

**DPS Elementary Literacy Program**  
**Learning Community Activities and Benefits**

<b>Learning Community Activities</b>	<b>Direct Benefits</b>
Collectively studying student work to identify weaknesses and plan new ways to teach to those weaknesses	Increases quantity and quality of insights into student performance; focuses efforts on “the bottom line”— student learning; increases learning community members’ professionalism and self-esteem
Talking with one another about what and how you teach and the results your teaching produces	Decreases feelings of isolation; increases experimentation and analysis of teaching practices; increases teachers’ confidence; provides teachers with greater access to a range of teaching styles, models, and philosophies
Using shared planning to develop units, lessons, and activities	Divides the labor; saves time because no one has to do it all; increases quantity and quality of ideas
Attending professional development together and helping each other implement sessions’ content	Helps learning community members get more out of professional development; enables them to go to one another with questions or get clarification about what was presented
Sharing articles and other professional resources for ideas and insights; conducting book studies on teaching and learning	Expands pool of ideas and resources available to learning community members
Learning from one another by watching each other teach	Provides concrete examples of effective practices; expands observer’s repertoire of skills; stimulates analytical thinking about teaching
Providing moral support, comradeship, and encouragement	Enables teachers to stick with new practices through the rough early stages of learning to use new skills; decreases burnout and stress; increases team members’ willingness to try new methods and share ideas and concerns with other learning community members
Jointly exploring problems, including data collection and analysis; conducting action research	Improves quality of insights and solutions; increases professionalism
Participating in continual quality improvement activities	Creates more efficient use of time; takes advantage of particular talents or interests of learning community members
Using collective decision-making to reach decisions that produce collective action	Improves quality of instruction, student performance, and school operations
Providing support for “help-seeking,” as well as “help-giving”	Makes a strong statement of shared responsibility and commitment to one another’s learning