

Understanding the Learning Communities standard

Use this tool to have participants in groups of three better understand the Learning Communities standard, consider what behaviors represent the standard in action, and rewrite the standard in their own words.

| DIRECTIONS | | TIME |
|------------|---|------------------|
| 1. | Read the Learning Communities standard to the group or post it where all can see: <i>Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</i> | 1 minute |
| 2. | Identify the three big ideas in the Learning Communities standard: <ul style="list-style-type: none"> Engage in continuous improvement; Develop collective responsibility; and Create alignment and accountability. Assign one concept to each person in the group. | 2 minutes |
| 3. | If equipment is available, watch the video from Learning Forward’s website that discusses the standard in depth. | 5 minutes |
| 4. | Refer to the Learning Communities note-taking guide on p. 7. Review the standard at www.learningforward.org/standards/learningcommunities/index.cfm . Record information to complete each square in the Learning Communities note-taking guide. Use these questions as a guide. <ul style="list-style-type: none"> Key ideas: What are two to three key messages associated with the big idea? Relationship to standard and professional learning: Why is this big idea integral to this standard and effective professional learning? Evidence in practice: What might this standard look like in practice? What behaviors will educators demonstrate? | 10 to 15 minutes |
| 5. | Ask group members to share their responses to the tool, spending five minutes per big idea. Record additional notes as others share. Assign a timekeeper to guide the process. | 10 minutes |
| 6. | Have each group rewrite the standard based on members’ understanding of its components. Record the revised standard on flip chart paper, and post it at the front of the room if more than one group is participating. | 10 minutes |
| 7. | Invite each group to read its new statement. | 5 minutes |
| 8. | Close the session by asking participants these questions: <ul style="list-style-type: none"> What was one benefit of rewriting the standard? What new insight do you have as a result of this exercise? Form groups of three and ask each person to describe one big idea. | 10 minutes |

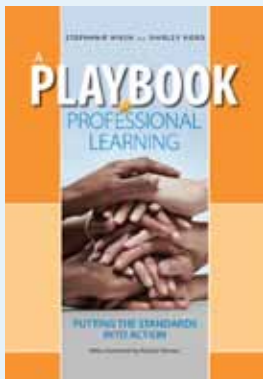
Learning Communities note-taking guide

Learning Communities standard

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

| Component | Key ideas | Relationship to standard and professional learning | Evidence in practice |
|--------------------------------------|-----------|--|----------------------|
| Engage in continuous improvement. | | | |
| Develop collective responsibility. | | | |
| Create alignment and accountability. | | | |

Rewrite the Learning Communities standard:



This tool is adapted from:

A Playbook for Professional Learning: Putting the Standards Into Action
By Stephanie Hirsh and Shirley Hord

Explore real problems facing educators and how to apply the Standards for Professional Learning to resolve these issues. Use this book to move knowledge into action to benefit all students. *(Learning Forward, 2012)*

Available in the Learning Forward Bookstore at
<http://store.learningforward.org>.