

## Activity

- 5 minutes- Fill out the survey on your own
- 5 minutes- go back and select the 3 highest leverage areas/shifts that you would focus on within your team in order to improve our learning community
- 10 minutes- with your grade level team- agree on the three greatest shift areas
- 5-7 minutes- stand up and share with other grade levels
- 5 minutes- agree on 1 shift as a grade level that you'll focus on
- 5 minutes- On your own (with the goal that you agreed to) answer questions
- 10 share with your team and complete 1 document for your grade level

## Cultural Shifts in a Professional Learning Community

A Shift in Fundamental Purpose		
From a focus on teaching....	<b>1 2 3 4 5</b>	to a focus on learning
From emphasis on what was taught...	<b>1 2 3 4 5</b>	to a fixation on what students learned
From coverage of content....	<b>1 2 3 4 5</b>	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides...	<b>1 2 3 4 5</b>	to engaging collaborative teams in building shared knowledge regarding essential curriculum
A Shift in Use of Assessments		
From infrequent summative assessments...	<b>1 2 3 4 5</b>	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline...	<b>1 2 3 4 5</b>	to assessments to identify students who need additional time and support
From assessments used to reward and punish students...	<b>1 2 3 4 5</b>	to assessments used to inform and motivate students
From assessing many things infrequently...	<b>1 2 3 4 5</b>	to assessing a few things frequently
From individual teacher assessments...	<b>1 2 3 4 5</b>	to collaborative team-developed assessments
From each teacher determining the criteria to use in assessing student work...	<b>1 2 3 4 5</b>	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment...	<b>1 2 3 4 5</b>	to balanced assessments
From focusing on average scores...	<b>1 2 3 4 5</b>	to monitoring each student's proficiency in every essential skill
A Shift in the Response When Students Don't Learn		
From individual teachers determining the appropriate response...	<b>1 2 3 4 5</b>	to a systematic response that ensures support for every student
From fixed time and support for learning...	<b>1 2 3 4 5</b>	to time and support for learning as variables

From remediation...	<b>1 2 3 4 5</b>	to intervention
From invitational support outside the school day...	<b>1 2 3 4 5</b>	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning...	<b>1 2 3 4 5</b>	to multiple opportunities to demonstrate learning

<b>A Shift in the Work of Teachers</b>		
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From isolation...	<b>1 2 3 4 5</b>	to collaboration
From each teacher clarifying what students must learn...	<b>1 2 3 4 5</b>	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards...	<b>1 2 3 4 5</b>	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum...	<b>1 2 3 4 5</b>	to collaborative teams of teachers agreeing on a common pacing
From individual teachers attempting to discover ways to improve results...	<b>1 2 3 4 5</b>	to collaborative teams of teachers helping each other improve
From privatization of practice...	<b>1 2 3 4 5</b>	to open sharing of practice
From decisions made on the basis of individual preferences...	<b>1 2 3 4 5</b>	to decisions made collectively by building shared knowledge of best practice
From “collaboration lite” on matters unrelated to student achievement...	<b>1 2 3 4 5</b>	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are “my students, those are your students”...	<b>1 2 3 4 5</b>	To an assumption that these are “our students”

<b>A Shift in Focus</b>		
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From an external focus on issues outside of the school...	<b>1 2 3 4 5</b>	to an internal focus on steps the staff can take to improve the school
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From a focus on inputs...	<b>1 2 3 4 5</b>	to a focus on results
From goals related to completion of projects and activities...	<b>1 2 3 4 5</b>	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades...	<b>1 2 3 4 5</b>	to collaborative teams acquiring information from common assessments in order to inform their individual and collective practice and respond to students who need additional time and support
<b>A Shift in School Culture</b>		
From independence...	<b>1 2 3 4 5</b>	to interdependence
From a language of complaint...	<b>1 2 3 4 5</b>	to a language of commitment
From long-term strategic planning...	<b>1 2 3 4 5</b>	to planning for short-term wins
From infrequent generic recognition...	<b>1 2 3 4 5</b>	to frequent specific recognition and a culture of celebration that creates many winners

<b>A Shift in Professional Development</b>		
From external training (workshops and courses) ...	<b>1 2 3 4 5</b>	to job-embedded learning
From the expectation that learning occurs infrequently on the few days devoted to professional development ...	<b>1 2 3 4 5</b>	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties...	<b>1 2 3 4 5</b>	to team-based action research
From learning by listening...	<b>1 2 3 4 5</b>	to learning by doing
From learning individually through courses and workshops...	<b>1 2 3 4 5</b>	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction ("Did you like it?") ...	<b>1 2 3 4 5</b>	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices...	<b>1 2 3 4 5</b>	to sustained commitment to limited focused initiatives

## Cultural Shifts in a Professional Learning Community

### Grade level:

One area/shift that you are proud of in your team:

Focus Shift:

Current Ranking:

Goal by October 1:

How will your team's practice shift? What are specific steps your teams will take?

\*Use the resources below if you picked something that fits in one of the four questions

How will you know when you've reached this goal?

Based on that shift, what will be the outcome for students?

What barriers do you think you might have & what support/s do you need in order to be successful?

## Helpful steps/resource



[Q1 GVC Pathway Tool.pdf](#)

[28 KB](#)



[Q2 CFA Pathway Tool.pdf](#)

[26 KB](#)



[Q3 Pathway Tool Intervention.pdf](#)

[28 KB](#)



[Q4 Pathway Tool Extension.pdf](#)

[23 KB](#)