Goals for Today's Session

- To define the value of professional learning and development.
- To learn about frameworks of reference for learning and teaching.
- To explore a journey map for professional development.
- To design a professional developmet plan conducive to student achievement.

Teacher's Perceptions on Professional Development
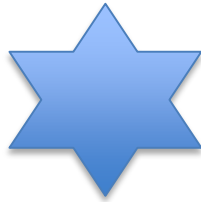
"My teacher says I'm an underachiever, but I think she's an overexpecter."

What is Professional Development?

Bailey, Curtis, and Nunan (2001)
Pursuing Professional Development: The Self as Source

A term used to describe a process of continual, intellectual, experiential, and attitudinal growth of teachers.

Teacher training

Strategies

Skills

Teaching experience

Professional development

Student Achievement
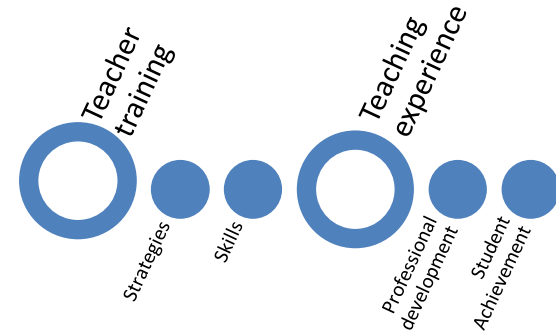
What is Professional Learning?

Professional learning embodies many of the same ideas and goals of professional development. However, this terminology emphasizes a modernized version that encourages interactive learning strategies rather than rote development techniques. For educators that already use the Internet on a day-to-day basis, this idea makes perfect sense. The Internet has made collaboration possible among educators on a global level, and therefore, teachers can interact across borders to better improve the education of their students.
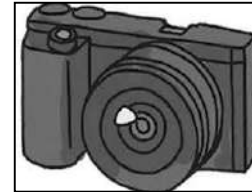
https://www.wgu.edu/blog/professional-development-vs-professional-learning-teachers1712.html

Initiatives

- Videotaping
- Peer Observation
- Teaching Journals
- Writing Articles
- Exploratory Practice with Literature Review
- Lesson Plans
- Professional Readings
- Web-based Learning Tools
- Lesson Demonstration

What works in Professional Development?

Teaching experience

Ongoing Training

Initial Teacher training
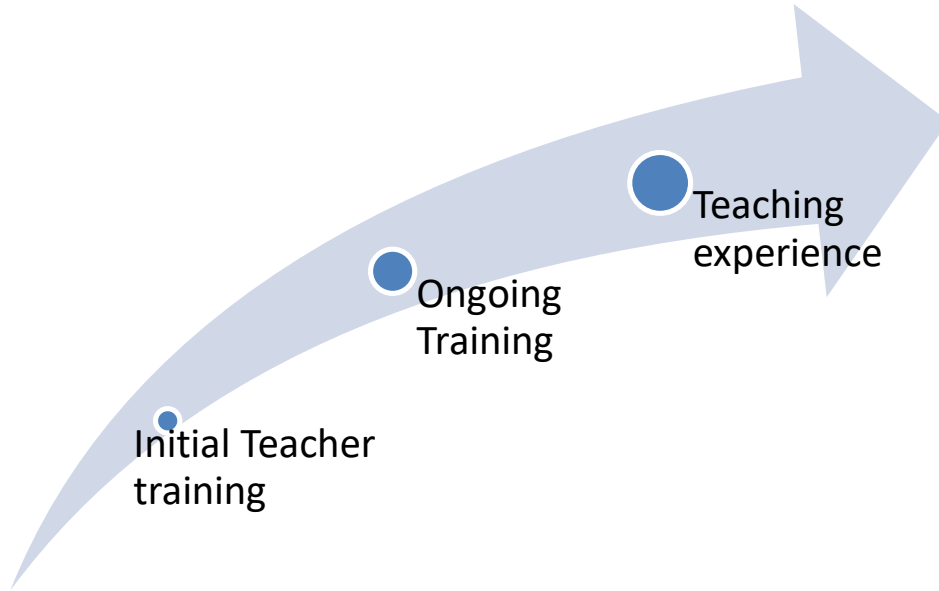
"One-shot workshops and prepackaged seminars, although potentially effective for creating awareness and building discrete skills, are insufficient for facilitating teacher collaboration and change" (Claire, 1998, p. 466, *TESOL Quarterly, 32*).

Limitations

Professional Development

- Application of traditional approaches to teacher development.
- Lack of knowledge of how teachers learn and would like to learn.
- Lack of teacher's involvement.
- Teaching limited to a technical set of skills with little room for invention and the building of craft knowledge.
- Perception of PD as an individual and lonely journey of learning.
- Lack of sustained support from schools.

The Value of Professional Learning and Development

View professional learning and development as an integral part of the teacher's learning path, student achievement and school success.

- Teachers work together on initiatives that involve discussions, debates and collaboration to build a community of practitioners.
- Teachers get involved in curricular, pedagogical and assessment studies.
- Teachers focus more on student learning.
- Teachers rethink their role model in the classroom.
- Students learn and develop skills in an atmosphere of mutual trust.

Teaching Practices

Quality Framework of Reference

- TESOL Six principles of Exemplary Teaching
- CEA standards
- MINEDU standards and regulations

TEACHERS JUGGLE MULTIPLE CHALLENGES IN THE CLASSROOM

TESOL International Association

Six Principles for Exemplary Teaching of English Learners

Can they be applied in a school context?

1. Know your learners.
2. Create conditions for language learning.
3. Design high-quality lessons for language development
4. Adapt lesson delivery as needed.
5. Monitor and assess student language development
6. Engage and collaborate within a community of practice

Student Achievement

CEA Framework of Reference

Evidence (qualitative and quantitative) of attainment of learning outcomes
Evidence of proficiency level achievement in international exams

https://cea -accredit.org/images/pdfs/2018_CEA_Standards.pdffile:///

CEFR Proficiency Levels

More on Student Achievement
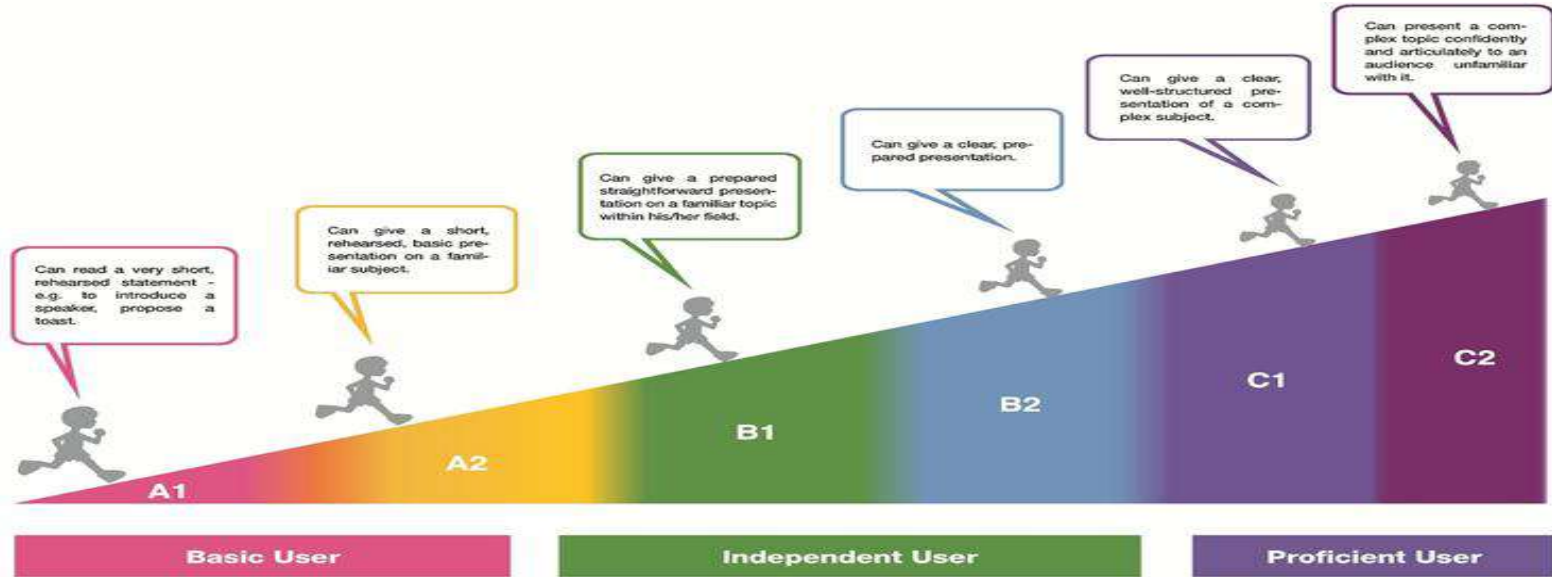
Student Achievement

Factors impacting on the variation in student achievement (Hattie 2003)

- 50% Factors attributed to student ability
- 30% Impact of the teacher
- 5% Impact of the home
- 5% Impact of school environment
- 5% Impact of peers
- 5% Impact of the principal
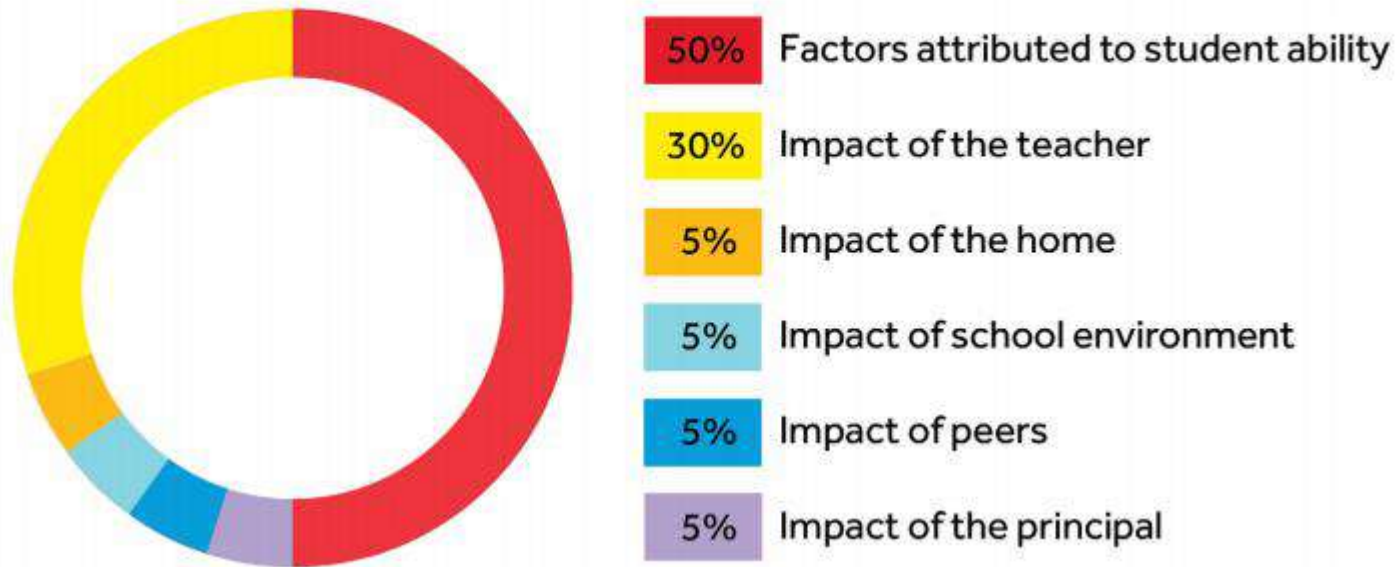
Student worries

Grade 7-8s vs. Grade 9-12s (2011)

Relationship issues: 29% / 33%

Family matters: 45% / 46%

Your school work: 64% / 70%

Your future: 59% / 73%

% feeling 'all the time' and 'often'
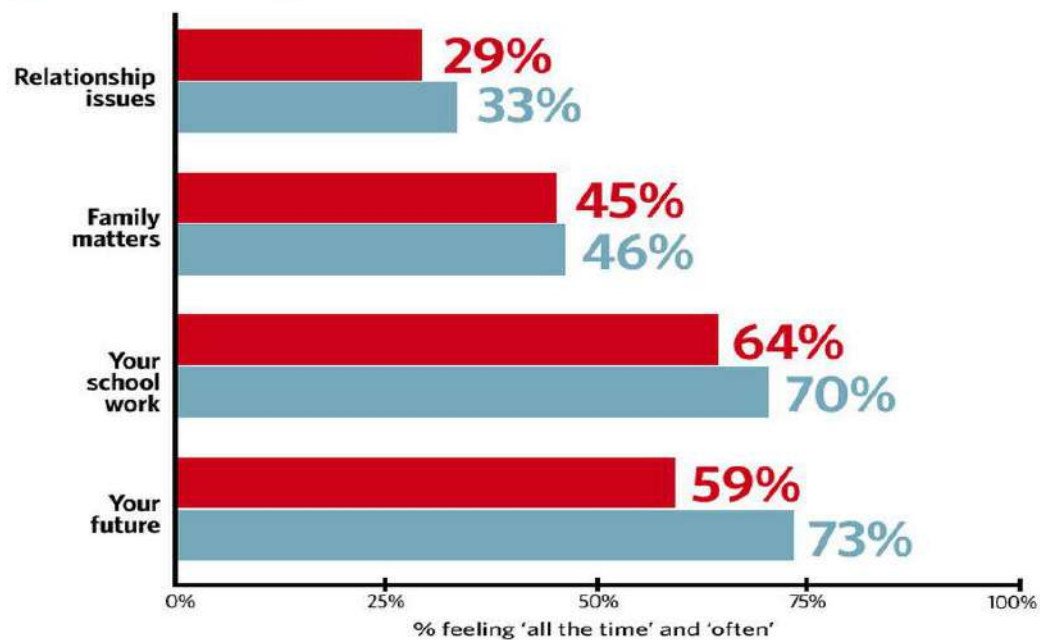
SOURCE: Toronto District Schoolboard

Self-reflection key questions

Analyzing impact on student learning

- Why do I attend a training session?
- What strategies am I going to implement with my students?
- How do I know my students are learning?
- How do I measure success?
- What support do I need?
- What are the next steps?

On my own or in a Community?

Strategies for LearningTogether

A process that focuses on looking carefully at one student at a time, brings teachers together in a group to talk about particular students that individual teachers are finding difficult to reach or teach.

Pair Work

Think of one student in your class that needed more attention from you. Have you asked your peers for advice? If so, what was it? Did you try their ideas suggested in your class? Did you expand your knowledge on it?

Designing a Plan

The Descriptive review- Case Study

Sheila is a 13-year old student and has attended classes for one week. She arrives on time and complies with homework, but she does not want to work in groups nor does she answer questions with complete sentences.

Considering the descriptive review process, please get together with a group of peers to discuss the following:

What is the specific situation the student is going through? Narrow the problem
Which professional development initiative would you choose as a team?
What support would you need?
How would you determine student's right level of language proficiency?
What other factors would you consider? (time length, schedule of meetings, e.g.)

Action Plan Template				
Main Goal:	To improve student achievement in oral tests.			
Specific goals:	To motivate students to ask questions in English			
	To motivate students to work in groups			
Action Steps	Person Responsible	Timeline: Start/End	Resources Needed	Evaluation
Set up a meeting to go over the ojective and organize the team.				
Choose PD initiative				
Establish a calendar of meetings				
Determine resources needed				
Review proficiency levels				
Determine assessment of student progress				
Assess study results				
Prepare a proposal				

Lifelong Learning Journey

When there is a will, there is a way.

Join professional learning communities, networks, collaborations, and partnerships to get support for teaching practices.

If learning about teaching takes place in the context of a professional community, we can develop continuous and sustained professional learning.

Learn about standards for student achievement and teaching practices

It will give you a framework of reference to know where students should be in terms of language proficiency.
It will give you a global perspective of where we are compared to the world.

Quote

Never be discouraged though your task seems ovewhelming; keep kindling your minds-the flame of learning will soon ignite.

References

"The Six principles for Exemplary Teaching of English Learners", Washington D.C. TESOL Press 2018,
"Professional Development Programs in EFL", Lima, Anthony Acevedo 2008
*"*Journal of Teacher Education for Sustainabilty, "Exploring Change in EFL Teachers' perceptions of Professional Development"

http://www.cal.org/resource-center/publications-products/seven-principles-el
https://cea -accredit.org/images/pdfs/2018_CEA_Standards.pdffile:///