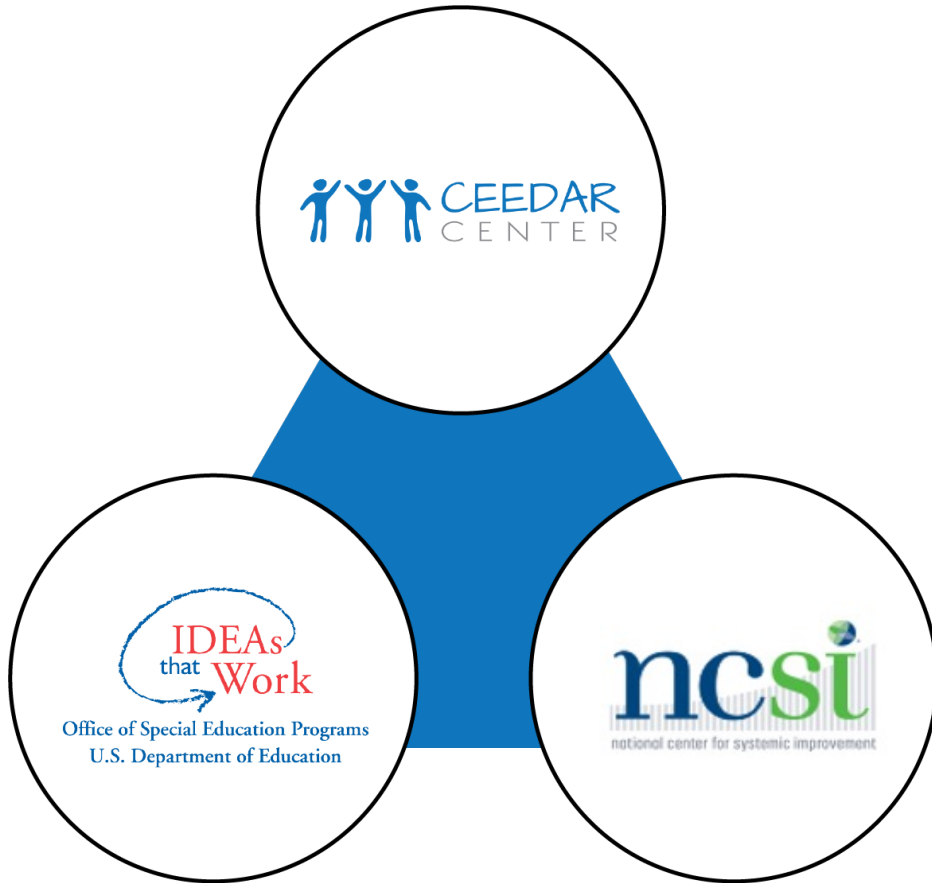


Effective practices for online professional collaboratives across special, general, and leadership education



Meg Kamman, CEEDAR

Lauren Artzi, CEEDAR/NCSI

Amy Peterson, NCSI

A Look at the Research

- Communities of practice (CoP)
 - Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.
 - Effective CoP comprise three areas

Domain/
Issue

Community/
Relationship

Practice/
Action

Cashman, J., Linehan, P., & Rosser, M. (2007). *Communities of Practice: A new approach to complex educational problems*. Alexandria, VA: National Association of State Directors of Special Education.

Wenger, E. (1998). *Communities of practice: learning, meaning, and identity*. New York: Cambridge University.



A Look at the Research (cont.)

- Effective Networked Improvement Communities (NICs) are—
 - Focused on a well-specified aim
 - Guided by a deep understanding of the problem, the system that produces it, and a theory of improvement relative to it
 - Disciplined by the rigor of improvement science
 - Coordinated to accelerate the development, testing, and refinement of interventions and their effective integration into practice across varied educational contexts.

Learning to Improve: How America's Schools Can Get Better at Getting Better, edited by Bryk . S., Gomez L. M., Grunow A., and LeMahieu P. Harvard University Press, Cambridge, MA, 2015. 280 pp. ISBN-10: 1612507913.



Trust in collaboratives

Organic
Trust

Contractual
Trust

Relational
Trust



Ways to Establish Trust

- Trust builds over time
- Establishment of group norms helps promote trust in the beginning
- Trust building loop:
 - Forming expectations and identifying partners.
 - Agreeing on collaboration aims.
 - Managing risk.
 - Addressing team dynamics and allowing for dynamics to shift as work progresses.



Learning Networks Featured Today



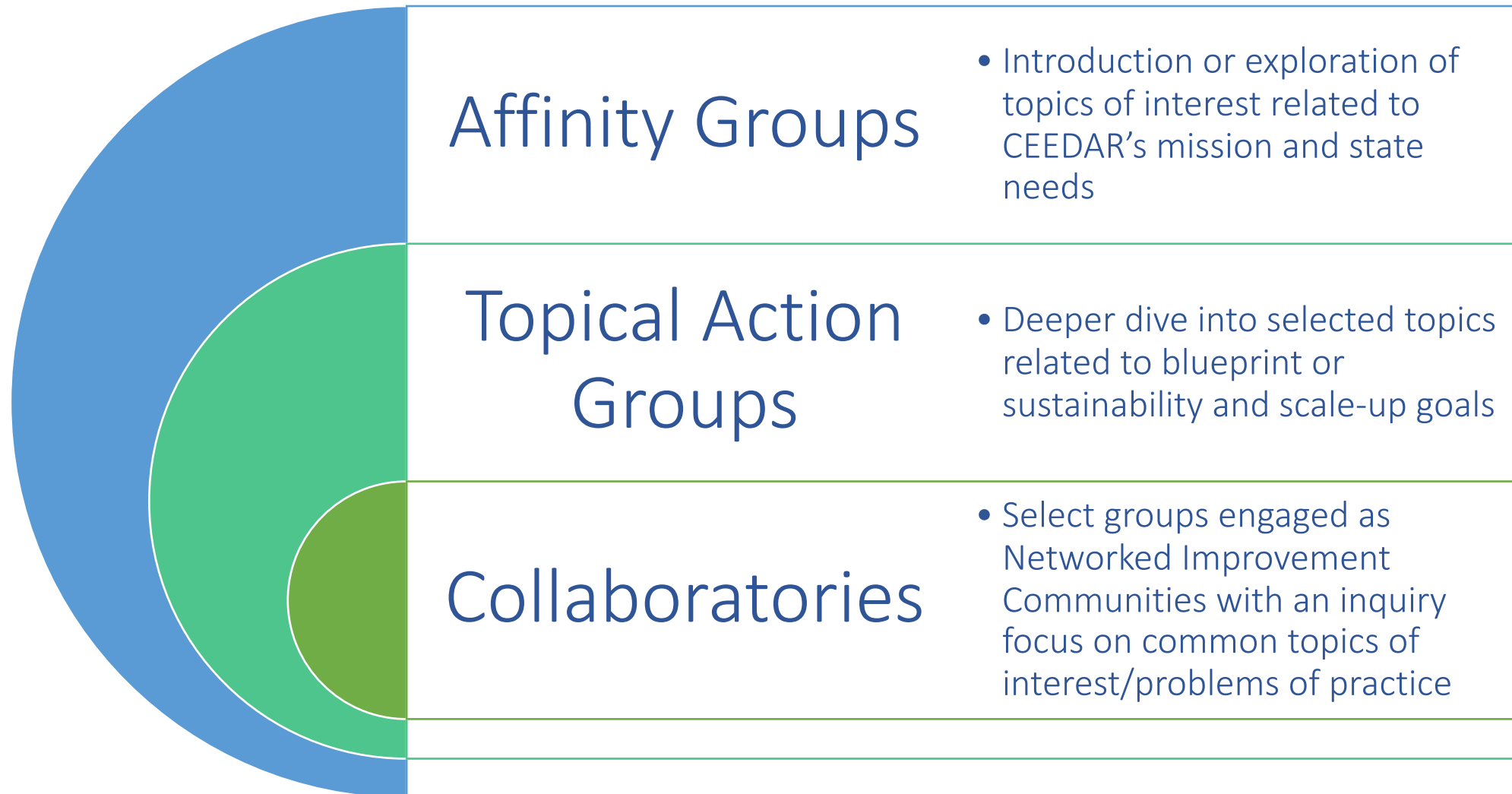
Affinity Groups
Topical Action Group
“Collaboratories”



Cross State Learning Collaboratives
Affinity Groups
Pop-ups



CEEDAR Cross-State Learning Groups



NCSI Learning Communities

Learning Collaboratives

Five Part B Collaboratives:

1. Grad/Post-School
2. Language & Literacy
3. Math
4. Results-Based Accountability
5. Systems Alignment Collaboratives

Four Part C Collaboratives:

1. Family Outcomes
2. Knowledge and Skills
3. Social and Emotional Outcomes
4. Results-Based Accountability

Affinity Groups

Sub-groups within a given learning collaborative.

Focused on issues that arise through the membership

Groups sustain over time or disband as problems are solved and/or sufficient capacity is built.

Example: Differentiating TA in response to local performance results within the Systems Alignment Collaborative

Pop-Up Groups

Similar to an Affinity Group but includes membership across two or more different Learning Collaboratives.

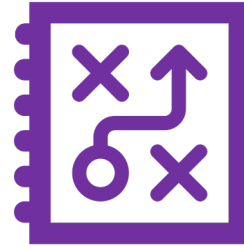
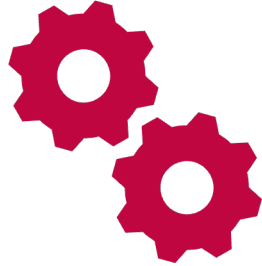
Formed ad hoc to meet short term needs.

Example: SSIP Writing Group operated from February to March 2018 to help states craft SSIP submissions.

Turn and Talk

- Think about a learning network or group that you have been a part of.
 - What has worked well?
 - What challenges have you faced?



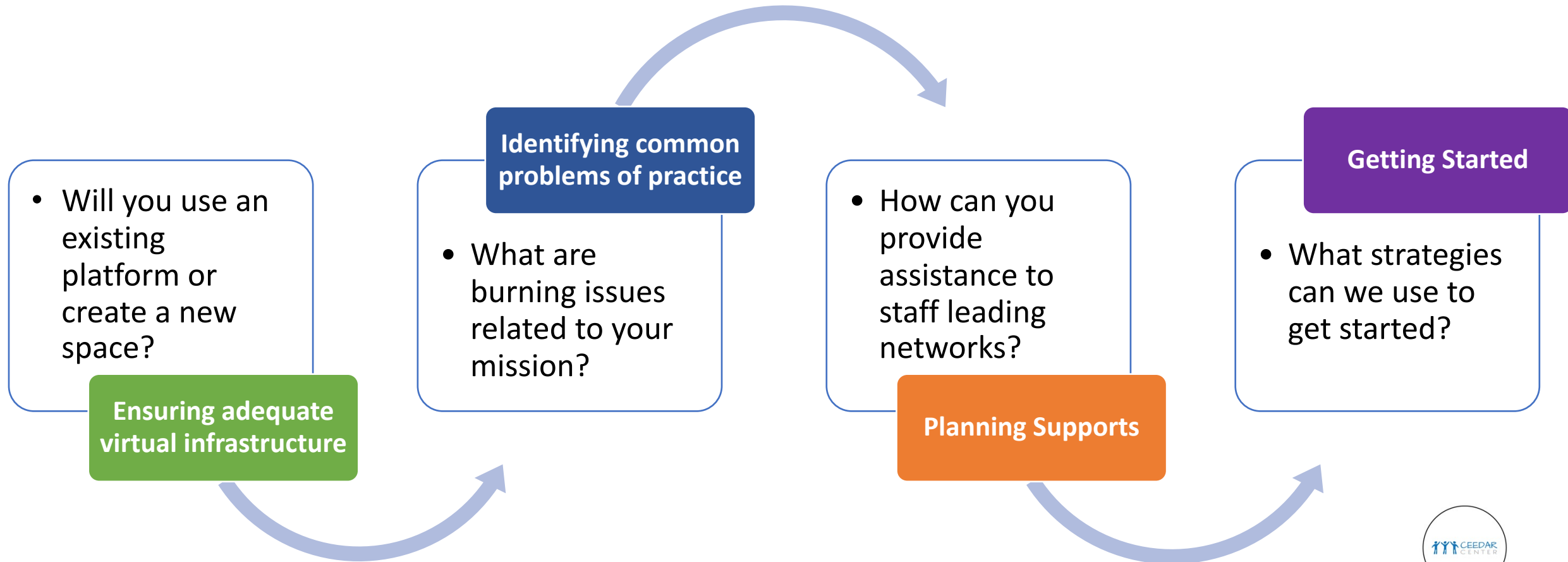


Launching, Growing/Sustaining/Measuring
Impact, and Resources and Tools

Lessons Learned



Launching Learning Networks



Lessons
Learned





Launching Learning Networks: Adequate Virtual Infrastructure

- Will you use an existing platform or create a new space?

Ensuring adequate virtual infrastructure

The screenshot displays a web application for a Learning Network (TAG). The interface includes a dark sidebar with navigation links: HOME, MY STATE, INNOVATION CONFIGURATION (IC)+, CROSS-STATE LEARNING GROUPS, and a 'NIC Wide' section with ANNOUNCEMENTS, DISCUSSIONS, EVENTS CALENDAR, SHARED RESOURCES, and SUCCESS STORIES. Below these are buttons for 'Contact Support', 'Help us improve this page', 'Request Account(s)', and an 'ADMIN TOOLS' section with 'IC Tools'. The main content area is titled 'High-Leverage Practices' and 'GROUP Type: TAG'. It features three primary sections: 1. ANNOUNCEMENT: A table with columns 'Posted', 'Title', and 'Author'. It lists two announcements: one from 06/01/2018 titled 'Announcement Title' by Test Lindsey, and another from 04/04/2018 titled 'Test Announcement' by Clay Soby. 2. DISCUSSIONS: A table with columns 'Topic' and 'Author'. It lists two discussions: one from 06/01/2018 titled 'Cool discussion' by Test Lindsey, and another from 04/04/2018 titled 'Test Discussion' by Clay Soby. 3. RESOURCES: A table with columns 'Name' and 'File'. It lists two resources: 'Website TAG Resource' linked to 'CEEDAR Website', and 'Literature Review Shared Resources' linked to a file named 'Test Word Doc.docx'. To the right of the main content area, there are two sidebars. The top sidebar is titled 'Have Success(es) or Stories?' and encourages users to 'Share Yours' or 'See others'. The bottom sidebar is titled 'EVENTS' and lists two upcoming events: '01 Jul - In-Person Meeting' and '18 Jul - Virtual Meeting', with a description for the virtual meeting: 'Come join us for the HLP TAG kickoff meeting!'.





Launching Learning Networks: Adequate Virtual Infrastructure (2)

Space for members to
work in their teams

Calendar of
Activities

Space for Resources &
Materials

Space for
Interactive Forums

LANGUAGE & LITERACY
CROSS-STATE LEARNING COLLABORATIVE

ncsi
national center for systemic improvement

Home/SSIP Resources | Member Workspaces | Calendar | Forum | Resources Hub | Collaborative Convenings | Videos & Webinars | Polls

Welcome to the NCSI Language and Literacy Collaborative!

About the Ning Site

Welcome to the NCSI Language and Literacy NING site. Scroll over hyperlinked pictures and hyperlinks to get to various language and literacy and SSIP resources on the Web. SSIP and language and literacy resources are posted in the Resources Hub. Post questions and discussions on the collaborative forum. Check out new events and webinars on the collaborative calendar.

Report Outline for Phase III and Review Tool Crosswalk

The document below combines the Phase III report outline on Grads 360 with the Phase III review tool.

LANGUAGE & LITERACY
CROSS-STATE LEARNING COLLABORATIVE

ncsi
national center for systemic improvement

Home/SSIP Resources | Member Workspaces | Calendar | Forum | Resources Hub | Collaborative Convenings | Videos & Webinars | Polls

Fall 2018 Phoenix Meeting

[All Articles](#)

Meeting Resources

L&L Full Slide Deck

Day 1

Telling your SSIP story. What are you bringing with you?

- Quick Chronology of Engagement
- Charting your Course: Action Planning Template

Literacy Wheel Working Groups

- Stakeholder Engagement (Crescent IV)
- Using Data (Crescent V)
- Considering the Adaptive and Technical Side of Professional Development (Canyon III)
- Evaluation (Phoenix A)

Lunch & Ignites (see program)

Learning from Others on the Journey

State Team Time (see program)

Day 2

Networking for Souvenirs and Memories

Who Is Steering the Bus, Plane, Car, or Boat? Engaging Principals as Leaders in the Work

- Inclusive Principals Guide

All Articles (9)

Golden Nuggets

Day 1 Golden Nuggets

- Quick chronology of engagement activity can be used across...

Meeting Logistics

Hotel Information:
Sheraton Crescent Hotel
2620 West Dunlap Avenue
Phoenix, AZ 85021

Breakfast: Breakfast is included in the room rate. You will receive a voucher when you check in.

Registration: Registration will be from 7:30-8:30am on October 23rd in the Prefunction area.

Early Bird Session: There is an early bird session from 7:30-8:15am in Crescent II for new CSCL members or those who are interested in a refresher.

Meeting Program & Planning Template

[View the program ...](#)

Charting Your Course: Action Planning Template

We will use this action planning template to guide our thinking about next steps for SSIP implementation. While two print versions will be available this electronic version can also be used for future planning efforts. ...

Meeting Program

Program

Notetaking Template





Launching Learning Networks: **Adequate Virtual Infrastructure (3)**

- Facilitating virtual meetings that enhance engagement

- Use of video



- Interactive polls



- Breakout rooms





Launching Learning Networks: Identifying Common Problems of Practice

Affinity groups:

- State leads submitted topics based on state interests and needs
- Compiled common areas to select 4 groups
 1. Dyslexia/literacy
 2. Licensure/ shortages
 3. Data/outcomes for preparation programs
- Added two groups in topics the center hopes to push the field in
 4. Inclusive Leadership
 5. Culturally Responsive Policy and Practice

Topical Action Groups:

- Selected topics aligned to common state blueprint goals
 - High Leverage Practices, Inclusive Leadership, and Clinical Practice

Identifying common
problems of practice

- What are
burning issues
related to your
mission?





Launching Learning Networks: Identifying Common Problems of Practice (2)

Cross-State Learning Collaboratives:

- Start with SIMR focused topics
- Added additional topics focused on results-based accountability and systems alignment
 - The systems alignment collaborative started as school turnaround but redefined based on state needs
- Within the overarching topic, states identify areas of focus

Pop-ups:

- State defined needs across collaboratives
 - Writing pop-ups related to SSIP development, differentiated technical assistance

Identifying common problems of practice

- What are burning issues related to your mission?





Launching Learning Networks: Planning Supports

- Templates for planning

- Scope and sequence
- Resources for synchronous engagement
- Resources for asynchronous engagement
- Engagement strategies (virtual and in person)

- How can you provide assistance to staff leading networks?

Planning Supports

Affinity Group Planning Template

Topic:

Conceptual Lead:

Facilitator-Co-Lead:

Engagement Specialist:

Collaborating Centers:

Implementation Specialists:

Scope and Sequence:

- **First Virtual Meeting- Introduction Meeting**
 - Meeting Topic: Introduction and Level Setting
 - Example in Action (EIA) (Optional):
- **Virtual Meeting 2- Meeting**
 - Meeting Topic:
 - Example in Action:
 - EIA Contact:
 - Collaborating Centers:





Synchronous vs. Asynchronous



Synchronous: Real-time communication & collaboration in “same time-different place”

Examples:

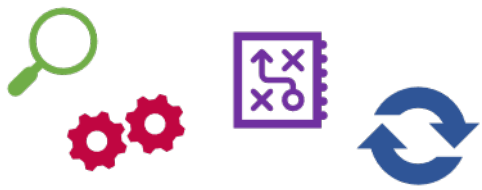
- Audio, web, video conferencing
- Chat/Instant messaging
- White boards/application sharing

Asynchronous: Communication and collaboration over time in “different time-different place”

Examples:

- Discussion boards/forums
- Streaming audio/video
- Document libraries





Launching Learning Networks: **Getting Started**



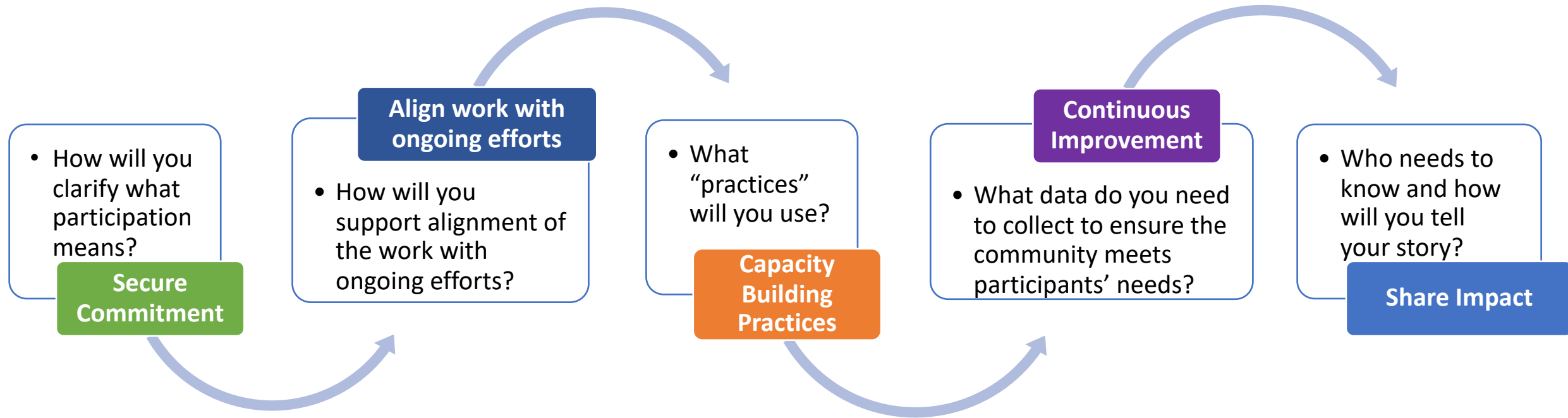
- **Initial Activities**

- Building Relationships
- Setting Group Norms
- Establishing a shared vision and goals





Growing and Sustaining Learning Networks



Lessons
Learned





Growing and Sustaining Learning Networks continued

- How will you clarify what participation means?

Secure Commitment

- Application process
 - Participants apply
 - Selection criteria
- Clearly articulate the activities and the expectations of participation in the learning network
 - Cross-state
 - Individualized action plan
 - Evaluation expectations
- Clearly articulate outcomes

Lessons
Learned



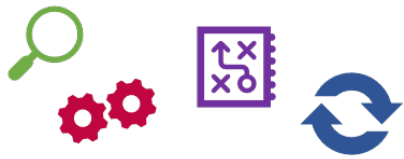


Growing and Sustaining Learning Networks continued.

- **How will you support alignment of the work with ongoing efforts?**

Align work with ongoing efforts

- Ensure cross-state activities are driven by common needs
- Action Plans should be based on data and connect with ongoing participant work
 - Needs to be meaningful



Growing and Sustaining Learning Networks continued..

- What “practices” will you use?

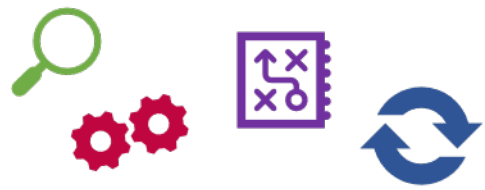
Capacity Building Practices

- TA providers should be using best practices to support participants in building capacity and making progress
- Structure activities to maximize participant engagement and learning
 - All participants bring important knowledge, but may need support in engaging in learning networks
- Provide support for new members due to turnover



Lessons
Learned





Growing and Sustaining Learning Networks continued...

- What data do you need to collect to ensure the community meets participants' needs?

Continuous Improvement

- Gather data on an ongoing basis about the processes used within the learning network
 - Are people actively engaging and sharing knowledge?
 - Are people making progress and building capacity?
 - If not, why not?
- Be flexible with your approach and adapt based on the data and needs



Growing and Sustaining Learning Networks continued..

- Who needs to know about impact and how will you share your story?

Share Impact

- Identify meaningful data sources to share impact over time.
- Lead with Qualitative data; bolster with quantitative data to support contextual understanding and nature of the systems change
- Consider the message.
 - Who is the message intended for?
 - What do they care about?
 - What format is best?

Resources and Tools

USER BRIEF

USER BRIEF

Beyond Webinars: Learning Together in an Online Collaborative Space

Beyond Webinars: Learning Together in an Online Collaborative

Webinars are an important venue for sharing information, but they are so frequently used to communicate content, that we sometimes overlook the need for the interaction that webinars were designed to provide. Originally envisioned as a web-based seminar, too many webinars are presented as web casts, lacking the interaction and reflection that a seminar provides. Although webinars will continue to be an important way to share information, there is a need to engage the participants during an event and begin ongoing work on the issue. So, are there alternatives to a webinar?

Tips for Designing Alternatives to a Webinar

...the topics that garner the current

Tips for Designing Alternatives to a Webinar

- ### Tips for Designing Effective Webinars
- #### Alternatives to a Webinar
1. Be attentive to the topics that garner the current interest of your members.
 2. Define the topic. If the topic is broad, acknowledge the full scope and limit this particular interaction. Develop other aspects of the topic in future activities.
 3. Create some content to which people can question, read, add, or edit.
 4. Once there is interest in activity, bring people together to exchange insights through a conference call or web meeting.
 5. Promote active engagement by undertaking one of the activities in this document.

OSEP's [IDEA Partnership](#) devoted 15 years to building collaboration across groups representing special and general educators, decision makers, practitioners, and families. The approach is captured in an online blueprint titled [Collaborative Problem Solving](#). One of the tools in the blueprint presents advice about online collaboration to webinars.

https://collab.osepideasthatwork.org/system/files/itw-briefbeyondwebinars508_0.pdf

USER BRIEF

Creating Value in an Online Collaborative Space

Individuals join an online space because they feel an affinity for the issue or topic and want to connect with others who are similarly engaged. The potential value of an online collaborative space, sometimes known as an online community of practice, is the promise that users envision when they join. The realized value lies in how well the space addresses their unmet needs.

Online collaborative spaces require the support of an individual or a group of individuals who build and grow learning opportunities. These individuals, called conveners, sense interest in a topic and initiate interactions. They share leadership and empower others to share and lead.

*The IDEA Partnership has summarized its experience in convening communities of practice in an [online guide](#)

With the technology of today, there are many venues for connecting. Why does an individual choose to join and maintain membership in an online collaborative space? Several reasons are integral to understanding the value that a collaborative space provides.

Tips for Conveners of Online Collaborative Spaces

1. Get to know your members.
2. Learn about their roles and the perspectives they bring to the issue.
3. Create ground rules or norms for engagement that clarify how to express diverse perspectives in a way that encourages collaboration.
4. View the collaborative space through the eyes of

The space attracts an array of individuals with knowledge and/or experience who wish to communicate actively on an issue or topic.

- Online collaborative spaces draw individuals with differences in the way they connect with the issue. This variety is a strength in collaborative spaces. Even among individuals who

https://collab.osepideasthatwork.org/system/files/itw-briefonIncollabspce508_0.pdf

USER BRIEF

Can We Lead Virtually?
Yes, We Can!

Can! Actually?

In 2014, more than 50 national organizations, organized by the OSEP Partnership Project, published a blueprint to convey the lessons learned during 15 years of coming together to discuss shared work. They titled the blueprint, **Leading by Convening** (LbC) to communicate the power they discovered in bringing diverse perspectives together to inform and support common interests. More than 250 contributors from state and local levels joined together to share their experiences.

LbC embraced LBC because it describes leadership from their perspective and from potential partners. It offers stakeholder-developed tools that show the user how to engage. The messages in this brief are based on the principles of engagement expressed in LbC.

As convening becomes recognized as a new leadership approach, again, "What if I cannot bring people together?" is a resounding, "Yes!"

What Does It Mean?

LbC is a...
people like me
can't do it alone

"What if I cannot bring people together in person? Can I convene people virtually?"

What Does It Mean to Lead by Convening?

principles of how to convene. It offers leadership and organizations have of convening becomes recognized as a new leadership competency, one question occurs again and again, "What if I cannot bring people together in person? Can I convene people virtually?" The answer is a resounding, "Yes!"

What Does It Mean to Lead by Convening?

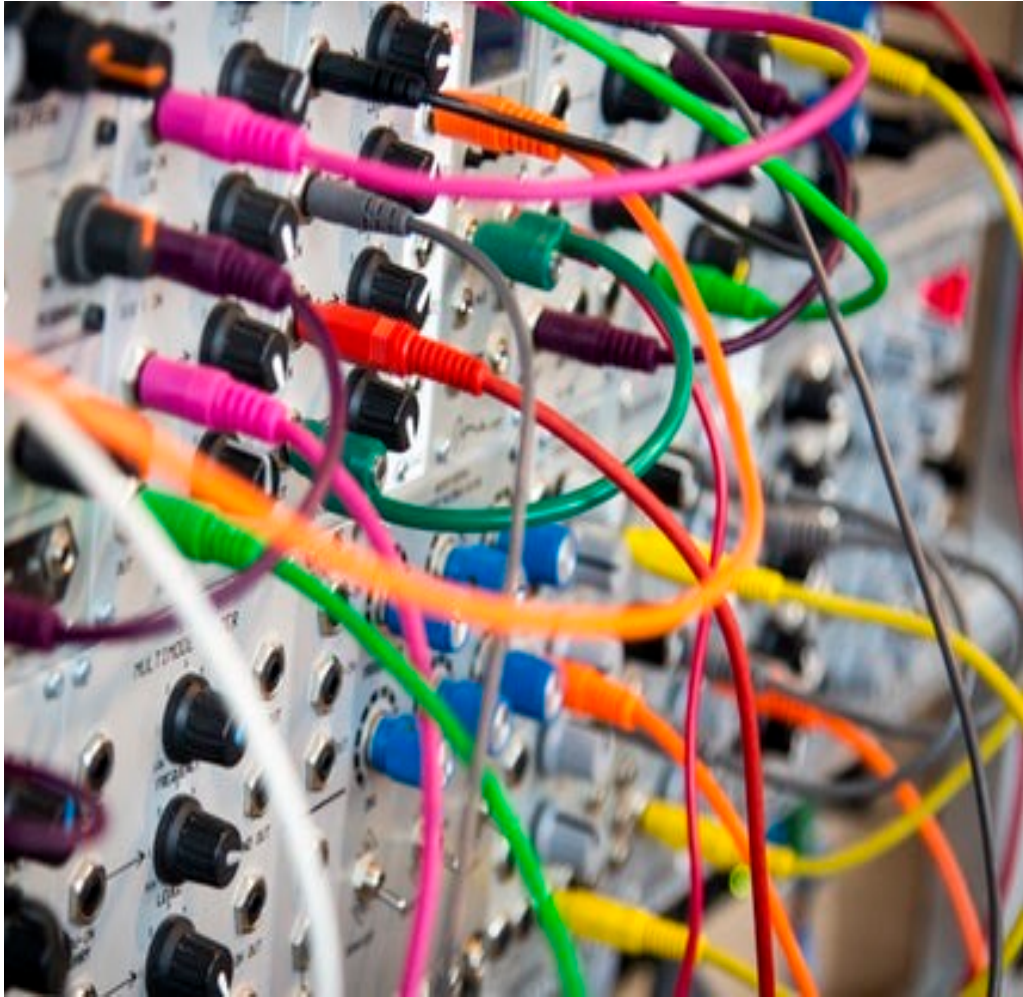
LBC is a guiding framework for leaders at all levels; it focuses on the human aspects of convening is both a role and a skill set. Conveners are not always the same person for participants to act together and for new leaders to emerge through the lens of participation. They ask the following questions:

- What issues will bring people together?

<https://collab.osepideastthatwork.org/system/files/osepleadingconveningvirtually-508.pdf>

Find additional resources at <https://collab.osepideastthatwork.org/content/guides1>





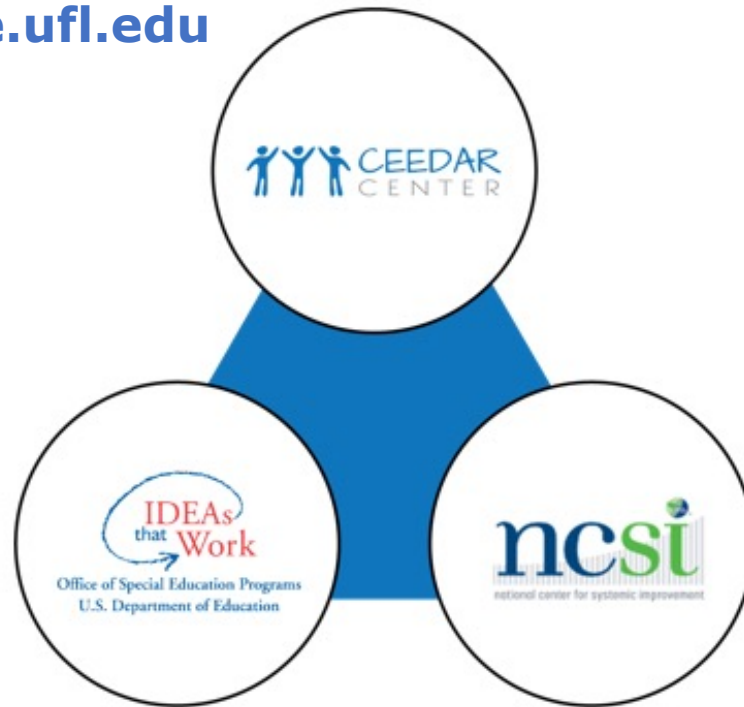
Let's Talk



For more info or follow up...

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