## New Tech Network: Elements of a Learning Organization

Rate the following indicators of a learning organization on a scale of 1-5 (1 = low, 5 = high) as they apply to you and as you perceive they apply to your colleagues on the team you are leading.

Element	Indicator	Rating (1-5)	Evidence, Comments, Reflections
Learning-Centered Culture			
Psychological Safety	We can disagree with colleagues or supervisors; we can ask any kind of question; we can make mistakes; we can express divergent opinions		
Relational Trust	We genuinely listen and value the opinions of others during social discourse; we hold personal regard for others-extending ourselves beyond our formal/stated roles; we recognize and follow through on our responsibilities to attain the desired outcome; there is consistency between what we say and what we do		
New Ideas	We are encouraged to take risks and try new things, and we do so.		
Asset Based	We recognize how strengths of those on the team contribute to school community; we leverage strengths of our team members for collective growth		
Learning-Centered Structures			
Time and Space	We have a regularly scheduled time and place for learning that is focused on work connected to our vision; team time is sacred and rarely canceled; we have enough time to meet our goals		
Systemic Supports	There are articulated and transparent protocols and processes used to guide conversation within and outside of our team		
Professional Growth	We regularly give and receive feedback to each other to thoughtfully reflect on our processes, and learn from our experiences.		
Learning to Improve	We gather information connected to our organization's focus of learning; we make sense of our learning together; we share what we learn with each other and outside our group and organization		

Learning-Centered Leadership

Alternative Viewpoints	We compare and evaluate possible courses of action for who will complete various tasks & decisions; those in positions of authority are not the only ones taking on tasks or decisions		
Cultivate & Distribute Leadership	Leaders recognize strengths of those on the team; leaders enable individuals to work within their strengths; leaders make their learning visible and model the practices of a learner		
Instructionally Focused	Decisions for instructional practice and curriculum development are made with those directly impacted at the heart of the decisions; we make decisions and take actions as an intentional way to improve our desired student outcomes		
Builds Coherence	We share ownership of our organization's future; we have identified roles and functions that support our shared vision		
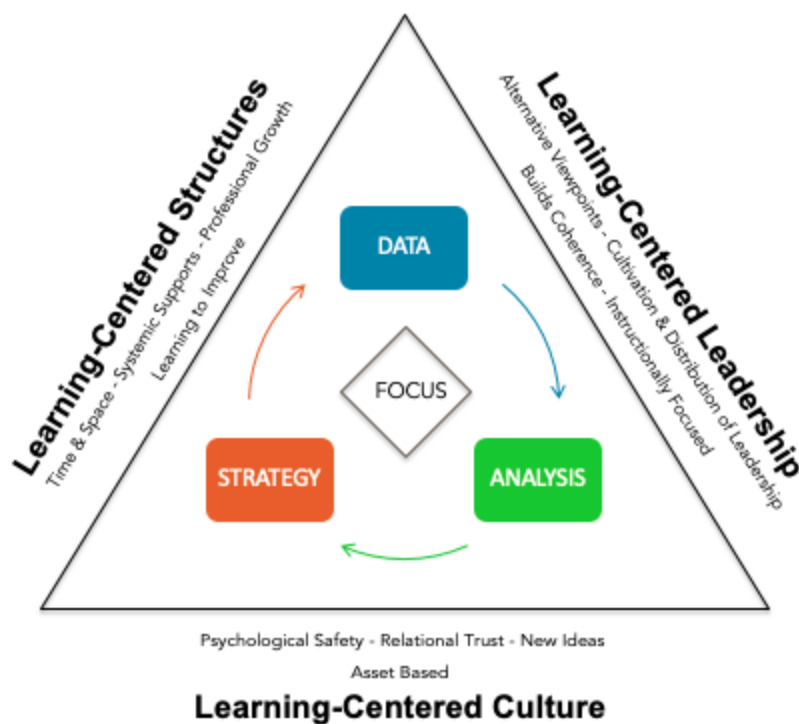
This framework is intended to illustrate how adult learning is organized for sustained improvement in pursuit of a shared purpose.

➤ The interior represents an ongoing process for improvement structured as a cycle of inquiry.

➤ In the center, a school's focus is its currently identified area of improvement. This focus is always rooted in the school's larger purpose.

➤ The sides of the triangle represent the key components, and their indicators, that enable ongoing improvement and alignment with purpose.

<u>Reflect on the Learning Organization Self-Assessment:</u>

- Which of these indicators of continuous learning are present in my school/team that I'm leading? Which are absent?
- What are the present barriers to becoming a school/team that engages in continuous learning?
- Which practices and policies need to change so that we could engage in continuous learning?
- What could I do to help my school/team have continuous learning opportunities?
- How might our school/team be different if we organized ourselves for/engaged in continuous learning?