



"What Is a "Professional Learning Community"?"

Автор: Richard DuFour

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The idea of improving schools by developing professional learning communities is currently in vogue. People use this term to describe every imaginable combination of individuals with an interest in education—a grade-level teaching team, a school committee, a high school department, an entire school district, a state department of education, a national professional organization, and so on. In fact, the term has been used so ubiquitously that it is in danger of losing all meaning.

The professional learning community model has now reached a critical juncture, one well known to those who have witnessed the fate of other well-intentioned school reform efforts. In this all-too-familiar cycle, initial enthusiasm gives way to confusion about the fundamental concepts driving the initiative, followed by inevitable implementation problems, the conclusion that the reform has failed to bring about the desired results, abandonment of the reform, and the launch of a new search for the next promising initiative. Another reform movement has come and gone, reinforcing the conventional education wisdom that promises, "This too shall pass."

The movement to develop professional learning communities can avoid this cycle, but only if educators reflect critically on the concept's merits. What are the "big ideas" that represent the core principles of professional learning communities? How do these principles guide schools' efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school?

Big Idea #1: 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.

School mission statements that promise "learning for all" have become a cliché. But when a school staff takes that statement literally—when teachers view it as a pledge to ensure the success of each student rather than as politically correct hyperbole—profound changes begin to take place. The school staff finds itself asking, What school characteristics and practices have been most successful in helping all students achieve at high levels? How could we adopt those characteristics and practices in our own school? What commitments would we have to make to one another to create such a school? What indicators could we monitor to assess our progress? When the staff has built shared knowledge and found common ground on these questions, the school has a solid foundation for moving forward with its improvement initiative.

As the school moves forward, every professional in the building must engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

The answer to the third question separates learning communities from traditional schools.

Here is a scenario that plays out daily in traditional schools. A teacher teaches a unit to the best of his or her ability, but at the conclusion of the unit some students have not mastered the essential outcomes. On the one hand, the teacher would like to take the time to help those students. On the other hand, the teacher feels compelled to move forward to "cover" the course content. If the teacher uses instructional time to assist students who have not learned, the progress of students who have mastered the content will suffer; if the teacher pushes on with new concepts, the struggling students will fall farther behind.

What typically happens in this situation? Almost invariably, the school leaves the solution to the

counselor, and faculty advisor each talk with the student individually to help resolve the problem. The school also notifies the student's parents about the concern. In addition, the school offers the struggling student a pass from study hall to a school tutoring center to get additional help in the course. An older student mentor, in conjunction with the struggling student's advisor, helps the student with homework during the student's daily advisory period.

Any student who continues to fall short of expectations at the end of six weeks despite these interventions is required, rather than invited, to attend tutoring sessions during the study hall period. Counselors begin to make weekly checks on the struggling student's progress. If tutoring fails to bring about improvement within the next six weeks, the student is assigned to a daily guided study hall with 10 or fewer students. The guided study hall supervisor communicates with classroom teachers to learn exactly what homework each student needs to complete and monitors the completion of that homework.

Parents attend a meeting at the school at which the student, parents, counselor, and classroom teacher must sign a contract clarifying what each party will do to help the student meet the standards for the course.

Stevenson High School serves more than 4,000 students. Yet this school has found a way to monitor each student's learning on a timely basis and to ensure that every student who experiences academic difficulty will receive extra time and support for learning.

Like Stevenson, schools that are truly committed to the concept of learning for each student will stop subjecting struggling students to a haphazard education lottery. These schools will guarantee that each student receives whatever additional support he or she needs.

Big Idea #2: 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.

Despite compelling evidence indicating that working collaboratively represents best practice, teachers in many schools continue to work in isolation. Even in schools that endorse the idea of collaboration, the staff's willingness to collaborate often stops at the classroom door. Some school staffs equate the term "collaboration" with congeniality and focus on building group camaraderie. Other staffs join forces to develop consensus on operational procedures, such as how they will respond to tardiness or supervise recess. Still others organize themselves into committees to oversee different facets of the school's operation, such as discipline, technology, and social climate. Although each of these activities can serve a useful purpose, none represents the kind of professional dialogue that can transform a school into a professional learning community.

The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.

Collaborating for School Improvement

At Boones Mill Elementary School, a K-5 school serving 400 students in rural Franklin County, Virginia, the powerful collaboration of grade-level teams drives the school improvement process. The following scenario describes what Boones Mill staff members refer to as their teaching-learning process.

structured to improve the classroom practice of teachers—individually and collectively.

For teachers to participate in such a powerful process, the school must ensure that everyone belongs to a team that focuses on student learning. Each team must have time to meet during the workday and throughout the school year. Teams must focus their efforts on crucial questions related to learning and generate products that reflect that focus, such as lists of essential outcomes, different kinds of assessment, analyses of student achievement, and strategies for improving results. Teams must develop norms or protocols to clarify expectations regarding roles, responsibilities, and relationships among team members. Teams must adopt student achievement goals linked with school and district goals.

Removing Barriers to Success

For meaningful collaboration to occur, a number of things must also stop happening. Schools must stop pretending that merely presenting teachers with state standards or district curriculum guides will guarantee that all students have access to a common curriculum. Even school districts that devote tremendous time and energy to designing the intended curriculum often pay little attention to the implemented curriculum (what teachers actually teach) and even less to the attained curriculum (what students learn) (Marzano, 2003). Schools must also give teachers time to analyze and discuss state and district curriculum documents. More important, teacher conversations must quickly move beyond "What are we expected to teach?" to "How will we know when each student has learned?"

In addition, faculties must stop making excuses for failing to collaborate. Few educators publicly assert that working in isolation is the best strategy for improving schools. Instead, they give reasons why it is impossible for them to work together: "We just can't find the time." "Not everyone on the staff has endorsed the idea." "We need more training in collaboration." But the number of schools that have created truly collaborative cultures proves that such barriers are not insurmountable. As Roland Barth (1991) wrote,

Are teachers and administrators willing to accept the fact that they are part of the problem? . . . God didn't create self-contained classrooms, 50-minute periods, and subjects taught in isolation. We did—because we find working alone safer than and preferable to working together. (pp. 126–127) In the final analysis, building the collaborative culture of a professional learning community is a question of will. A group of staff members who are determined to work together will find a way.

Big Idea #3: A Focus on Results

Professional learning communities judge their effectiveness on the 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. The focus of team goals shifts. Such goals as "We will adopt the Junior Great Books program" or "We will create three new labs for our science course" give way to "We will increase the percentage of students who meet the state standard in language arts from 83 percent to 90 percent" or "We will reduce the failure rate in our course by 50 percent."

Schools and teachers typically suffer from the DRIP syndrome—Data Rich/Information Poor. The results-oriented professional learning community not only welcomes data but also turns data into useful and relevant information for staff. Teachers have never suffered from a lack of data. Even a teacher who works in isolation can easily establish the mean, mode, median, standard deviation, and percentage of students who demonstrated proficiency every time he or she administers a test. However, data will become a catalyst for improved teacher practice only if the teacher has a basis of comparison

achievement and to work together to improve results rather than make excuses for them.

Of course, this focus on continual improvement and results requires educators to change traditional practices and revise prevalent assumptions. Educators must begin to embrace data as a useful indicator of progress. They must stop disregarding or excusing unfavorable data and honestly confront the sometimes-brutal facts. They must stop using averages to analyze student performance and begin to focus on the success of each student.

Educators who focus on results must also stop limiting improvement goals to factors outside the classroom, such as student discipline and staff morale, and shift their attention to goals that focus on student learning. They must stop assessing their own effectiveness on the basis of how busy they are or how many new initiatives they have launched and begin instead to ask, "Have we made progress on the goals that are most important to us?" Educators must stop working in isolation and hoarding their ideas, materials, and strategies and begin to work together to meet the needs of all students.

Hard Work and Commitment

Even the grandest design eventually translates into hard work. The professional learning community model is a grand design—a powerful new way of working together that profoundly affects the practices of schooling. But initiating and sustaining the concept requires hard work. It requires the school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual improvement.

When educators do the hard work necessary to implement these principles, their collective ability to help all students learn will rise. If they fail to demonstrate the discipline to initiate and sustain this work, then their school is unlikely to become more effective, even if those within it claim to be a professional learning community. The rise or fall of the professional learning community concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it.

References

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Richard DuFour recently retired as Superintendent of Adlai Stevenson High School in Lincolnshire, Illinois. He currently resides in Moneta, Virginia, and may be reached at (540) 721-4662 ; rdufour@district125.k12.il.us. His forthcoming book is *Whatever It Takes: How a Professional Learning Community Responds When Kids Don't Learn* (National Educational Service, in press).