SUSTAINING & IMPROVING LEARNING COMMUNITIES

Jodi Levine Laufgraben
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Sustaining And Improving Learning Communities

Dan Bloom

Sustaining And Improving Learning Communities:

    <u>Sustaining and Improving Learning Communities</u> Jodi Levine Laufgraben,Nancy S. Shapiro,2004-06-28 Sustaining and Improving Learning Communities is the long awaited follow up to the groundbreaking book Creating Learning Communities The authors continue their exploration of the concept of learning communities as an innovation in undergraduate curricular instruction that allow students to actively participate in their own education and deepen and diversify their college experience Jodi Levine Laufgraben and Nancy S Shapiro address a wide range of topics such as campus culture for sustaining learning communities learning communities and the curriculum pedagogies and faculty development

    Communities that Learn, Lead, and Last Giselle O. Martin-Kniep,2007-12-04 Communities That Learn Lead and Last offers a fresh and compelling perspective while providing practical guidance for schools and districts on how to develop professional learning communities that serve to instill educational ideals share wisdom improve practice and enhance capacity across the system Comprised of any combination of teachers school leaders staff developers district personnel and even students professional learning communities as described in this book break new ground and challenge the status quo by focusing on the reconciliation of individual and organizational expertise vision and needs through a variety of collaborations activities and projects ranging from classroom related work to broader issues of policy leadership and organizational improvement Depending on their needs maturity purpose and membership professional learning communities can be centered on learning leading or lasting Showing how such communities can become the means for improving teaching and learning as well as promote and sustain educational innovations the book maps out the community building essentials providing guidance tools and carefully crafted rubrics   **Bringing Your Learning Community to Life** Stephen S. Kaagan,Linda Headley,2010-02-09 How can you take the concept of a professional learning community from theory to the school building This how to guide walks you through the process of establishing a PLC step by step over a flexible timeline of nine to twelve months   *Sustainable Improvement* Coral Mitchell,Larry Sickney,2019-02-11 Drawing on two decades of research into the nature of schools as learning communities the authors build on a prior model of learning communities that integrated three domains of capacity personal interpersonal and organizational In this text the authors move the capacity building model into practice and elaborate a theory of learning communities This book situates learning communities in living systems and ecological perspectives The fundamental premise is that all of human life and human activity is part of a deep planetary ecology of which mutuality and interdependence are cornerstone properties learning and renewal are key processes and emergent networks are foundational structures The text juxtaposes these conceptions with educational practices in order to understand what makes practice different in learning community schools The authors argue that sustainable educational improvement emerges from a reciprocal process of building people who are constantly learning building commitments to authentic learning and building schools with a relentless focus on learning The authors conclude

that building a sustainable learning community requires a profound shift in how learning is understood discussed valued enabled and expressed This shift they argue is essential as schools face the challenges and opportunities in the knowledge society **Revisiting Professional Learning Communities at Work®** Richard DuFour,Rebecca DuFour,Robert Eaker,Mike Mattos,Anthony Muhammad,2021-04-09 This new edition of a classic work is written for educators invested in the moral imperative to do what s right for all students The authors work from the mindset that PLC at Work is a continuous process of school improvement The result is a revelation of best practices affirmed by the latest research and a confirmation of the power of the three big ideas and four critical questions of this proven process Learn how to sustain the work of collaborative teams to ensure best practices in instruction assessment intervention and more Discover new ideas and perspectives on school leadership and school culture Delve into greater specificity on what issues Professional Learning Communities at Work can positively impact Learn how to effectively provide extra time and support for students who struggle and extensions for those who have already reached their learning goals Understand what research shows is ineffective for student success and why such practices should be discontinued Contents Introduction Chapter 1 Proven Insights Into Professional Learning Communities at Work Chapter 2 The Case for Professional Learning Communities at Work Chapter 3 The Challenge of Cultural Change Chapter 4 The Four Pillars of a Professional Learning Community Shared Mission Vision Values and Goals Chapter 5 Teaching in a Collaborative Culture Chapter 6 Essential Learning and Assessment in a PLC Chapter 7 Interventions and Extensions in a PLC Chapter 8 The Role of the Principal in a PLC Chapter 9 The Role of the Superintendent and the Central Office in a PLC Chapter 10 How to Sustain the PLC Process Appendix References and Resources Demystifying Professional Learning Communities Kristine Kiefer Hipp,Jane Bumpers Huffman,2010-02-16 The purpose of this book is to clearly define an approach to school improvement that uses professional learning community PLC practices to achieve school improvement and success for every student This book offers information examples and case studies to clarify the concept of a PLC to respond to critical issues in schools and to support educational leaders in addressing the important mandates of accountability and school improvement As school leaders proactively lead efforts to create learning communities their schools districts and staff will incorporate knowledge skills and practices that focus on teaching and learning for all The authors findings will assist leaders change agents policy makers and university faculty in guiding schools toward creating and maintaining PLCs as they sustain school improvement for student learning

Demystifying Professional Learning Communities Kristine Kiefer Hipp,Jane Bumpers Huffman,2010-02-16 The purpose of this book is to clearly define an approach to school improvement that uses professional learning community PLC practices to achieve school improvement and success for every student This book offers information examples and case studies to clarify the concept of a PLC to respond to critical issues in schools and to support educational leaders in addressing the important mandates of accountability and school improvement As school leaders proactively lead efforts to create learning communities

their schools districts and staff will incorporate knowledge skills and practices that focus on teaching and learning for all The authors findings will assist leaders change agents policy makers and university faculty in guiding schools toward creating and maintaining PLCs as they sustain school improvement for student learning *Living-learning Communities in Practice* Karen Kurotsuchi Inkelas,Mimi Benjamin,Jody Jessup-Anger,2024 This book offers a roadmap for developing growing and sustaining living learning communities LLCs that promote student success and enhance the undergraduate experience Drawing upon the Best Practices Model presented in Living Learning Communities That Work as well as updated research and rich real life examples from LLC administrators the authors offer a revised and improved model for effective LLC practice Nuanced typologies guide stakeholders in developing and growing their own programs from the foundational to the intermediate and the advanced level The text features an extended section on the assessment of LLCs complete with a logic model for integrating program assessment with student learning outcomes and concludes with lessons learned from the COVID 19 pandemic and a look into the future of LLCs in higher education At a time when colleges and universities struggle to create community for students this book will be a valuable resource to practitioners researchers and institutional leaders to more effectively allocate resources to create and sustain LLCs and to realize the potential of these communities to improve undergraduate education **Creating professional learning community through appreciative inquiry in early childhood context** Hina Amin,2017-07-25 Master s Thesis from the year 2016 in the subject Pedagogy The Teacher Educational Leadership grade B 3 1 Aga Khan University language English abstract Professional development of teachers is one of the significant factors for school effectiveness It requires to create a culture of continuous professional learning that becomes helpful for teachers for their capacity building on a regular basis Though schools in Pakistan are in a process of providing a professional learning environment for the teachers on a frequent basis there is a dearth of studies that tell the factors and processes involved for developing continuous professional learning environment in a practice sense Therefore this research study could support to create professional learning community by examining the factors in the school context specifically in ECD through which collaborative environment will be developed This study is significant as it reviews the factors and processes that are required for developing PLC This study would be beneficial for school management to establish a PLC culture in the school Simultaneously the findings of this study would be helpful for teachers for gauging their improvement in their teaching and learning process through working in a collaborative environment In addition appreciative inquiry approach would become the value added tool for this study in terms of exploring the best practices of schools as well as executing the factors and processes that requires for PLC in an appreciative and positive way In short this study provides a practical approach for creating PLC in ECD context through the use of appreciative inquiry approach **Building School-based Teacher Learning Communities** Milbrey Wallin McLaughlin,Joan E. Talbert,2006-01-01 Building on evidence that school based teacher learning communities improve student outcomes this book lays out an agenda to develop

and sustain collaborative professional cultures It provides an inside look at the processes resources and system strategies that are necessary to build vibrant school based teacher learning communities **Living-Learning Communities in Practice** Karen Kurotsuchi Inkelas,Mimi Benjamin,Jody E. Jessup-Anger,2024-05-08 This book offers a roadmap for developing growing and sustaining living learning communities LLCs that promote student success and enhance the undergraduate experience Drawing on the Best Practices Model presented in Living Learning Communities That Work as well as updated research and rich real life examples from LLC administrators the authors offer a revised and improved model for effective LLC practice Nuanced typologies guide stakeholders in developing and growing their own programs from the foundational to the intermediate and to the advanced level This text features an extended section on the assessment of LLCs complete with a logic model for integrating program assessment with student learning outcomes and concludes with lessons learned from the COVID 19 pandemic and a look into the future of LLCs in higher education At a time when colleges and universities struggle to create community for students this book will be a valuable resource to practitioners researchers and institutional leaders to more effectively allocate resources to create and sustain LLCs and to realize the potential of these communities to improve undergraduate education For more information about ACUHO I membership events and resources please visit acuho i org **Creating a Professional Learning Community Through Appreciative Inquiry in an Early Childhood Context** Hina Khowaja,2017-06-27 Master s Thesis from the year 2015 in the subject Pedagogy The Teacher Educational Leadership grade 3 5 Aga Khan University language English abstract This study explored the factors that were required for creating an environment based on a professional learning community PLC that not only provides support to teachers on a regular basis for their development but also builds a collaborative learning environment for the teachers in the school particularly in the early childhood development ECD context Further this study also identified the processes that helped to build PLC using the appreciative inquiry approach In addition the support of appreciative inquiry as an approach for building PLC was also measured Eight research participants were selected who were involved in four stages of appreciative inquiry namely discovery dream design and destiny The data revealed that trust collaborative learning and reflective dialogue were some of the factors that are required for creating a PLC environment However three processes for initiating PLC culture were included which are classroom teaching and observation constructive feedbacks and reflective dialogue sessions At the end this research found that the appreciative inquiry approach was significant as a value added tool that helped to build the collaborative environment in the school and provided participants an opportunity to share their skills and expertise as well as their dreams and imaginations with each other **Building and Sustaining Learning Communities** Sandra N. Hurd,Ruth Federman Stein,2004-03-15 Learning communities are small groups of students who come together with faculty and student affairs professionals to engage in common learning experiences In Building and Sustaining Learning Communities the authors along with many of their colleagues describe the rationale for learning communities particularly in

a large university the process for setting them up and reflections on these unique environments After reading this book administrators and faculty members will know precisely why they are worth considering and how to successfully create them Part I of the book demonstrates the theoretical benefits of learning communities and then discusses various issues involved in the planning and implementation of the communities including Building learning community relationships within the university and among participants Strategies for collaboration Developing a learning community curriculum Course structure within learning communities Assessing learning communities Institutional challenges Part II details the experiences of faculty and students involved in Syracuse University s learning communities including arts citizenship education interprofessional leadership management multicultural online learning and wellness This book is a fascinating and practical guide for all readers interested in building and sustaining learning communities   Creating and Sustaining Small Learning Communities Grace Sammon,2008 CD ROM contains 33 planning templates data collection and assessment tools frequently asked questions   *Learning Communities In Practice* Anastasia Samaras,Anne R. Freese,Clare Kosnik,Clive Beck,2008-10-26 Most would agree that a learning community of practice cultivates social and intellectual development in educational settings but what are the other benefits and what does a learning community actually look like in practice This book explores such questions as Are learning communities essential in education How are they designed and developed What difference do they make in learning The book contains contributions of educators who share their research and practice in designing and implementing learning communities in school university and professional network settings It presents their experiences and the how to of these educators who are passionate about building and sustaining learning communities to make a real difference for students teachers faculty and communities Combining scholarly and practitioner research the book offers practical information to teachers school and university administrators teacher educators and community educators   Building Learning Communities Dan Bloom,2005   **Creating and Sustaining Small Learning Communities** Grace Sammon,2008 Creating and sustaining small learning communities is not for the faint of heart Without this invaluable resource and the talents and expertise of the writer we likely would have done neither Cynthia Conwell School Improvement FacilitatorHouston Independent School District TX Strikes the right balance between theory and practice This extensive text and impressive electronic tool kit reflects a national perspective on school reform gleaned from the author s many years of partnering with school systems for success for all students and teachers Gary Norris SuperintendentSarasota County Public Schools FL Builds capacity in applying research to practice providing strategies to improve teaching and learning that maximize student achievement and using tools and techniques that enable staff to implement share and sustain new learning Kent Mathers Assistant SuperintendentYukon Public Schools OK Transform your high school into a high performing environment for teaching and learning This research based fully revised edition of Creating and Sustaining Small Learning Communities demonstrates how to empower school teams and foster the professional practices that create a true climate for

success Author Grace Sammon offers school leaders a step by step approach for redesigning high schools into small learning communities SLC that cultivate sound instructional methods and personalized learning environments for students Presenting a hands on process that addresses data personalization partnerships curriculum and instruction this book moves educational leaders and school reformers from an appreciation of SLC to the nuts and bolts of collaborating and doing the work of improving school culture and academic achievement With a focus on getting results the text offers A CD ROM tool kit with over 30 planning templates and data collection and assessment tools for developing sustaining and evaluating a successful school transformation to SLC Frequently asked questions about how SLC benefit students and schools Procedures to create school based teams to jump start and sustain data driven discussions and decision making This resource and collection of tools is ideal for school leaders who are serious about continuous improvement to ensure success for all students   Journal of College Student Development ,2005   Creating Sustainable Environments in Our Schools Tony Shallcross,2006 This book is a major outcome of a seven year European Commission funded project on professional development for preservice and in service teachers and a contribution to the UN decade of education for sustainable development Written for practicing teachers and other professionals it will be essential reading for trainee teachers and teachers studying courses in whole school development and education for sustainable development Each section of the book integrates theoretical and personal knowledge with the contextual knowledge provided by the case studies The first section offers overviews of school development whole school approaches and self evaluation and points to the inadequacy of school effectiveness and improvement models for school development The second section is made up of case studies of schools in England the Netherlands Greece and Malta that are developing whole school approaches Each describes work in progress and critical analysis reveals the processes supporting the school s development and its holistic approaches The final section indicates ways in which schools can promote school development through whole school approaches and suggests relevant resources The book shows that educating children to become active global citizens who strive for sustainable lifestyles requires transforming how schools educate In the United Nations agenda for its decade of education for sustainable development that began in 2005 learning through doing and action focused education are central and these approaches are at the heart of this book   The Powerful Potential of Learning Communities Oscar T. Lenning,Larry H. Ebbers,1999 This report examines the importance of learning communities within institutions of higher education It identifies two important dimensions of learning communities 1 primary membership which differentiates based on the characteristic that group members hold in common these include learning organizations faculty learning communities and student learning communities and 2 primary form of interaction which differentiates based on group members methods of interaction such as in person physical interaction virtual interaction or nondirect interaction through correspondence Four categories of student learning communities are identified curricular learning communities classroom learning communities residential learning communities and student

type learning communities Benefits for students and faculty of effective learning communities are documented and include higher academic achievement better retention rates diminished faculty isolation and increased curricular integration Suggestions for maximizing learning in virtual communities include focusing on a common goal and organization that include preparation planning and reflection Contains approximately 225 references DB

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