

- **Structural Conditions**—Time is identified for communities to meet daily, or weekly at a minimum. They may meet in teachers' classrooms on a rotating basis, in the school library, cafeteria, or other space. Resources, such as paper, electronic and human resources are available. Disaggregated data from multiple sources are supplied in easy to read and understandable formats.
- **Intentional Collective Learning**—When student learning needs are identified, communities discuss ways to address these needs. Teachers share repertoire, experiences, or solutions to these challenges. If no teacher in the community offers a suggestion, the group may seek help from another team, a master teacher, central office staff person. When the community determines a new practice to employ in the classroom, members engage in learning what the new practice is and how to use it.
- **Supportive Relational Conditions**—How community members relate to each other is highly important to ensure that data study, suggestion giving, discussions about the advantages and disadvantages of interventions for students, and how to learn how to deliver the interventions proceed productively. Teachers' respect and regard for each other, their use of conversation styles, their interactions, and how they confront conflict all contribute to strong trust in each other and to a smoothly functioning community.
- **Peers Supporting Peers**—Teachers visit each other on visitation to observe the host teacher's identified classroom practice, take notes about the observations of the host teacher's requested behaviors, and share feedback later. Or a colleague might visit another classroom to observe quality teaching in order to learn a new instructional strategy. Peer visitations provide support as well as a way for teachers to assist one another in operating at their professional peak in service to students.
- **Shared Values and Vision**—All community actions are done within the parameters of a shared vision of what the school and classrooms should be about and in alignment with a mental image of what new strategies and processes should look like when implemented in a high quality way.
- **Shared and Supportive Leadership**—The principal creates opportunities for teachers to take on leadership roles and supports them in developing the skills to do so. Importantly, within state and district rules and regulations, policies and practices, learning community members begin to make suggestions for what they will learn and what they will do in support of students' increased learning success. These suggestions and decisions come from their own experiences, reading and study, and interactions with colleagues in large group learning sessions, at conferences, and in school-based professional learning. They are developing the confidence to offer ideas, to discuss and support them, to listen to others, and to compromise in the best interests of students.

Teachers are developing the knowledge, skills, and habits of mind that promote their feeling of efficacy and the power to influence others – colleagues and students. Community members have grown in competence and confidence, and with trust in each other ... to become true professionals.

These descriptions come from Hord, S.M. & Tobia, E.F. (2012). *Reclaiming Our Teaching Profession: The Power of Educators Learning in Community*, Teachers College Press; and from Tobia, E.F. & Hord, S.M. (June, 2012). I am a professional. *Journal of Staff Development*, 33(3), 16–20, 26.]