## Cultural Shifts in a Professional Learning Community

A Shift in Fundamental Purpose		
From a focus on teaching	to a focus on learning	
From emphasis on what was taught	to a fixation on what students learned	
From coverage of content	to demonstration of proficiency	
From providing individual teachers with curriculum documents such as state standards and curriculum guides	to engaging collaborative teams in building shared knowledge regarding essential curriculum	
A Shift in Use of Assessments		
From infrequent summative assessments	to frequent common formative assessments	
From assessments to determine which students failed to learn by the deadline	to assessments to identify students who need additional time and support	
From assessments used to reward and punish students	to assessments used to inform and motivate students	
From assessing many things infrequently	to assessing a few things frequently	
From individual teacher assessments	to collaborative team-developed assessments	
From each teacher determining the criteria to use in assessing student work	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	to balanced assessments	
From focusing on average scores	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	to a systematic response that ensures support for every student	
From fixed time and support for learning	to time and support for learning as variables	
From remediation	to intervention	
From invitational support outside of the school day	to directed (that is, required) support occurring during the school day	
From one opportunity to demonstrate learning	to multiple opportunities to demonstrate learning	

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A Shift in the Work of Teachers		
From isolation	to collaboration	
From each teacher clarifying what students must learn	to collaborative teams building shared knowledge and understanding about essential learning	
From each teacher assigning priority to different learning standards	to collaborative teams establishing the priority of respective learning standards	
From each teacher determining the pacing of the curriculum	to collaborative teams of teachers agreeing on common pacing	
From individual teachers attempting to discover ways to improve results	to collaborative teams of teachers helping each other improve	
From privatization of practice	to open sharing of practice	
From decisions made on the basis of individual preferences	to decisions made collectively by building shared knowledge of best practice	
From "collaboration lite" on matters unrelated to student achievement	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"	to an assumption that these are "our students"	
A Shift	in Focus	
From an external focus on issues outside of the school	to an internal focus on steps the staff can take to improve the school	
From a focus on inputs	to a focus on results	
From goals related to completion of projects and activities	to SMART goals demanding evidence of student learning	
From teachers gathering data from their individually constructed tests in order to assign grades	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	
A Shift in Se	chool Culture	
From independence	to interdependence	
From a language of complaint	to a language of commitment	
From long-term strategic planning	to planning for short-term wins	
From infrequent generic recognition	to frequent specific recognition and a culture of	

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