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By Rob Jenkins

Santa Ana College / National Geographic Learning



Developing a

# PROFESSIONAL LEARNING COMMUNITY



# Today's Objectives



"To create a professional learning community, focus on learning rather than on teaching, work collaboratively, and hold yourself accountable for results."

(Richard Dufour, 2004)



## Teaching vs Learning



# Teaching vs Learning - METHODOLOGY

## Teaching Approach

Start with the objective:  
What do we want  
students to know?

Teach - focusing on good  
established techniques &  
methodology with the  
intent of getting through  
the curriculum on time.

## Learning Approach

Start with the objective:  
What do we want  
students to be able to do?

Teach – focusing on what  
students learn based on  
evidence from what they  
are ultimately able to do.

# Teaching vs Learning – “one-sentence summary”

**Instructions:** Read the Teaching vs Learning chart. In pairs, discuss the differences between the *Teaching* and *Learning* columns. Then write a “one sentence summary” of the differences between teaching and learning approaches.

Teaching Approach	Learning Approach
<b>Methodology</b> <ul style="list-style-type: none"><li>Start with the objective: What do we want students to know?</li><li>Teach – focusing on good established techniques and methodology with the intent of getting through the curriculum on time.</li></ul>	<b>Methodology</b> <ul style="list-style-type: none"><li>Start with the objective: What do we want students to be able to do?</li><li>Teach – focusing on what students learn based on evidence from what they are ultimately able to do.</li></ul>
<b>Outcomes</b> <ul style="list-style-type: none"><li>The instructor makes sure students take full responsibility for learning while maintaining a consistent instructional delivery.</li><li>Student outcomes reflect how well the teacher gets across the information and how welling students were to internalize it.</li></ul>	<b>Outcomes</b> <ul style="list-style-type: none"><li>The instructor shares the responsibility for student outcomes with the students by adjusting and changing the instructional approach to teaching based on student performance (learner-centered instruction).</li><li>Student outcomes reflect how well student internalize the information based on the ability of the instructor to tap into student needs, schema, past experience and personal learning modalities or styles.</li></ul>
<b>Instructional Presentations and Practice</b> <ul style="list-style-type: none"><li>Mostly lecture with student questions and answers.</li><li>Mechanical practice – memorize data, make lists, and prove through exercises and activities that the <u>information</u> (knowledge) is understood.</li><li>Activities are mostly fill-in and multiple choice with a high percentage correct used to identify comprehension.</li></ul>	<b>Instructional Presentations and Practice</b> <ul style="list-style-type: none"><li>Interactive presentations where context, student schema, real-life application, and student learning styles are taken into account.</li><li>Activities go from mechanical, to meaningful and communicative leading to application and personalization to stimulate learning.</li><li>Activities are varied and include multiple choice, think, role-play, focused listening, critical thinking, etc. with observation and teacher evaluation including the use of rubric to identify student's ability to communicate.</li></ul>
<b>What Students Do with New Information</b> <ul style="list-style-type: none"><li>Take multiple choice standardized tests and prove they can use the new information in controlled and mostly writing environments.</li></ul>	<b>What Students Do with New Information</b> <ul style="list-style-type: none"><li>Perform in multiple environments including standardized tests and impromptu circumstances using all four skills (reading, writing, listening, and speaking) to prove they can adequately communicate needs and ideas.</li></ul>



## PLC Defined

“The primary goal of a learning community – improving student learning - is limited only by a school’s ability to establish new structures, improve communication, enhance teacher learning...”

(Richard Dufour, 2004)



# Important Questions Addressed By PLCs

- What *exactly* do we want our students to learn?
- How will we know they are learning?
- What will we do if they aren't learning?
- What will we do if they already know it?





# A PLC

- is **data-driven** and **results-oriented**.
- focuses first and foremost on **student learning as its goal**. Educator learning is the *means* of improving student learning, not the end goal.
- requires a **commitment to best practice** and the collaboration required to identify and implement best practice.



# Data Driven

**Definition of Classroom Research:** “Classroom Research may be simply defined as ongoing and cumulative intellectual inquiry by classroom teachers into the nature of teaching and learning in their own classrooms.”

**Meaning:** a classroom teacher investigates his or her own teaching as well as inquires about how and why students are learning in a specific class on a routine basis.



# Formative Assessments

**Instructions:** In a small group, discuss the difference between a physical exam or check-up and an autopsy.

When are they performed?

Why are they performed?

# Classroom Research through Peer Coaching

	<b>OUTCOMES</b> % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom		
	<b>Knowledge</b>	<b>Skill Demonstration</b>	<b>Use in the Classroom</b>
<b>TRAINING COMPONENTS</b>			
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%



Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.



# Steps to Developing a PLC

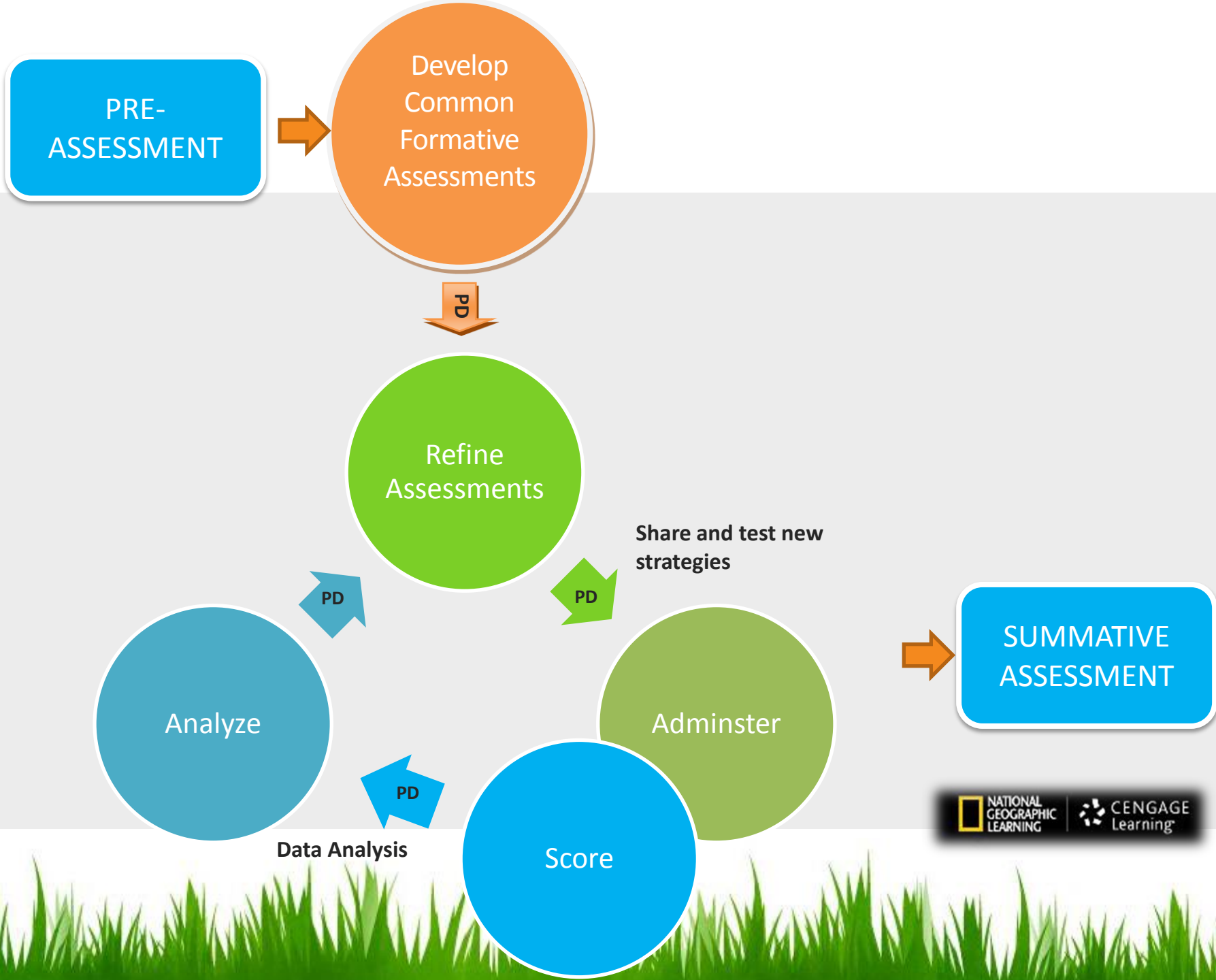


# STEPS FOR SUCCESS

1. Establish Goals and Scope
2. Establish Teams / Observe Classes
3. Identify Standards
4. Develop Common Formative Assessments (CFA)
5. Administer Assessments
6. Discuss Results
7. Provide Professional Development and Peer Coaching
8. Tweak Common Formative Assessments (CFA)

# Unwrap Standards

- Local, National, and International Standards
- Curriculum
- What is currently happening in the classroom
- Soft Skills





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# PROFESSIONAL LEARNING COMMUNITIES

