









Combining Professional Learning Communities with Instructional and Peer Coaching


Steve Barkley





Steve Barkley
Education Consultant

-  BarkleyPD.com
-  PLS3rdLearning.com/blog
-  [/PLSClasses](https://www.facebook.com/PLSClasses)
-  [@SteveBarkley](https://twitter.com/SteveBarkley)
-  sbarkley@PLS3rdlearning.com



Professional Learning Community

Teaching is a Team Sport



Teaching is a Public Act





Professional Learning Community

Teaching is a Team Sport




In the schools where you are currently working, to what extent do teachers function as individuals, franchisees, or teams?

PLS 3rd Learning
Education Consultant @SteveBarkley

Professional Learning Community

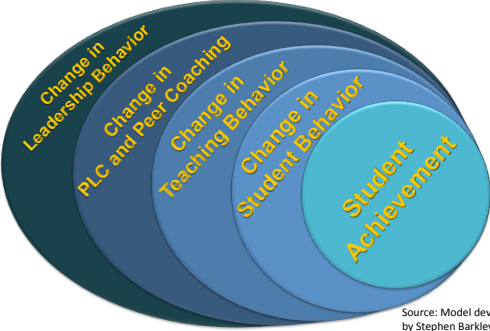
Teaching is a Public Act

In the schools where you are working, how much teaching is being observed by colleagues? How often are teachers observing each other's student work?



PLS 3rd Learning
Education Consultant @SteveBarkley

School Change



Source: Model developed by Stephen Barkley


STUDENT ACHIEVEMENT GOALS



- **ACADEMICS** - knowledge and skills to be successful in school and life.
- **LIFE SKILLS** - aptitude, attitude and skills to lead responsible, fulfilling and respectful lives.
- **RESPONSIBILITY TO THE COMMUNITY** - attributes that contribute to an effective and productive community and the common good of all.


 @SteveBarkley

Big Idea A Focus on Results



Professional Learning Communities judge their effectiveness on a basis of results. Working together to improve student achievement becomes the routine work of everyone in the school. Every teacher-team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. (DuFour)




 @SteveBarkley



Initial Program Assessment

Pre Program Standards Assessment	End of Program Standards
<u>6</u> 4 Advanced	___ 4 Advanced
<u>30</u> 3 Proficient	___ 3 Proficient
<u>10</u> 2 Basic	___ 2 Basic
<u>2</u> 1 Intensive	___ 1 Intensive


 @SteveBarkley



Initial Program Assessment

Pre Program Standards Assessment	End of Program Standards
<u>6</u> 4 Advanced	<u>15</u> 4 Advanced
<u>30</u> 3 Proficient	<u>30</u> 3 Proficient
<u>10</u> 2 Basic	<u>3</u> 2 Basic
<u>2</u> 1 Intensive	<u>0</u> 1 Intensive



Initial Program Assessment

Pre Program Standards Assessment	End of Program Standards
<input type="checkbox"/> Goal-Focused Learners	<input type="checkbox"/> Goal-Focused Learners
<input type="checkbox"/> Compliant Participants	<input type="checkbox"/> Compliant Participants
<input type="checkbox"/> Inattentive in Class	<input type="checkbox"/> Inattentive in Class
<input type="checkbox"/> Poor Attendance	<input type="checkbox"/> Poor Attendance

What Assessments Along the Way?

October	February	April

Looking At Student Work

With a colleague or two at your grade level or within your department,
...flip through the student work, point out what you notice about students overall, in groups, individually.
...what questions emerge?



Looking At Student Work

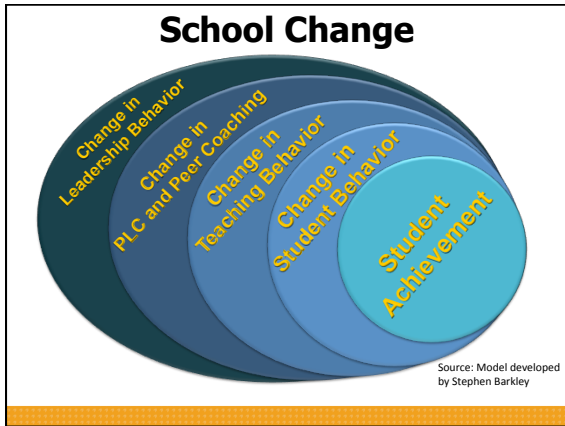


Considering your current assessment of the student work/performance and the importance of the learning standard, what goals would you be setting for groups and individual learners?
(Shorter term/longer term)

Looking At Student Work



In your current situations, how much goal setting is currently being done in PLCs, by individual teachers, and/or involving students?



Big Idea

Ensuring That Students Learn

The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift— from a focus on teaching to a focus on learning— has profound implications for schools. (DuFour)

PLS 3rd Learning
Education Reform

@SteveBarkley


Teaching <i>(Can be)</i>	Learning <i>(Often is)</i>
<ul style="list-style-type: none">• Neat• Orderly• Sequential• Managed• Documented	<ul style="list-style-type: none">• Messy• Spontaneous• Irregular• Non Linear• Complex

PLS 3rd Learning
Education Reform

@SteveBarkley

Student Behaviors

What student behaviors need to be initiated or increased to gain the desired student achievement?



PLS 3rd Learning
Education | Houston

@SteveBarkley

Student Behaviors


- Reading as choice
- Writing
- Finding problem to solve
- Researching
- Asking Questions
- Following a Passion
- Persevering/Effort
- Working independently and collaboratively
- Taking risk in learning
- Using technology to research and produce
- Adapting to change

PLS 3rd Learning
Education | Houston

@SteveBarkley

Teacher Changes


What changes in individual teacher practices are most likely to generate the changes we seek in students?



PLS 3rd Learning
Education | Houston

@SteveBarkley

Teacher Behaviors




- Teach the desired student behavior.
- Model the desired student behavior.

PLS 3rd Learning
Education | Houston @SteveBarkley

Planning for Learning

From a whole class perspective..... What is important for students to experience or do to gain the desired student outcomes?

What teacher actions will instigate, promote, support, etc. those student behaviors and experiences?




PLS 3rd Learning
Education | Houston @SteveBarkley

Planning for Learning

What student behaviors and experiences are critical for the more advanced students? For the students whose skill level is less developed?

How will we as teachers individually and collaboratively provide for these learning opportunities?



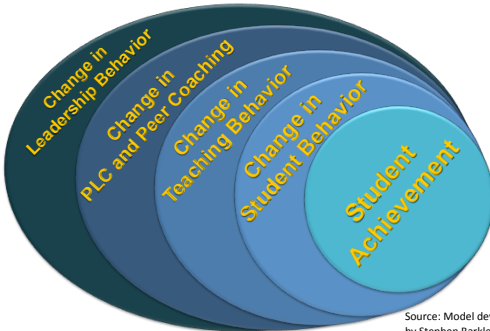
PLS 3rd Learning
Education | Houston @SteveBarkley

PLC or Team Meeting

Do any of you find that time set aside for PLCs gets hijacked to accomplish "teaching work"?



School Change

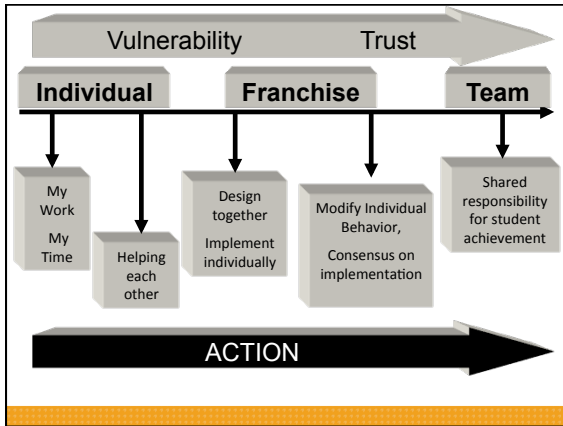


Source: Model developed by Stephen Barkley

Big Idea A Culture of Collaboration

Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture. (DuFour)





Collaborating Beyond Grade-Level

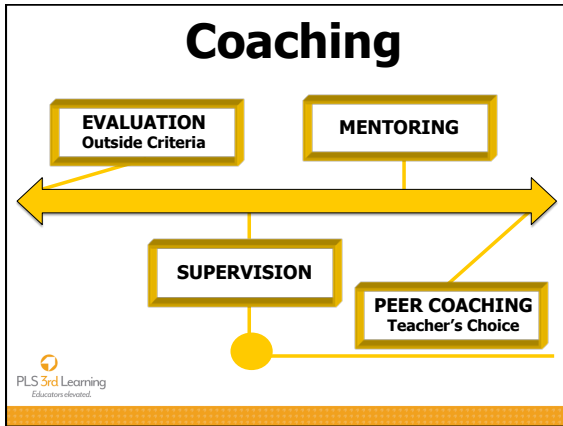
Partner with a teacher who works with students before or after you (up or down a grade level). Share your thoughts on what you explored today. Seek his/her insights and input.

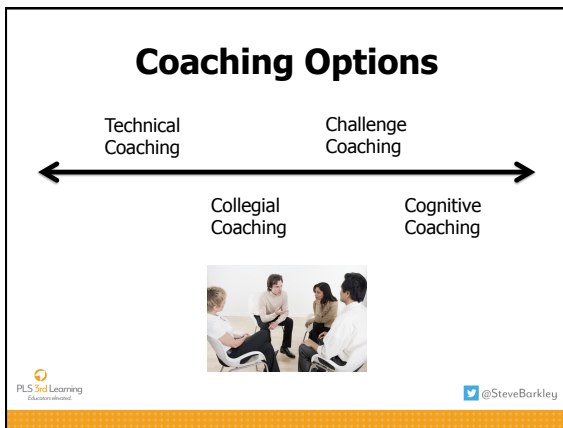


Collaborating Beyond Grade-Level

Now partner with someone from outside your grade group or department. Share your thoughts on what you explored today. Seek his/her insights and input.









Steve Barkley
Education Consultant

BarkleyPD.com
PLS3rdLearning.com/blog
/PLSClasses
@SteveBarkley
sbarkley@PLS3rdlearning.com

PLS 3rd Learning
Education Consultant
