



## HANDOUT 1.1.2 – Your Turn

### **Teacher Learning Communities: Getting Started**

*(Adapted from the work on Protocols as prepared by the Colorado Critical Friends Group, 2002. Document is used with permission.)*

**Directions:** Use this handout to start making plans for your TLC. Share your TLC plans and decisions with your facilitator and/or site leader.

**Purpose:** To establish norms, guidelines, protocols and a calendar of meetings for your Teacher Learning Communities

### **Teacher Learning Communities (TLCs) support teacher learning in four ways:**

1. Provision of additional content/content pedagogical knowledge
2. A structure for supportive accountability
3. Development of a community of learners
4. Knowledge transfer

### **Effective TLCs:**

- Establish a common understanding for who, what, where, when, how and why of the TLC
- Establish meeting expectations
- Establish meeting routines, and
- Maintain focus and flexibility.

*Discuss each of these points and develop a plan to form your own effective TLC.*

**Meeting Routine:** A clearly articulated, easy meeting routine that all participants are familiar with and understand will make your TLCs run more smoothly and be more effective. Each meeting should include the following elements:

1. Share progress since last meeting
2. Explore new or deeper aspect of formative assessment
3. Plan for the next month
4. Dedicate a minimum of **75 minutes** per TLC

*Consider writing out your agreements to ensure that meeting time is preserved, and that all participants have a clear understanding of the goal for each TLC meeting.*

**Support Strategies in TLCs:** We've listed a number of strategies to support the implementation of new formative assessment ideas, strategies, and practices in your



## HANDOUT 1.1.2 – Your Turn

---

TLC. Read through the list. Take into consideration your goals for implementation of formative assessment practices, and select a strategy that aligns well with your goals and what is manageable in your context. For example, if you are focusing specifically on developing clear learning goals and success criteria, then a Moodle site or other electronic site might be a more effective way than peer coaching to share information and receive feedback.

- Peer coaching with observations
- Videotaping with self-reflection
- Sessions to examine student work
- Moodle or other sites to share work
- Webinars or other conference-style conversations about practice

*Make a commitment to trying out one (or more) of the support strategies, and report back on the strategy use in your TLCs.*

# Module 1

## Overview of Formative Assessment