

# *The Bay Area Teacher Development Collaborative*

## **Learning Communities Network**

In its second year, The Learning Communities Network will continue to support teams of school leaders (teachers and administrators) in their efforts to develop school learning environments where adults are engaged in ongoing professional conversations about teaching and learning. As educators, we know that we need to make our schools places that are as educative for teachers as for students. Achieving this aim is rarely a straightforward task. The Learning Communities Network begins its second year of support to schools that are actively pursuing this goal. The 2007-08 program is open to new and continuing participants.

The Network's particular focus this year will be how to sustain and deepen teachers' learning about the art of instruction at your school. The learning goals of the 2007 Learning Communities Network are:

- 1) To expand our repertoire for designing and facilitating group learning
- 2) To become more discriminating in our selection and use of professional development models or activity structures to achieve our goals.
- 3) To develop our ability to identify and extend instructional learning.

We will assess the "depth" of learning that is occurring in our school's professional development work. We will review findings from current educational and organizational research on the characteristics of "high-learning" teams, and we will identify strategies that schools can use to improve the quality of adult learning among faculty.

Last year, the Network supported school teams in their individual efforts to engage school members in conversations about teaching and learning. Participants found that hearing perspectives from administrators and teachers was useful. Strategies for engaging colleagues in learning conversations (i.e. use of The Ladder of Feedback) were modeled, practiced and discussed. We made our thinking visible to each other and to ourselves as a way to deepen our own learning experiences. Network meetings were designed to provide an occasion and structure for sharing our work with one another as well as for developing our own understanding. Over the course of the year, we became a professional community. Those schools that benefited most were able to attend network meetings regularly, were able to apply ideas from our meetings to their own work at school and were able to bring a cross-functional team of educators from their school to the meetings.

### 2007-2008 Meetings

- #1 The Professional Development Vision: Setting the Compass
- #2 Identifying Markers of Progress and Learning Between Meetings
- #3 Collaboratively Examining Progress and the Work: Ongoing Assessment
- #4 Evidence of Learning: Variation and Strategies

We will meet four times between September and April in half-day morning sessions. The first meeting will focus on each team's professional development vision and design for the 2007-08 school year. The focus of the first meeting will be to design a professional development program for the school year in order to achieve realistic learning goals. Each design will articulate the purpose for professional development at your school, identify professional development structures, activities and resources that will make achieving these goals possible and will identify indicators of teacher learning and growth toward professional development goals. All Network participants (new and returning) will be asked to submit a *Professional Development Vision and Design* this year in advance of this first meeting.

The remaining three meetings will be used to support each school team in carrying out their professional development goals, assessing progress and making adjustments. These meetings will use the professional development work occurring in your schools (with a particular emphasis on learning within school communities or teams) to examine and model activity structures that lead to participant learning and as a way to identify indicators of teachers' instructional learning. School teams will be asked to bring samples of the ongoing professional development work occurring at their schools.

School Visit/Consultation Option available to two participating schools

This year we are offering an option to have two school visits/consultations as a way to tailor the learning communities work to your school's particular needs. This option will allow for more focused attention on two schools. The idea is to provide the school visits at a time that will best support the professional development work and needs within a particular school. For instance, a school might opt for a summer meeting to guide its preliminary professional development design work or a school might need assistance facilitating "instructional inquiry" meetings. The timing and purpose of the visits or consultations will be tailored to the particular needs of the schools selecting this option.

Unfortunately, we are only able to offer this option to two schools this year. If you think that you are interested in this option, please indicate how you imagine using your two visits/consultations on your registration form. The intention is to feature the learning that results from these consultations at our Network meetings so that all participants will benefit to some degree from this more intensive work.

Ann Jaquith will continue to lead the Learning Communities Network this year. She is a Ph.D. Candidate at Stanford University conducting research on how learning occurs in professional development communities. Her experience as a facilitator includes her work as faculty at Project Zero's Summer Institute in Cambridge, a coach and facilitator at Stanford University's Stressed Out Students Program for Denise Pope and a former facilitator of our Project Zero Fellows Program. Prior to returning to graduate school, Ann was the Assistant Head at The San Francisco School.

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## **Learning Communities Registration Sheet**

School: \_\_\_\_\_

Team Participants. Please designate one person to be the school liaison:

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Email of School Team Liaison: \_\_\_\_\_

1) What is your school's Professional Development Vision for next year and where did this vision come from? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) What resources (i.e. designated time, meeting structures, external professional development supports, other) are in place to support these goals? \_\_\_\_\_  
\_\_\_\_\_

3) How does or will your school assess progress toward its professional development goals? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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4) What are your school's goals in participating in the Learning Communities Network this year? \_\_\_\_\_

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5) Are you interested in the School Visit/Consultation Option: Yes/No

If yes, please describe how you intend to use (or what you hope to learn from) these visits or consultations and the time of year when you would like the visits to occur.

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**Cost:** \$1250 for the first participant from a school and \$500 for each other person in the team. There is a minimum of two participants because of the team approach to this program. (Fees for non-members of the BATDC will be \$1500 and \$600 respectively.) There will be an additional fee for the two schools who choose the visit/consultation option of \$750.

Please make payment to The Bay Area Teacher Development Collaborative  
35 Keyes Avenue  
San Francisco, CA 94129

