom Norms + iMath Curriculum
- Exit Slips
- 5 Practices Routine
- Accountable Talk Scaffolds
- Socratic Discussion
- Problem Solving Opp
- Analysis of student work
- Hub Site visit (Leaders)
- Consolidation Meetings
- PDSA with a partner/coach
- Math Lab
- Planning for Improvement - Process & Template
- Content training from Hub
- Math learning & mindset PD
- Adults doing math
- Cross-site/district visits
- Network Facebook group

Key Takeaways

- The promise of a network is leveraging the collective learning capacity!
- The Hub plays a key role in orchestrating learning in a network
 - There are different options for how to organize distributed learning
 - Orchestrating learning requires a balance of discipline and improvisation

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