

Professional Development for Learning Teams

The work of learning teams presents new challenges that must be addressed with systematic professional development. Team members must acquire two broad categories of skills: team-based collaboration skills and skills for instructional reflection. Using the following checklist, indicate the kinds of professional development that you believe would best move your team forward.

Team Name: _____ **Teacher Name (optional):** _____

My team needs immediate support in (select 1–3 items) . . .

Team-Based Collaboration Skills

- Developing team norms and protocols
- Determining how group conversations and meetings will be structured
- Determining how consensus will be reached
- Determining how violations of team norms will be addressed
- Determining how the results of team work will be recorded
- Conducting effective conversations
- Finding common ground and working towards consensus
- De-personalizing discussions of curricular, assessment, and instructional practices
- Building trust between colleagues
- Setting goals and reflecting on results
- Uncovering hidden disagreements
- Embracing conflict as a positive tool for continued growth
- Using protocols for priority setting
- Conducting team-based, self-directed action research and/or lesson study
- Amplifying “lessons learned” across our entire grade level and/or department
- Understanding the characteristics of adult learners and continuing education
- Other: _____

Instructional Reflection Skills

- Identifying required state and district curricular expectations
- Prioritizing learning objectives based on an understanding of our students
- Designing a logical sequence for addressing required elements of the curriculum
- Understanding the difference between formative and summative assessment
- Connecting assessments to specific learning goals
- Measuring higher-order thinking skills
- Developing performance-based assessments
- Creating reliable assessment instruments such as rubrics
- Using data collection and analysis tools such as student responders, netbooks, and Microsoft Excel™
- Understanding the differences between data analysis and data interpretation
- Developing discussion protocols for conversations related to data
- Identifying common areas of student mastery and misunderstanding
- Understanding the unique characteristics of both low and high achievers
- Defining strategies and identifying tools for differentiating lesson plans
- Investigating the relationships between instructional practices and student learning outcomes
- Developing protocols for lesson study and action research
- Developing protocols and practices for peer observation
- Other: _____