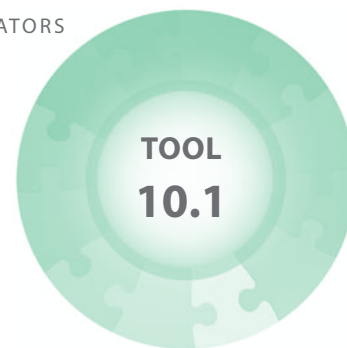


Supporting learning team work



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Purpose	Encourage conversation among educators in different roles about how they support learning team cycle work.	
Recommended time	75-90 minutes	
Materials	Tool 10.1 <ul style="list-style-type: none"> • Sticky notes in two colors • Role-based Worksheet, pages 3–6 	
Process	1. Individually, read “Chapter 10: Advance the learning cycle with support of other educators” before the meeting in preparation for discussion.	5 minutes
	2. As the discussion starts, keep in mind that the purpose of the meeting is to clarify how educators with a range of responsibilities can best support school-based educators in using the learning team cycle.	5 minutes
	3. Distribute the role-based worksheets (see pp. 3–6) to team members taking different stakeholder roles (i.e. offering the school leader role to any principals and assistant principals, teacher leaders, or coaches). Fill in the tables individually. Note that there is also a table for teachers with slightly different questions.	15 minutes
	4. Work in small mixed-role groups to discuss your individual worksheets. Highlight selected notes and comments that participants find most helpful to advancing a shared understanding of how to support school-based teams. Assign a group member who will stay at the table to share team notes with visitors from other groups.	20 minutes
	5. Have groups travel around the room, spending 5 minutes at each table to hear the key points from each discussion and asking clarification questions as necessary.	20–30 min. depending on group size
	6. Return to original seats. Using the two colors of sticky notes, individually answer two questions: a. What request do I have for more information or support? b. What commitment will I make to change practice to better support our shared understanding of advancing learning team work?	5 minutes
	7. Ask volunteers to share one or more of their notes to conclude the discussion.	10 minutes

Supporting learning team work, continued

Role-based worksheet

School leader

Responsibility	Critical actions to support teams	My strengths & areas for growth	What else do I need to know?
Create a learning system and culture			
Act as spokesperson and engage with community			
Model the attitudes and actions of a continuous learner			
Provide resources			
Provide access to multiple sources of data			
Develop trust and relationships			
Assist teams in implementing continuous learning cycles			
Support leadership development			
Use evaluation to support continuous growth			
Hire for learning			

Leadership development at all levels



Learning Forward supports organizations in implementing sustained, standards-based professional learning grounded in a cycle of continuous improvement. This requires all stakeholders in the system to take collective responsibility for adult and student learning, and understand their roles and responsibilities in a learning system. We support:



DISTRICT LEADERS to establish the conditions—a shared vision, qualified leadership, aligned resources, measures to learn and improve from, and effective change management—that promote continuous improvement in teaching and learning.



SCHOOL LEADERS to apply the Standards for Professional Learning in their schools and ensure that educators are working in learning communities that engage in ongoing cycles of continuous improvement.



TEACHER LEADERS to form teacher-led learning teams that engage in a cycle of learning that includes analyzing data, setting learning goals, selecting learning designs, implementing new instructional strategies, and assessing and adjusting practice.

We want to transform your system into a true learning system.

For more information on how we can provide onsite, customized support for your school or district, go to <https://consulting.learningforward.org/consulting-services/>, or contact Tom Manning at tom.manning@learningforward.org.