

USING THE PROFESSIONAL TEACHING AND LEARNING CYCLE

Prior to beginning the cycle, a team of teachers examines student achievement data from state achievement tests or local benchmark tests aligned to the state standards and selects standards on which to focus.

<p>Phase I: STUDY</p> <p>Teachers work in collaborative planning teams (grade-level, vertical, or departmental) to critically examine and discuss the learning expectations from the selected state standards. Teachers working collaboratively develop a common understanding of the following:</p> <ul style="list-style-type: none"> • The concepts and skills students need to meet the expectations in the standards • How the standards for a grade or course are assessed on state and local tests • How the standards fit within a scope and sequence of the district curriculum 	<p>Phase IV: IMPLEMENT</p> <p>Teachers teach the planned lesson, make note of implementation successes and challenges, and gather the agreed-upon evidence of student learning. Working collaboratively, teachers:</p> <ul style="list-style-type: none"> • Deliver the lesson as planned in the specified time period; • Record results, noting where students struggled and where instruction did not achieve expected outcomes; and • Collect the agreed-upon evidence of student learning to take back to the collaborative planning team.
<p>Phase II: SELECT</p> <p>Collaborative planning teams research and select instructional strategies and resources for enhancing learning as described in the standards. Working collaboratively, teachers:</p> <ul style="list-style-type: none"> • Identify effective research-based strategies and appropriate resources that will be used to support learning that is aligned to the standards; and • Agree on appropriate assessment techniques that will be used to provide evidence of student learning. 	<p>Phase V: ANALYZE</p> <p>Teachers gather again in collaborative teams to examine student work and discuss student understanding of the standards. Working collaboratively, teachers:</p> <ul style="list-style-type: none"> • Revisit and familiarize themselves with the standards before analyzing student work; • Analyze a sampling of student work for evidence of student learning; • Discuss whether students have met the expectations outlined in the standards and make inferences about the strengths, weaknesses, and implications of instruction; and • Identify what students know and what skill needs to be strengthened in future lessons.
<p>Phase III: PLAN</p> <p>Collaborative planning teams work together to formally plan a lesson incorporating the selected strategies and agree on the type of student work each teacher will take into the “analyze” phase of the cycle to reveal evidence of student learning. Working collaboratively, teachers:</p> <ul style="list-style-type: none"> • Develop a common formal plan outlining the lesson objectives (relevant to the standards), the materials being used, the procedures, the time frame for the lesson, and the activities in which students will be engaged; and • Decide what evidence of student learning will be collected during the implementation. 	<p>Phase VI: ADJUST</p> <p>Collaborative teams reflect on the results of analyzing student work. Teachers discuss alternative instructional strategies or modifications to the original instructional strategy that may be better suited to promoting student learning. Working collaboratively, teachers:</p> <ul style="list-style-type: none"> • Reflect on their common and disparate teaching experiences; • Consider and identify alternative instructional strategies for future instruction; • Refine and improve the lesson; and • Determine when the instructional modifications will take place, what can be built into subsequent lessons, and what needs an additional targeted lesson.

Copyright by SEDL. Reprinted with permission.

Tobia, E. (2007, April). The Professional Teaching and Learning Cycle: Implementing a standards-based approach to professional development. *SEDL Letter, 19(1)*, 12. Retrieved from www.sedl.org/pubs/sedl-letter/v19n01/SEDLletter_v19n01.pdf.

Context for Change

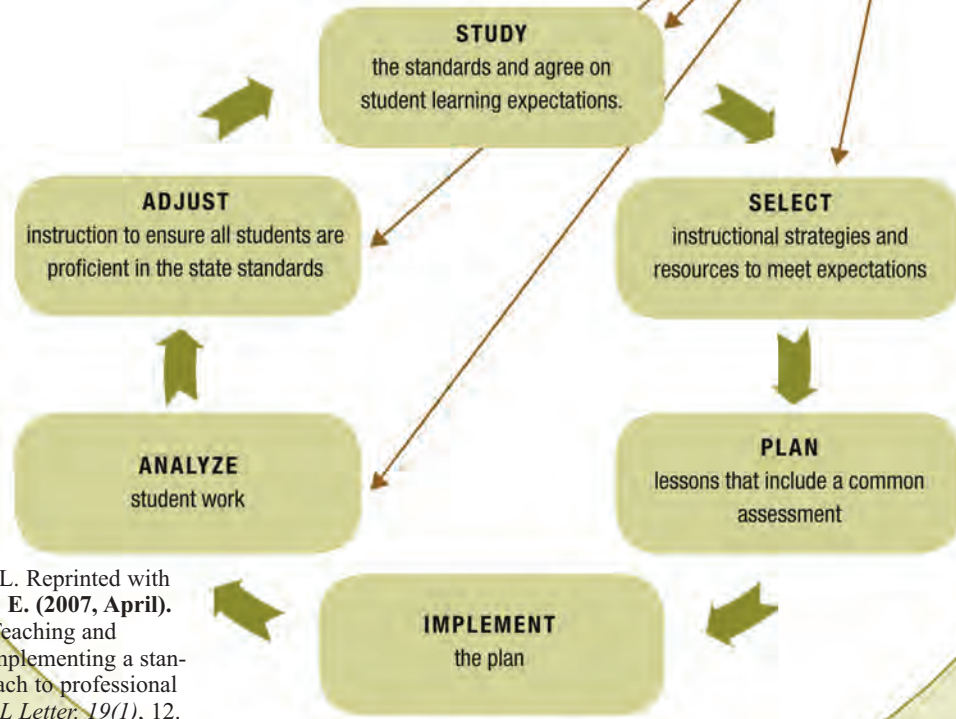
What teachers *do* in a professional learning community

Focus on data

Focused Professional Development

PROFESSIONAL TEACHING AND LEARNING CYCLE*

Teachers collaborate to ensure instructional coherence



Copyright by SEDL. Reprinted with permission. **Tobia, E. (2007, April).** The Professional Teaching and Learning Cycle: Implementing a standards-based approach to professional development. *SEDL Letter*, 19(1), 12. Retrieved from www.sedl.org/pubs/sedl-letter/v19n01/SEDL_Letter_v19n01.pdf.

*Adapted from the professional teaching model of the Charles A. Dana Center

Teacher collaboration is enhanced by a context of favorable conditions within the school:

- Safe and orderly environment
- Climate that promotes open, trusting relationships and collaboration
- Sense of urgency
- High expectations for staff and students
- Competent, caring adults
- Mutual accountability

Leaders can create the favorable conditions for powerful professional learning by:

- Creating an atmosphere and context for change
- Developing and communicating a shared vision for change
- Planning and providing resources
- Investing in professional development
- Checking progress
- Giving continuous assistance