

On Common Ground

The Power of Professional Learning Communities

Robert Eaker and Janel Keating

On Common Ground The Power Of Professional Learning Communities

Jeremy Koselak, Brad Lyall



On Common Ground The Power Of Professional Learning Communities:

On Common Ground Richard DuFour, Robert Eaker, 2009-04-01 This anthology presents the recommendations of education leaders and each chapter contributes to a sound conceptual framework and offers specific strategies for developing PLCs These leaders have found common ground in expressing their belief in the power of PLCs although clear differences emerge regarding their perspectives on the most effective strategy for making PLCs the norm in North America

On Common Ground Rebecca DuFour, Richard DuFour, Roland Barth, 2010-01-29 **Revisiting Professional Learning Communities at Work®** Richard DuFour, Rebecca DuFour, Robert Eaker, Mike Mattos, Anthony Muhammad, 2021-04-09 This new edition of a classic work is written for educators invested in the moral imperative to do what is right for all students The authors work from the mindset that PLC at Work is a continuous process of school improvement The result is a revelation of best practices affirmed by the latest research and a confirmation of the power of the three big ideas and four critical questions of this proven process Learn how to sustain the work of collaborative teams to ensure best practices in instruction assessment intervention and more Discover new ideas and perspectives on school leadership and school culture Delve into greater specificity on what issues Professional Learning Communities at Work can positively impact Learn how to effectively provide extra time and support for students who struggle and extensions for those who have already reached their learning goals Understand what research shows is ineffective for student success and why such practices should be discontinued Contents Introduction Chapter 1 Proven Insights Into Professional Learning Communities at Work Chapter 2 The Case for Professional Learning Communities at Work Chapter 3 The Challenge of Cultural Change Chapter 4 The Four Pillars of a Professional Learning Community Shared Mission Vision Values and Goals Chapter 5 Teaching in a Collaborative Culture Chapter 6 Essential Learning and Assessment in a PLC Chapter 7 Interventions and Extensions in a PLC Chapter 8 The Role of the Principal in a PLC Chapter 9 The Role of the Superintendent and the Central Office in a PLC Chapter 10 How to Sustain the PLC Process Appendix References and Resources

Reviving Professional Learning Communities Perry P. Wiseman, Hector Arroyo, Nicholas Richter, 2012-12-07 A Professional Learning Community is undeniably one of the most effective processes out there for improving student achievement as well as a school's overarching culture and climate With such widespread notoriety though there has been a dilution of the true essence of the term Understanding of what a Professional Learning Community is varies from one district to another from one school to another even from one educator to another It's about time for a resurrection Reviving Professional Learning Communities does exactly that through the lens of a simple framework called the 4S Approach This new development helps practitioners build thriving learning communities through 1 recognition and validation of each staff member's unique points of view 2 natural conflict that accompanies the assorted viewpoints 3 healthy teamwork and 4 effective systems Sprinkled throughout the book are also 32 practical high leverage strategies that are easy to understand

and simple to put into practice right away This book will most certainly help answer the perennial question How do we achieve a genuine Professional Learning Community *The Principal as Professional Learning Community Leader* Ontario Principals' Council,2008-12-17 This series allows school principals to integrate theory and practice themselves resulting in highly insightful and practical strategies that will make a difference in schools Practitioners lead themselves Michael Fullan Professor Emeritus Ontario Institute for Studies in Education University of Toronto Avoiding high flown theory on the one hand and mere bullet points on the other these books represent the best that highly expert leaders have to offer intellectually informed ideas about how to deal with the compelling practical issues of principalship Andy Hargreaves Thomas More Brennan Chair in Education Boston College This series of little volumes provides a valuable resource for new principals who would become accomplished instructional leaders and seasoned principals looking to strengthen their leadership capacity Roland S Barth Founding Director Harvard Principals Center Addresses some of the most important challenges facing school leaders today The authors bring a remarkable combination of deep practical experience and academic sophistication to these challenges Ken Leithwood Professor Ontario Institute for Studies in Education University of Toronto Create a collaborative culture for increased student achievement Schools with professional learning communities PLCs benefit from significantly improved student achievement and a greater sense of shared purpose This resource part of the Leading Student Achievement series provides principals with practical support to lead the development of PLCs in their schools With step by step plans and hands on strategies this handbook guides principals through the process of building thriving PLCs by Defining the key attributes of PLCs Explaining the principal s role in the process Laying the foundation for shared mission vision values and goals Showing how to create a steering team introduce the concept to staff and develop teacher learning teams Featuring professional development modules case studies and reproducibles that can be adapted to any school context The Principal as Professional Learning Community Leader is an invaluable companion for school leaders at any level **Pyramid Response to Intervention** Austin Buffum,Mike Mattos,2009-12-01 Accessible language and compelling stories illustrate how RTI is most effective when built on the Professional Learning Communities at Work™ process Written by award winning educators from successful PLC schools this book demonstrates how to create three tiers of interventions from basic to intensive to address student learning gaps You will understand what a successful program looks like and the many reproducible forms and activities will help your team understand how to make RTI work in your school *The Principal's Guide to Curriculum Leadership* Richard D Sorenson,Richard D. Sorenson,Lloyd M. Goldsmith,Zulma Y. Méndez,Karen Taylor Maxwell,2011-01-13 This guide walks headteachers through the curriculum development and renewal process with a focus on integrating standards Includes case studies activities and curriculum models *Summing Up* Robert Eaker,2020-01-16 After a career spanning nearly half a century Dr Robert Eaker delivers a work of reflection and storytelling along with practical tips and strategies on school improvement and student achievement Learn directly from a master educator as he shares the story of

his career along with in depth guidance for implementing the PLC at Work process and essential real world advice for succeeding as an educator Become familiar with the story of the creation of the PLC at Work framework as well as the personal lives of those who created it Study the foundational theories and concepts of the PLC at Work process as well as strategic implementation and best practices in teaching Gain numerous strategies and insights for strengthening your school improvement efforts and achieving desired learning outcomes Discover best practices for improving instruction and student learning Consider the key qualities of effective leaders who successfully improve classroom instruction Read real world examples of PLC implementation and collaborative learning Contents Foreword Gamble Carouse and Explore by Douglas Reeves Introduction Accidental Friendships Chapter 1 Clinical Supervision Improving Classroom Instruction Chapter 2 The Consumer Validation Approach Research Into Practice Chapter 3 The Teacher Effects Research Practices for Improving Instruction and Student Learning Chapter 4 The Role of Teacher Interpersonal Behavior Impacting Student Success Chapter 5 The School Effects Research Chapter 6 The Impetus of Professional Learning Communities at Work Chapter 7 The Implementation of Professional Learning Communities at Work Concepts and Practices Chapter 8 Absolutely Indispensable Passionate and Persistent Leadership Chapter 9 Connie Donovan Revisited

The SAGE Guide to Educational Leadership and Management Fenwick W. English, 2015-01-29 The SAGE Guide to Educational Leadership and Management allows readers to gain knowledge of educational management in practice while providing insights into challenges facing educational leaders and the strategies skills and techniques needed to enhance administrative performance This guide emphasizes the important skills that effective leaders must develop and refine including communication developing teams coaching and motivating and managing time and priorities While being brief simply written and a highly practical overview for individuals who are new to this field this reference guide will combine practice and research indicate current issues and directions and choices that need to be made Features Benefits 30 brief signed chapters are organized in 10 thematic parts in one volume available in a choice of electronic or print formats designed to enable quick access to basic information Selective boxes enrich and support the narrative chapters with case examples of effective leadership in action Chapters conclude with bibliographic endnotes and references to further readings to guide students to more in depth presentations in other published sources Back matter includes an annotated listing of organizations associations and journals focused on educational leadership and administration and a detailed index This reference guide will serve as a vital source of knowledge to any students pursuing an education degree as well as for individuals interested in the subject matter that do not have a strong foundation of the topic

An Educator's Guide to Using Your 3 Eyes Megan R. Sweet Ed. D., 2018-11-17 Applying intellect insight and intuition to promote school wide transformation for educators through interpersonal reflection and hands on tools This is no one size fits all approach to education that provides a formula or a practical how to guide The truths found in this book are about applying research based best practices to the processes that lie outside of academia

Readers will find themselves getting out their pens and highlighters to write in the margins and apply personal reflection to the teachings. The three Is: intellect, insight, and intuition are tools for educators to find personal growth and development inside the structure of the school system so that they can promote school-wide transformation. When educators stop fighting the system and instead look inward for the answers, they will begin to see the improved student achievement and involvement they crave. Readers will walk away with greater self-awareness that will improve the classroom and educational landscape around them, improved self-appreciation that will fuel empathy in the classroom and workplace, clarity about the origin and influence of their beliefs that will help them combat negative beliefs and take advantage of positive beliefs, and better decision-making skills developed through a contemplative approach.

Science Teachers' Learning National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Teacher Advisory Council, Board on Science Education, Committee on Strengthening Science Education through a Teacher Learning Continuum, 2016-01-15. Currently, many states are adopting the Next Generation Science Standards (NGSS) or are revising their own state standards in ways that reflect the NGSS. For students and schools, the implementation of any science standards rests with teachers. For those teachers, an evolving understanding about how best to teach science represents a significant transition in the way science is currently taught in most classrooms, and it will require most science teachers to change how they teach. That change will require learning opportunities for teachers that reinforce and expand their knowledge of the major ideas and concepts in science, their familiarity with a range of instructional strategies, and the skills to implement those strategies in the classroom. Providing these kinds of learning opportunities in turn will require profound changes to current approaches to supporting teachers' learning across their careers, from their initial training to continuing professional development. A teacher's capability to improve students' scientific understanding is heavily influenced by the school and district in which they work, the community in which the school is located, and the larger professional communities to which they belong. Science Teachers Learning provides guidance for schools and districts on how best to support teachers' learning and how to implement successful programs for professional development. This report makes actionable recommendations for science teachers' learning that take a broad view of what is known about science education, how and when teachers learn, and education policies that directly and indirectly shape what teachers are able to learn and teach. The challenge of developing the expertise teachers need to implement the NGSS presents an opportunity to rethink professional learning for science teachers. Science Teachers Learning will be a valuable resource for classrooms, departments, schools, districts, and professional organizations as they move to new ways to teach science.

Differentiated School Leadership Jane A. G. Kise, Beth Russell, 2007-09-20. This resource shows how an understanding of personality types and adults' individual leadership styles helps build school teams that can collaborate and distribute leadership responsibilities more effectively.

The Revitalized Tutoring Center Jeremy Koselak, Brad Lyall, 2016-06-23. Tapping into the existing resources and staff

available within your school The Revitalized Tutoring Center provides an effective strategy to improve instruction and student performance This practical guide shares the blueprint best practices and resources necessary to create and implement a robust embedded tutoring center This dynamic peer tutoring model brings together teachers peers and community members in a support network that identifies students in need and facilitates individualized instruction With a peer tutoring model in place schools are better positioned to initiate and sustain a variety of initiatives such as PLCs RTI formative assessment community partnerships and service learning while creating equitable access and opportunity for all This book illustrates how instructional leaders can leverage existing resources in a sustainable and cost effective way to implement a model that ultimately leads to cultural changes innovation and significant academic improvement *The Power of Teacher Leaders* Nathan Bond, 2014-07-25 Co published with Kappa Delta Pi The Power of Teacher Leaders provides a comprehensive resource for understanding the ways that teacher leaders foster positive change in their schools Distinct from school administrators teacher leaders are professionals who remain in the classroom and use their specialized knowledge and skills to improve student achievement influence others and build organizational capacity Written by leading educational researchers each chapter of The Power of Teacher Leaders describes a different way that teachers are leading Moving beyond the question of why teacher leaders are important and how such work is implemented the contributing scholars to this collection offer a critical examination of the field by presenting original research case studies and programs in practice Topics covered include how teachers become leaders their wide ranging leadership roles and the effects of teacher leadership on student academic success and school communities A cohesive edited collection this book demonstrates how teacher leaders play an increasingly active role in the improvement of student learning teacher professional development and school climate

From Good Schools to Great Schools Susan P. Gray, William A. Streshly, 2008-02-01 These successful principals move beyond platitudes and optimistic denial and learn to face the facts of what is necessary to improve schools then they do it These star principals learn to work with teachers and their union rather than around them Charles Taylor Kerchner Hollis P Allen Professor Claremont Graduate University Links Collins s work to success in the school setting The examples of school leaders who were able to lead effective systemic change are powerful Brenda Dean Assistant Director of Curriculum and Instruction Hamblen County Department of Education TN Make the leap from ordinary to stellar school leadership What can I do to make a difference and lift my school to excellence From Good Schools to Great Schools answers this question for principals and considers other critical issues in a detailed examination of school leadership Based on the concepts from the national bestseller Good to Great Why Some Companies Make the Leap and Others Don t this guidebook identifies nine characteristics of high performing Level 5 school leaders through In depth discussions and detailed case studies of six star school principals A comparison of principals and corporate leaders including qualities exclusive to school leadership Reflection questions for more effective application of leadership principles Templates implementation tips and

additional resources Correlated with ISLLC standards this comprehensive resource is a valuable resource for aspiring and practicing school administrators site leaders and supervisors Aligning School Districts as PLCs Mark Van Clay,Perry Soldwedel,2011-06-02 In order for a professional learning community to achieve its full potential all levels districtwide must align with the three big ideas ensuring a focus on learning building a collaborative culture and establishing a results orientation This book breaks down the complex process of aligning the work of central office staff building leadership and teachers to increase student achievement *Design in Five* Nicole Dimich,2014-09-11 Fully engage learners in your classroom Discover how to create high quality assessments using a five phase design protocol Explore types and traits of quality assessment and learn how to develop assessments that are innovative effective and engaging Evaluate whether your current assessments meet the design criteria and discover how to use this process collaboratively with your team Guiding Professional Learning Communities Shirley M. Hord,James L. Roussin,William A. Sommers,2010 This research based sequel to Leading Professional Learning Communities focuses on the practical process of implementing improving and sustaining PLCs Appropriate for groups at all stages of PLC development this field book helps educators improve PLC operations by facilitating individual and group development and growth The authors provide learning opportunities that generate conversations about adult learning and contribute to supportive conditions that strengthen teacher quality and raise student outcomes **The Role of Leaders in Educational Decision-Making** Nancy H. Matthews,2023-07-21 This book presents insights into the experiences and perspectives of educators in formal positions of leadership involved in decision making processes in an education system Drawing on qualitative research conducted in the New Brunswick education system the author identifies factors in the decision making process which influence whether or not a decision is implemented Probing what is required for effective decision making defined as decision making that results in implementation the book examines not only the role of formal educational leaders of schools administrators but also the roles played by district and department of education formal leaders It uses five central themes that surfaced from research to develop a novel leadership model for ensuring implantation of decisions These include knowledge and skill collaboration and communication balance of autonomy accountability and direction political and bureaucratic considerations and strong moral imperative The newfound model is presented in the form of antecedent steps to the decision making process Extending the literature by offering new empirically grounded insights for influencing the likelihood of implementation following a decision making process it will appeal to leaders scholars and students of educational leadership and reform Using Discourse Analysis to Improve Classroom Interaction Lesley A. Rex,Laura Schiller,2010-04-26 This accessible how to text is about classroom interaction how to study it and how to use that knowledge to improve teaching and learning Actually showing what critical constructionist sociocultural perspectives on teaching learning and schooling are and what they can do it makes discourse analysis understandable and useful to teachers and other nonlinguists Using Discourse Analysis to Improve Classroom Interaction

offers teachers the powerful tools of discourse analysis as a way of understanding the complex dynamics of human interaction that constitute effective equitable teaching and learning guides readers step by step through how to build their interactional awareness to improve their teaching includes Try It Out exercises to engage readers in learning how to respond to the social dynamics of their classrooms for the purpose of improving classroom interaction Proceeding from simple illustrations to more complex layering of analytical concepts short segments of talk transcribed to highlight important points are used to explain and illustrate the concepts By the time readers get to the complicated issues addressed in this text they are ready to deal with some of teaching s toughest challenges and have the tools to build positive relationships among their students so that all can participate equally in the classroom

The Enigmatic Realm of **On Common Ground The Power Of Professional Learning Communities**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **On Common Ground The Power Of Professional Learning Communities** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those who partake in its reading experience.

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