RESOURCE

PEER LEARNING COMMUNITY
Planning Guidance

Use your reflections from prior sessions to plan the next peer learning community and incorporate suggestions from group members as to what they want to learn and how they want to learn it.

Professional Learning and Improvement Goals

With the goals that were set by the group and with data about teaching and learning in mind, think about the following:

- What progress has the group made toward the established learning goals?
- What are they struggling to understand or apply to their practice?
- Do they need further knowledge development?
- Do they need practice applying what they know to their own students and teaching?
- Do they need to explore their beliefs and values about certain practices?
- What will be the specific learning objectives or focus of the next session?

Format, Protocol, Agenda

First, here are a few things to consider when establishing an agenda:

- Which peer learning community format and protocols are best suited to the group's current learning objectives?
- What are their levels of trust and readiness to share practice?
- What are their levels of collaboration and cohesiveness as a group?

Second, think about activities or experiences that have worked to ensure high levels of engagement, reflection, collaboration and analysis by the participants. Consider the following:

- If an educator will be presenting student work or his or her own work, then meet with the educator to determine the specific focus (e.g., improving quality of feedback, helping students meet certain standards by differentiating instruction).
- Next, determine what kind of feedback he or she wants (e.g., warm/cool feedback, suggestions, probing questions, problem solving).

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Last, choose and review the protocol with the educator. If the group is new or there are new members, include time for introductions and potentially an icebreaker.

- What format will be used for the next session (e.g., data analysis and use—classroom observation data or student data—study group, critical friends, exploring student learning samples)?
- What protocol will be used in the next session (e.g., classroom observation data dialogue protocol, final word protocol, visualizing high-impact teaching protocol, the Modified Ladder of Feedback)?
- What else will be on the agenda? How will the session begin and end?

Facilitation

Consider which emotional, organizational and instructional supports you want to provide to the group in each session. Consider:

- Your own strengths and needs for improvement
- The dynamics and learning needs of the group
- How you will facilitate learning during the next session