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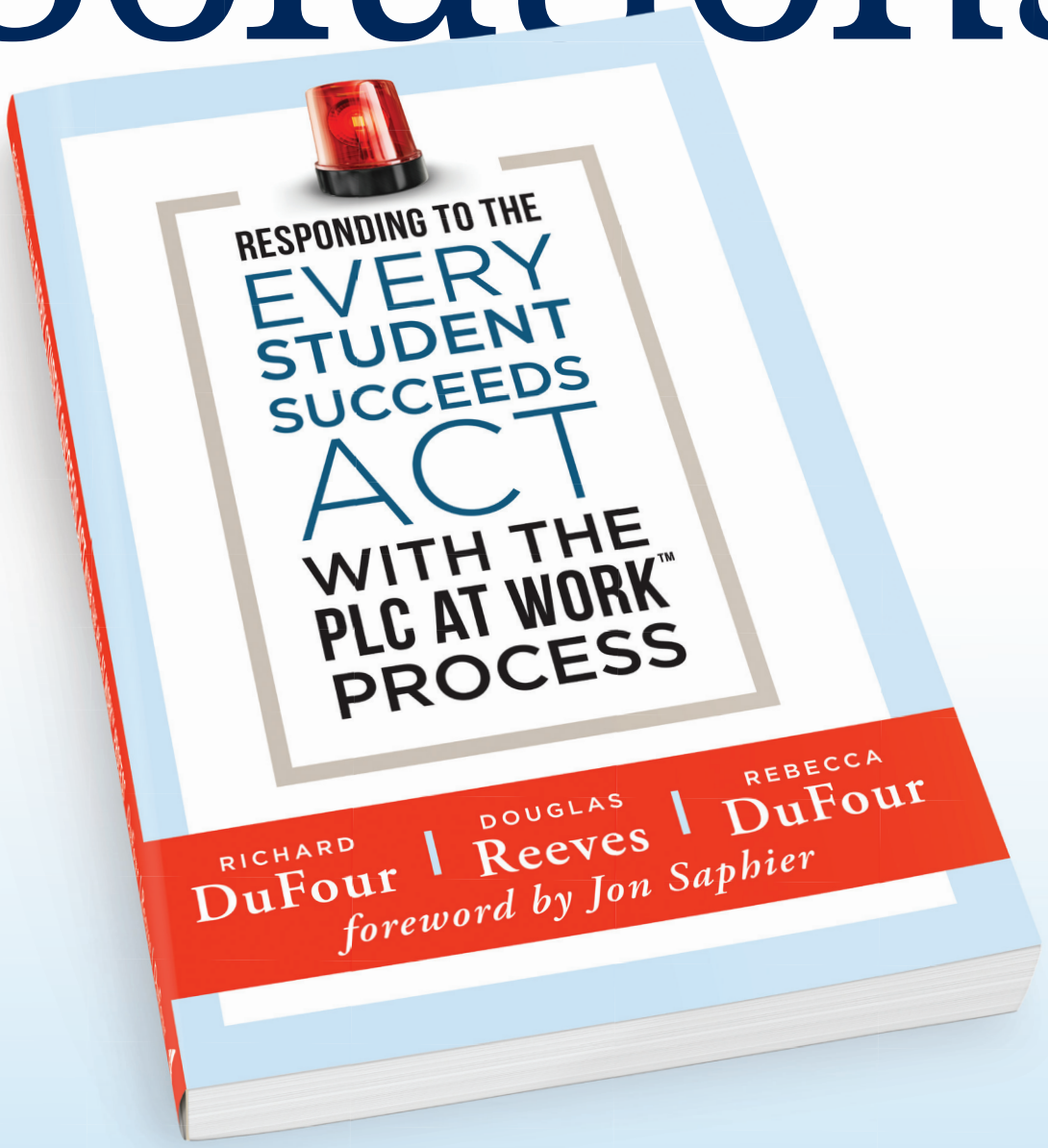

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What State, District, and School Leaders Can Do *Right Now*

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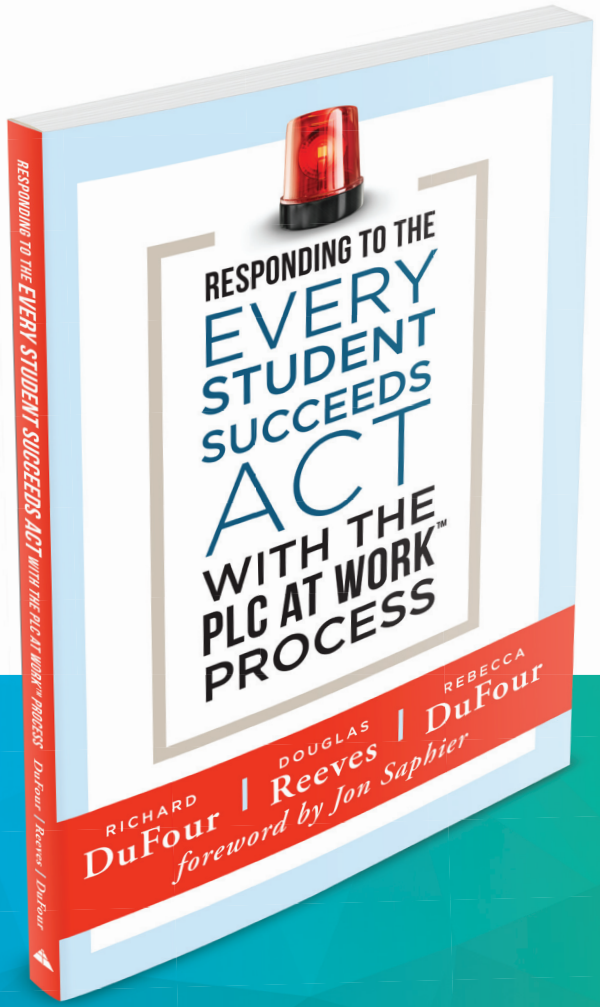
Develop a full understanding of how the PLC at Work framework aligns with the demands and opportunities of ESSA.



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EXPERT Q&A

Rebecca DuFour, author

Douglas Reeves, author

Why did you write *Responding to the Every Student Succeeds Act With the PLC at Work™ Process*?

We wanted to bring light to the Every Student Succeeds Act (ESSA)—it's still in the dark right now, even though it was passed at the end of 2015. There's a lot of confusion, and our goal is to add clarity for the people trying to implement it.

Many schools are still operating under No Child Left Behind and Race to the Top because they're not aware of the freedom and opportunity that ESSA can offer them. ESSA's guidelines are in total alignment to the PLC at Work process, which is one of our most promising strategies for improving schools.

One of the book's chapters is devoted to a case study that highlights what a model school would look like as staff successfully implement the PLC at Work process and align to the ESSA guidelines.

Who should read this book?

This book meets a real need for innovation and redefines what educational accountability means. School district leaders—superintendents, assistant superintendents, principals, and board members—will certainly benefit from reading this book, as well as policymakers at the local, state, and national levels. It's also a powerful resource for teacher leaders, as they can have an enormous amount of legislative influence.

What are the book's big takeaways?

That schools can do this. That they have what it takes to use the resources that are currently available to them to make alignments to the PLC at Work process, all the while adhering to the federal guidelines.

We want to help educators embrace learning as their fundamental purpose and to go to work every day empowered to ensure high levels of learning for all. This means that educators will have to reexamine their traditional practices, policies, and procedures and be willing to make significant changes.

For far too long, educators have worked in isolation, and we have placed a heavy burden on the backs of individuals within a school to be responsible for the students assigned to them. We disregard this approach in the PLC at Work process—we embrace the collaborative culture and, together, we're going to take collective responsibility for student learning.

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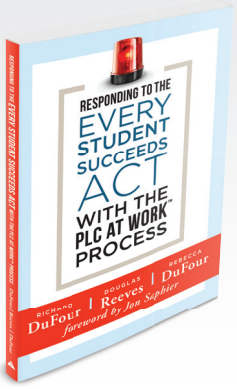

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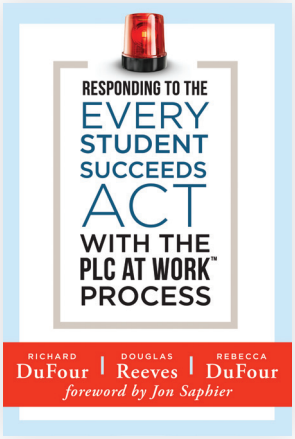

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By Richard DuFour, Douglas Reeves, and Rebecca DuFour

Foreword by Jon Saphier

The passage of the Every Student Succeeds Act (ESSA) presents US educators and local and state legislators with a rare opportunity: to reconceive schooling to better address students' needs. The authors showcase how to make the most of this opportunity by fully committing to the Professional Learning Communities at Work™ process, which holds the greatest potential for maximizing student achievement. 176 pages

- Gain a brief history of United States education.
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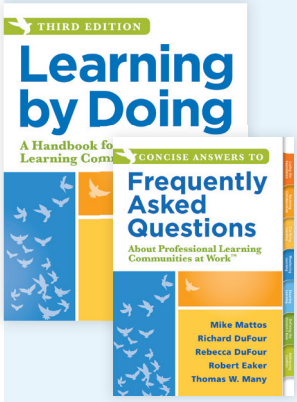

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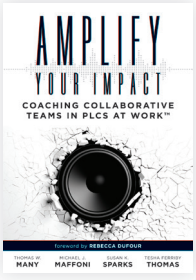

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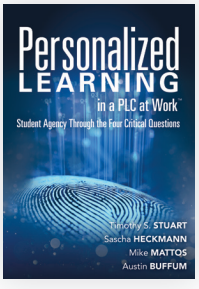

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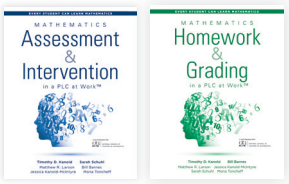

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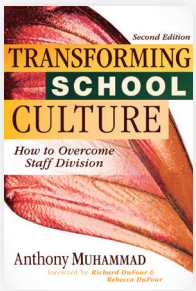

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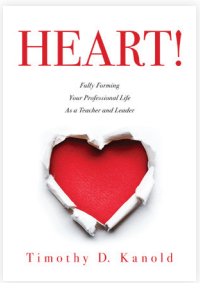

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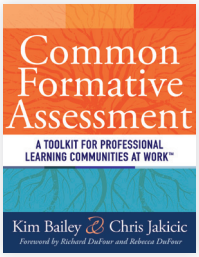

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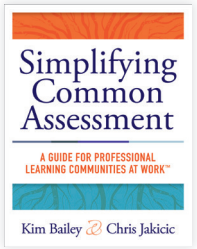

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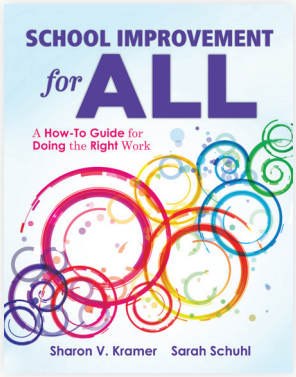

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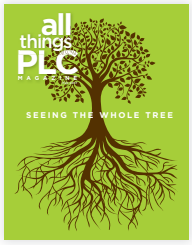

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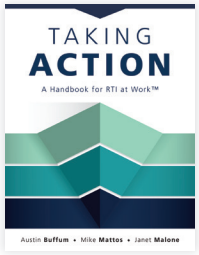

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RTI AT WORK

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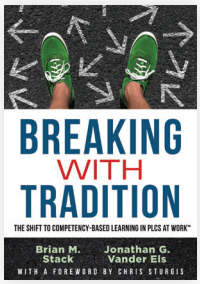

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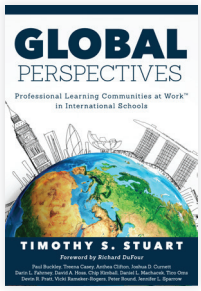

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Professional Learning Communities at Work™ in International Schools

Edited by Timothy S. Stuart

Foreword by Richard DuFour

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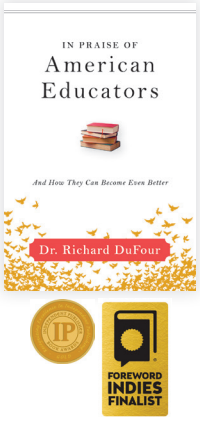

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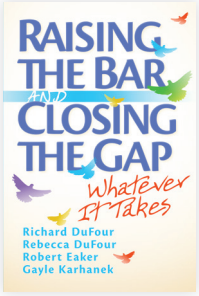

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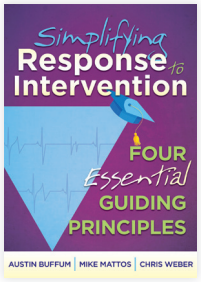

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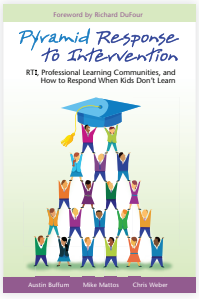

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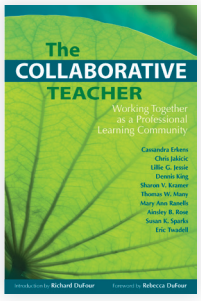

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By Austin Buffum, Cassandra Erkens, Charles Hinman, Susan B. Huff, Lillie G. Jessie, Terri L. Martin, Mike Mattos, Anthony Muhammad, Peter Noonan, Geri Parscale, Eric Twadell, Jay Westover, and Kenneth C. Williams

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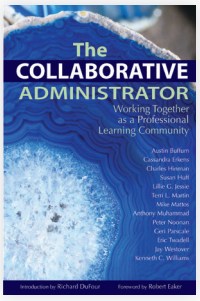

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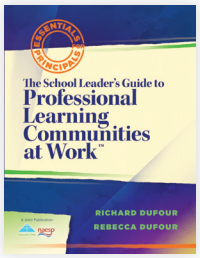

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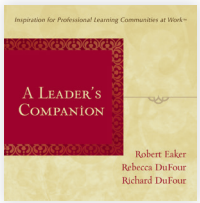

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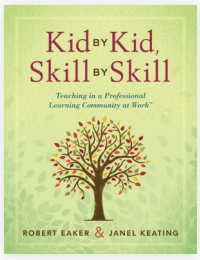

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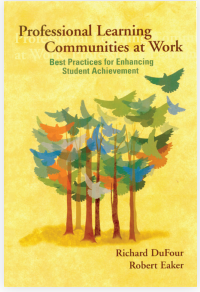

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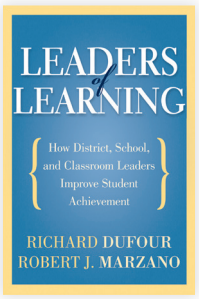

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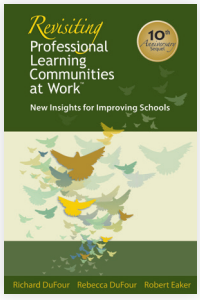

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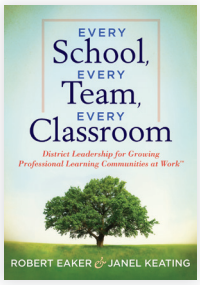

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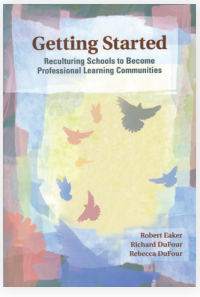

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Edited by Richard DuFour, Robert Eaker, and Rebecca DuFour

By Roland Barth, Rebecca DuFour, Richard DuFour, Robert Eaker, Barbara Eason-Watkins, Michael Fullan, Lawrence W. Lezotte, Douglas Reeves, Jonathon Saphier, Mike Schmoker, Dennis Sparks, and Rick Stiggins

Bestseller Examine a colorful cross section of educators' experiences with PLCs. This collection of insights from education leaders throughout North America highlights the benefits of PLCs.
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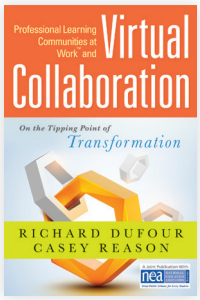

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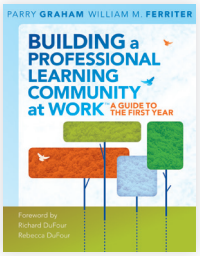

By Parry Graham and William M. Ferriter

Foreword by Richard DuFour and Rebecca DuFour

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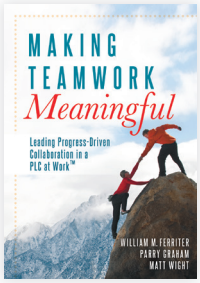

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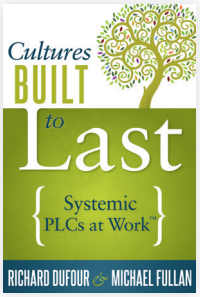

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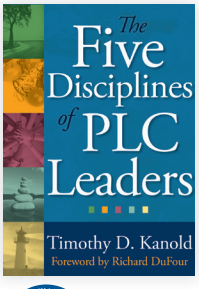

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Foreword by Richard DuFour

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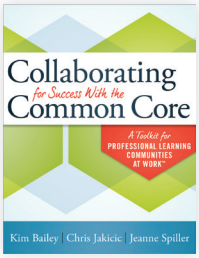

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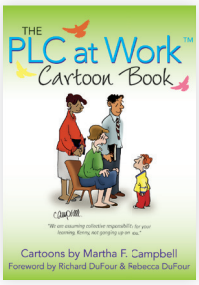

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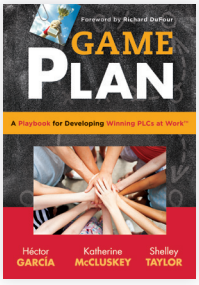

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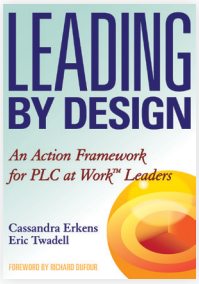

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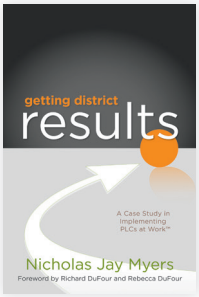

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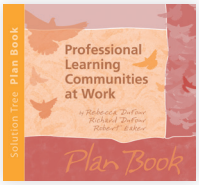

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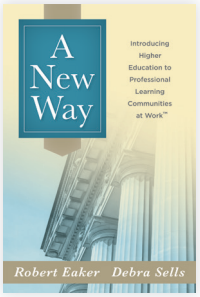

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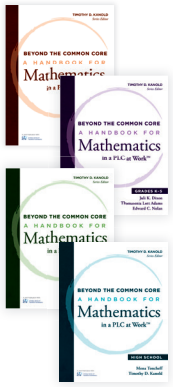

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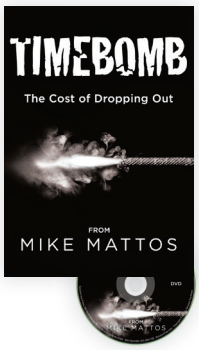

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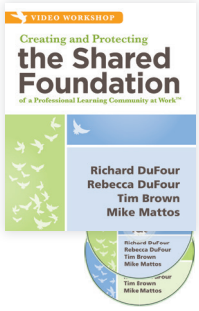

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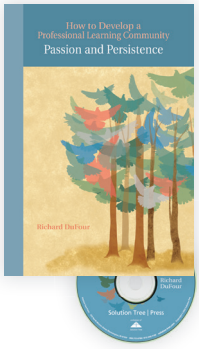

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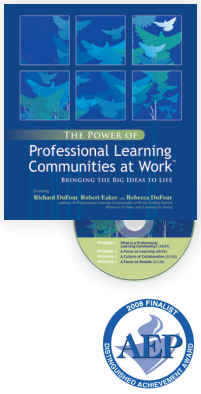

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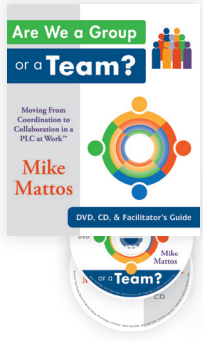

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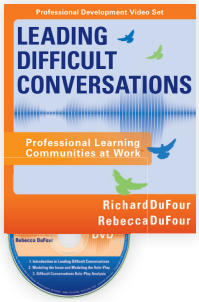

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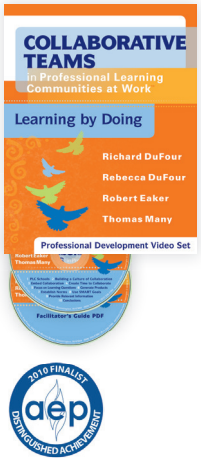
Collaborative Teams in Professional Learning Communities at Work™

Learning by Doing



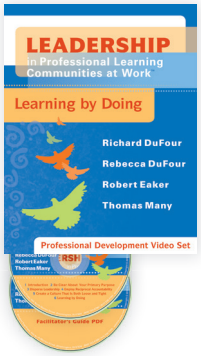
Featuring Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas W. Many

Bestseller This short program shows exactly what collaborative teams do. Aligned with the best-selling book *Learning by Doing*, the video features unscripted footage of collaboration in action. Learn how teams organize, interact, and find time to meet; what products they produce; and more. 30-minute DVD; 40-page Facilitator's Guide (in print and on CD)

82CCB–DVF023 **$174.95** USD | **$219.00** CAD
UPC 811796010285

Leadership in Professional Learning Communities at Work™

Learning by Doing



Featuring Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas W. Many

Bestseller Watch leaders in action within a PLC. This short program for PLC leaders uses unscripted interviews and footage from schools to illustrate the role of effective leadership, particularly from the principal, in embedding PLC practices and values in a school. 32-minute DVD; 32-page Facilitator's Guide (in print and on CD)

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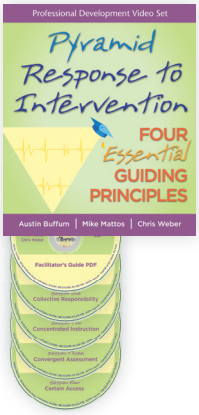
Pyramid Response to Intervention

Four Essential Guiding Principles



Featuring Austin Buffum, Mike Mattos, and Chris Weber

Bestseller Shift to a culture of collective responsibility, and ensure a path of opportunity and success for your students. Focusing on the four Cs vital to student achievement, this powerful four-part program will help you collect targeted information on each student's individual needs and guide you to build efficient team structures. Four 20-minute DVDs; 88-page Facilitator's Guide (in print and on CD)

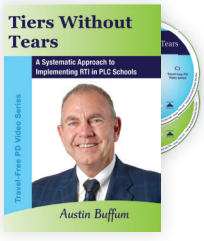
82CCB–DVF057 **$595.00** USD | **$744.00** CAD
UPC 811796010575

RTI AT WORK

▶ Visit SolutionTree.com/TravelFreePD to find all DVDs in the following series.

Tiers Without Tears

A Systematic Approach to Implementing RTI in PLC Schools



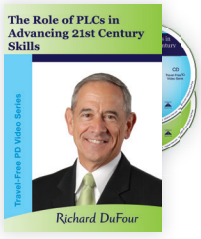
Featuring Austin Buffum

Bestseller Dr. Buffum shows you how the big ideas of a PLC are foundationally important when implementing RTI. 61-minute DVD with presentation; CD with presentation handouts and supporting resources

82CCB–DVF036 **$195.00** USD | **$244.00** CAD
UPC 811796010322

RTI AT WORK

The Role of PLCs in Advancing 21st Century Skills



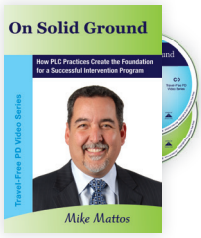
Featuring Richard DuFour

Bestseller Dr. DuFour explores fundamental characteristics of professional learning communities and demonstrates the link between PLCs and 21st century skills. 71-minute DVD with presentation; CD with presentation handouts and supporting resources

82CCB–DVF048 **$195.00** USD | **$244.00** CAD
UPC 811796010476

On Solid Ground

How PLC Practices Create the Foundation for a Successful Intervention Program



Featuring Mike Mattos

Bestseller In this breakout session, Mike Mattos shows how professional learning community practices provide the foundation for a successful intervention program and offers practical, effective strategies for beginning to build that foundation.76-minute DVD with presentation; CD with presentation handouts and supporting resources

82CCB–DVF045 **$195.00** USD | **$244.00** CAD
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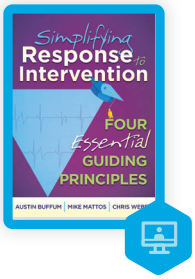

RTI at Work™ series

Online Courses

Presenters: Mike Mattos, Austin Buffum, and Chris Weber

Early Elementary Focus

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CEU | 82CCB–OTK016 **$125.00** USD

Late Elementary Focus

Graduate Credit | 82CCB–OTK002 **$286.00** USD
CEU | 82CCB–OTK018 **$125.00** USD

Middle School Focus

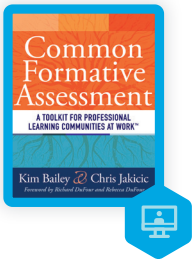
Graduate Credit | 82CCB–OTK003 **$286.00** USD
CEU | 82CCB–OTK019 **$125.00** USD

High School Focus

Graduate Credit | 82CCB–OTK004 **$286.00** USD
CEU | 82CCB–OTK017 **$125.00** USD

Grades K–12

Graduate Credit | 82CCB–OTK010 **$286.00** USD
CEU | 82CCB–OTK022 **$125.00** USD



Common Formative Assessments in a PLC at Work™

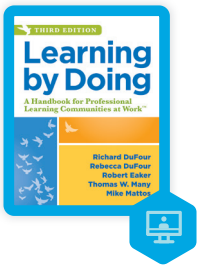
Online Course

Presenters: Kim Bailey and Chris Jakicic

Gain a deeper understanding of PLCs, learn the importance of common formative assessments, and develop techniques for designing and implementing effective common formative assessments. Quizzes, personal reflections, and writing assignments will be used to assess learning and competency.

Graduate Credit
82CCB–OTK020 **$286.00** USD

CEU
82CCB–OTK021 **$125.00** USD



The PLC at Work™ Process Today

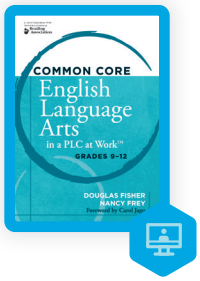
Online Course

Presenters: Rebecca DuFour, Richard DuFour, Robert Eaker, and Thomas W. Many

Through this self-paced online course, you'll explore how educators are applying research-based strategies and protocols to transform their schools into high-performing PLCs.

Graduate Credit
82CCB–OTK009 **$286.00** USD

CEU
82CCB–OTK011 **$125.00** USD



Common Core English Language Arts in a PLC at Work™ series

Online Courses

Presenters: Douglas Fisher and Nancy Frey

Grades K–2

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CEU | 82CCB–OTK015 **$125.00** USD

Grades 3–5

Graduate Credit | 82CCB–OTK005 **$286.00** USD
CEU | 82CCB–OTK012 **$125.00** USD

Grades 6–8

Graduate Credit | 82CCB–OTK006 **$286.00** USD
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Grades 9–12

Graduate Credit | 82CCB–OTK007 **$286.00** USD
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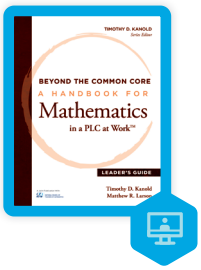

Mathematics in a PLC at Work™ series

Online Courses

Presenters: Timothy D. Kanold, Diane J. Briars, Jessica Kanold-McIntyre, Matthew R. Larson, and Mona Toncheff

Grades K–5

Graduate Credit | 82CCB–OTK025 **$286.00** USD
CEU | 82CCB–OTK026 **$125.00** USD

Grades 6–8

Graduate Credit | 82CCB–OTK027 **$286.00** USD
CEU | 82CCB–OTK028 **$125.00** USD

High School

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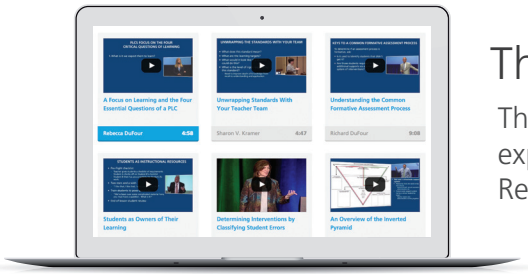
CEU | 82CCB–OTK030 **$125.00** USD

GLOBAL PD



The power to improve is in your hands.

This powerful online tool was designed with educational experts including Richard DuFour, Robert J. Marzano, Rebecca DuFour, and Mike Mattos.

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Best Professional Learning Solution for K-20 Faculty and Administrative Staff

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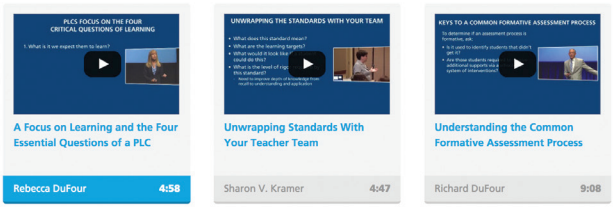
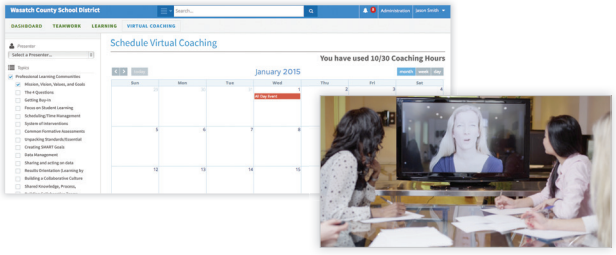
Video Library

Access hundreds of videos and resources from top authors for sustained, job-embedded professional development. Plus, get exclusive videos from your favorite PLC experts with the **Learning by Doing Playlist**.



Live Online Coaching

Arrange live online coaching sessions with PLC-certified experts, using the scheduling calendar.

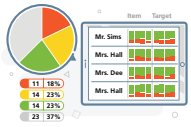


Team Tools

Use online team tools to answer the four critical questions of a PLC.

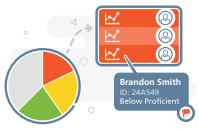
What is it we expect our students to learn?

Using desktops, laptops, or tablets, teams can identify essential standards, create student-friendly learning targets, and build common assessments.



How will we know when they have learned it?

Common assessments can be automatically graded via computer camera or browser. Based on their scores, students can be grouped by proficiency level. Rich charts and graphs enable teams to analyze data student by student and skill by skill.



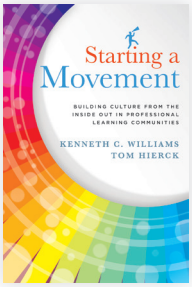
How will we respond when some students do not learn?

Teams can then easily group students into appropriate intervention sessions based on proficiency and need. During interventions, teachers can provide evidence of proficiency, keep notes on students, and mark students for follow-up.

How will we respond when some students already know it?

Global PD automatically identifies students who are above proficiency by skill, allowing teams to group those students into targeted enrichment sessions and track their progress.

More resources to strengthen your PLC practices



the Solution Tree Assessment Center

Starting a Movement

Building Culture From the Inside Out in Professional Learning Communities

By Kenneth C. Williams and Tom Hierck

Bestseller Infuse energy back into the practices of your PLC. Explore the authors' four-stage authentic alignment model, and discover how to bridge the gulf between principles and practice to cultivate an empowering environment that is committed to a cycle of continuous improvement. 200 pages

82CCB–BKF234 **$29.95** USD | **$37.50** CAD
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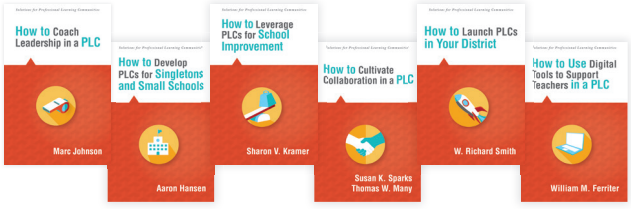

Solutions for Professional Learning Communities series

How to Coach Leadership in a PLC

By Marc Johnson

82CCB–BKF667 **$17.95** USD | **$22.50** CAD
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How to Develop PLCs for Singletons and Small Schools

By Aaron Hansen

82CCB–BKF676 **$17.95** USD | **$22.50** CAD
ISBN 978-1-942496-02-1

How to Leverage PLCs for School Improvement

By Sharon V. Kramer

82CCB–BKF668 **$17.95** USD | **$22.50** CAD
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How to Cultivate Collaboration in a PLC

By Susan K. Sparks and Thomas W. Many

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How to Launch PLCs in Your District

By W. Richard Smith

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How to Use Digital Tools to Support Teachers in a PLC

By William M. Ferriter

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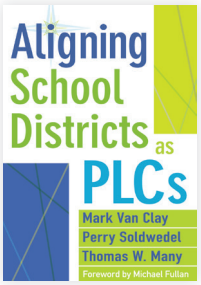

Aligning School Districts as PLCs

By Mark Van Clay, Perry Soldwedel, and Thomas W. Many

Foreword by Michael Fullan

In order for a professional learning community to achieve its full potential across an entire district, central office staff, building leadership, and teachers must all align their work with each other and the three big ideas of a PLC. 168 pages

82CCB–BKF493 **$29.95** USD | **$37.50** CAD
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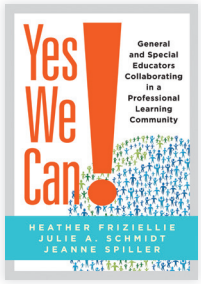

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FOREWORD INDIES FINALIST

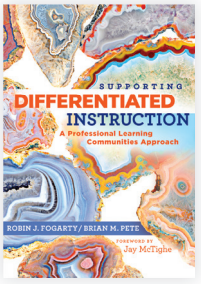
Yes We Can!

General and Special Educators Collaborating in a Professional Learning Community

By Heather Friziellie, Julie A. Schmidt, and Jeanne Spiller

Utilizing PLC practices, general and special educators must develop collaborative partnerships in order to close the achievement gap and maximize learning for *all*. The authors encourage all educators to take collective responsibility in improving outcomes for students with special needs. 144 pages

82CCB–BKF653 **$29.95** USD | **$37.50** CAD
ISBN 978-1-936763-99-3



Supporting Differentiated Instruction

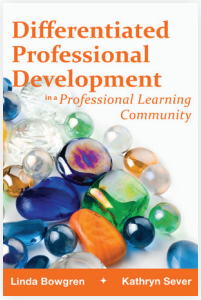
A Professional Learning Communities Approach

By Robin J. Fogarty and Brian M. Pete

Foreword by Jay McTighe

A practical guide to implementing differentiation in the classroom, this book offers a road map to effective teaching that responds to diverse learning needs. 200 pages

82CCB–BKF348 **$34.95 USD | $44.00 CAD**
ISBN 978-1-935249-55-9



Differentiated Professional Development in a Professional Learning Community

By Linda Bowgren and Kathryn Sever

A practical guide for designing school or district professional development plans, this book explains a three-step model that is core to differentiated teacher learning. 168 pages

82CCB–BKF275 **$24.95** USD | **$31.50** CAD
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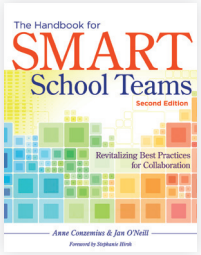
The Handbook for SMART School Teams

Revitalizing Best Practices for Collaboration



By Anne E. Conzemius and Jan O'Neill

Foreword by Stephanie Hirsh

Second Edition Prepare your students for the future while juggling the expectations of multiple stakeholders. A fresh take on the classic first edition, this guide defines and advocates SMART goals—goals that are Strategic and specific, Measurable, Attainable, Results oriented, and Time bound. 352 pages

82CCB–BKF573 **$37.95** USD | **$47.50** CAD
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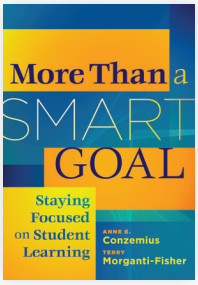
More Than a SMART Goal

Staying Focused on Student Learning



By Anne E. Conzemius and Terry Morganti-Fisher

Successful school improvement efforts not only set SMART goals, but also align them with the school improvement process, curriculum, instruction, assessment practices, mandates, and professional development. Understand how to properly use the SMART goal process to effect change. 160 pages

82CCB–BKF482 **$29.95** USD | **$37.50** CAD
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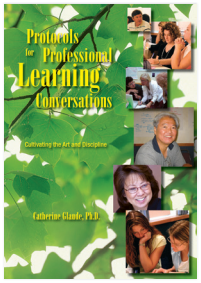
Protocols for Professional Learning Conversations

Cultivating the Art and Discipline



By Catherine Glaude

Collegial conversations focused on improving student learning may be the most powerful professional development an educator will experience. Examine four collections of protocols to support professional learning conversations, and use them with your colleagues or with students in the classroom. 96 pages

82CCB–BKF516 **$24.95** USD | **$31.50** CAD
ISBN 978-1-935543-82-4

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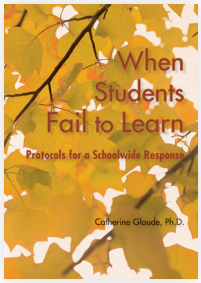
When Students Fail to Learn

Protocols for a Schoolwide Response



By Catherine Glaude

Creating learning communities where all educators are focused on student results requires new ways of learning together. This book looks at practical and specific ways to use protocols to prompt and support new habits of working in collaborative teams. 112 pages

82CCB–BKF518 **$24.95** USD | **$31.50** CAD
ISBN 978-1-935543-85-5

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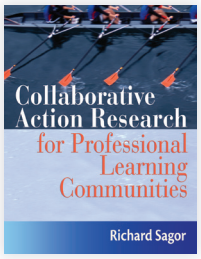
Collaborative Action Research for Professional Learning Communities

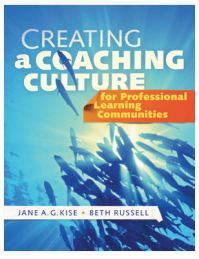


By Richard Sagor

Constant, high-quality collaborative inquiry sustains PLCs. Become disciplined and deliberative with data as you design and implement program improvements to enhance student learning. Detailed steps show you how to accomplish collaborative action research that drives continuous improvement. 176 pages

82CCB–BKF354 **$29.95** USD | **$37.50** CAD
ISBN 978-1-935249-61-0

Creating a Coaching Culture for Professional Learning Communities



By Jane A. G. Kise and Beth Russell

This practical resource provides activities designed to meet a wide variety of needs so you can choose the ones that fit your leadership style, the learning styles of team members, and the particular needs of the school. 232 pages

82CCB–BKF350 **$34.95** USD | **$44.00** CAD
ISBN 978-1-935249-41-2

EXPERT Q&A

Sharon V. Kramer, author

Sarah Schuhl, author

Why did you write *School Improvement for All?*

We have been working with schools that (1) show poor student academic performance or (2) previously showed growth and have since plateaued. Through focused long-term work addressing leadership, culture, collaborative teams, assessment, instruction, data analysis with a targeted team response, and a relentless focus on student learning, we have seen dramatic improvements in student achievement. From those experiences, we decided it would be helpful to have a resource with a framework for school improvement that guides the changes required on the school improvement journey.

What will educators find most valuable in this resource?

Throughout the book, there are many examples, templates, and protocols for teams to review and use as they chart a course for school improvement. Each chapter shares one aspect of the school improvement process and ends with a rubric for teams to use to assess their current reality and next steps as they work to improve student learning. This is a how-to framework that guides the improvement process and addresses targeted needs.

What challenges will it help them overcome?

We know educators are working hard to improve student learning because we have been honored to experience it time and time again in multiple schools and districts. This book will channel those efforts as schools face the challenge of preparing each student to learn grade-level standards. To meet that challenge, educators themselves will be challenged to shift practices and structures, which will be addressed in a supporting manner throughout the text. This book helps schools harness the power within to improve learning for all students.

What do you feel is the next step in your work to support teachers?

School improvement is not a quick fix. It requires deep second-order change and a critical analysis of current and historical practices, coupled with the drive and willingness to make those changes. We problem-solve with schools to see what is already being done to make a difference in learning and what needs to be addressed as a catalyst for greater changes in that learning. Once needs are identified, we work with teachers and administrators through job-embedded coaching and trainings to grow adult practices and positively impact the lives of students.

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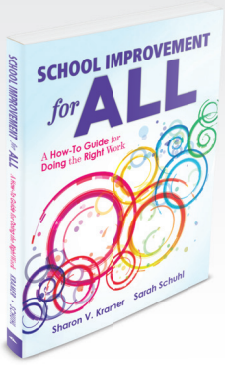

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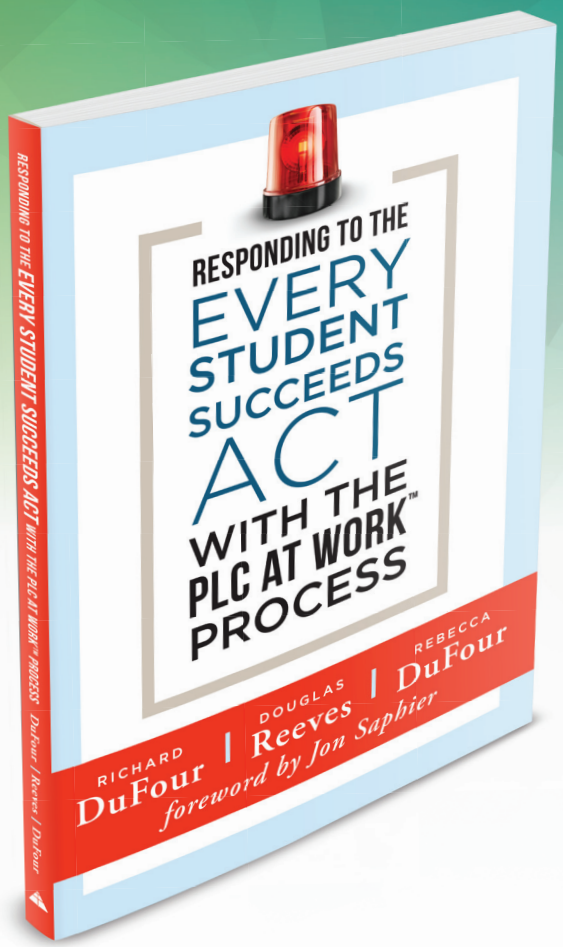

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