

**Table 3.1: Cultural Shifts in a Professional Learning Community**

<b>A Shift in Fundamental Purpose</b>	
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 curricula
From expecting some students to learn	to expecting <i>all</i> students to learn
<b>A Shift in Use of Assessments</b>	
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 be used 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
<b>A Shift in the Response When Students Don't Learn</b>	
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

<b>A Shift in the Work of Teachers</b>	
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 based on 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”
<b>A Shift in Focus</b>	
From an external focus on issues outside 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 a focus on a student’s background	to a focus on the student’s future (potential)
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 to assign grades . . .	to collaborative teams acquiring information from common assessments to (1) inform their individual and collective practice, and (2) respond to students who need additional time and support
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 celebration that creates many winners

<b>A Shift in Professional Development</b>	
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 based on teacher satisfaction (“Did you like it?”) . . .	to assessing impact based on evidence of improved student learning
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited, focused initiatives