



*Creating  
a Professional  
Learning Community  
in Your School*

# EDUCATORS AS Learners

Edited by Penelope J. Wald and Michael S. Castleberry

# Educators As Learners Creating A Professional Learning Community In Your School

**Shirley M. Hord, William A. Sommers**



## **Educators As Learners Creating A Professional Learning Community In Your School:**

Educators as Learners Penelope J. Wald, Michael S. Castleberry, 2000-02-15 How can schools develop a shared vision that embraces the aspiration of all members of the school community How can members of a learning community work together to build the knowledge and processes needed for student success This book describes a professional development model that supports educators and families in learning and growing together It offers a theoretical framework and practical guidance for renewing the capacity of schools to produce positive results for all children Part I Cornerstones discusses concepts assumptions and leadership qualities of an effective school based staff development model Part II Process presents lively case studies and activities that show how to build professional learning communities It describes strategies to help teams engage in meaningful dialogue and discovery Part III Tools for Learning is filled with practical field tested staff development tools that complement the process of building school based professional learning communities This book embraces principles of collegiality inquiry learning and community It is written by practitioners for practitioners in the hope that collegial learning will be a renewing force in schools during these times of change Note This product listing is for the Adobe Acrobat PDF version of the book *Reach the Highest Standard in Professional Learning: Learning Communities* Shirley M. Hord, Patricia Roy, 2013-11-20 When teachers learn from each other students reap the benefits The first in a series exploring each of Learning Forward's seven Standards for Professional Learning this book helps readers understand what it takes to establish and maintain professional learning communities PLCs so they increase educator effectiveness and provide the best outcomes for students This definitive volume details how the Learning Forward standards for professional learning can be applied successfully in any school and includes An original essay designed to stretch readers thinking by introducing the underlying theory research and practice behind learning communities A guide to implementing the Learning Communities standard with an overview of six critical attributes of PLCs and the seven step cycle of continuous improvement A case study of the district wide implementation of PLCs containing detailed analysis of what worked **Schools as Professional Learning Communities** Sylvia M. Roberts, Eunice Z. Pruitt, 2008-09-26 Roberts and Pruitt offer practical advice to educators who seek to address one of the greatest obstacles to creating effective schools how to get school staff to collaborate and learn from each other Their insights and suggestions are smart useful and demonstrate a genuine understanding of how schools work Pedro A Noguera Executive Director Metropolitan Center for Urban Education New York University Your one stop sourcebook for building a professional learning community in your school More and more educational leaders are turning to the collaborative learning community model to create school change and improvement This practical resource offers research based activities and strategies for providing professional learning opportunities that lead to the building of community in schools as well as improved learning outcomes for both teachers and students Ideal for school leaders and staff developers this updated bestseller examines the knowledge and skills needed to become a successful leader of learners and

provides helpful tips real life classroom vignettes and insights into effective teamwork The authors help administrators lead staff in Learning through study groups shared leadership and professional portfolios Performing collaborative student assessments and classroom observation Reexamining their beliefs and assumptions through reflective activities With the latest information on e portfolios coaching emotional intelligence and more this proven professional development approach gives leaders the tools they need to implement a culture of collaboration that can transform entire schools Demystifying Professional Learning Communities Kristine Kiefer Hipp,Jane Bumpers Huffman,2010-02-16 The purpose of this book is to clearly define an approach to school improvement that uses professional learning community PLC practices to achieve school improvement and success for every student This book offers information examples and case studies to clarify the concept of a PLC to respond to critical issues in schools and to support educational leaders in addressing the important mandates of accountability and school improvement As school leaders proactively lead efforts to create learning communities their schools districts and staff will incorporate knowledge skills and practices that focus on teaching and learning for all The authors findings will assist leaders change agents policy makers and university faculty in guiding schools toward creating and maintaining PLCs as they sustain school improvement for student learning **Building a Professional Learning Community at Work TM** Parry Graham,William M. Ferriter,2009-09-22 Get a play by play guide to implementing PLC concepts Each chapter begins with a story focused on a particular challenge A follow up analysis of the story identifies the good decisions or common mistakes made in relation to that particular scenario The authors examine the research behind best practice and wrap up each chapter with recommendations and tools you can use in your school **Schools as Professional Learning Communities** Sylvia M. Roberts,Eunice Z. Pruitt,2009 Build a community in your school and improve learning outcomes with this one stop sourcebook that features the latest educational issues new research based strategies and activities and more **Concise Answers to Frequently Asked Questions About Professional Learning Communities at Work TM** Richard DuFour,Rebecca DuFour,2016-04-18 Get all of your PLC questions answered Designed as a companion resource to Learning by Doing A Handbook for Professional Learning Communities at Work 3rd ed this powerful quick reference guidebook is a must have for teacher teams working to build and sustain a PLC You and your team will turn to this invaluable reference tool again and again as questions and complications arise along your PLC journey Benefits Address the four critical questions that guide teacher collaboration through the PLC process Review essential PLC vocabulary Understand the qualities educators need to cultivate school improvement Outline what students need to learn and ascertain how to react when students either do or do not learn it Gain tips on additional PLC books to read to dig deeper into the topics covered in this book Contents Introduction 1 Laying the Foundation Mission Vision Values and Goals 2 Building a Collaborative Culture 3 What Do We Want Our Students to Learn 4 How Will We Know When Our Students Have Learned It 5 How Will We Respond When Some Students Don t Learn and When Some Do 6 The District s Role in the PLC Process 7

Consensus and Conflict in a PLC Afterword It s a Journey Not a Destination      **Building Shared Responsibility for Student Learning** Anne Conzemius, Jan O'Neill, 2001 Who is responsible for student learning Walk into an effective school and ask this question of anyone a teacher a student the principal a parent volunteer a secretary and you ll get the same answer I am Shared responsibility is something school communities build from within It s what happens when all school people accept that what they do makes a difference in how all students learn when they have the knowledge they need to make informed decisions about the best way to promote learning and when they have the skills and opportunities to translate their ideas into effective action Anne Conzemius and Jan O'Neill present a practical framework for building shared responsibility within schools and school systems They identify three critical components Focus The common vision mission values and expectations that provide clarity and lead to new levels of performance Reflection The commitment to test assumptions learn from data and adjust practices accordingly Collaboration The process of developing relationships where all work toward the same objectives and rely on each other to achieve their goals Building shared responsibility for student learning is an ongoing activity a journey and not a destination This research based resource provides a map in the form of effective structures systems processes and policies It explains how to set powerful goals and shares inspiring stories of educators who have embarked on this journey toward higher professional competency increased staff satisfaction rising test scores and improved student results      **Educators As Learners: Creating a Professional Learning Community in Your School ... Ed439099 ... U.S. Department of Education** ,1998      **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 thyselves 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

**2014 International Conference on Advanced Education and Management (ICAEM2014)**, 2014-02-13 The ICAEM2014 aims to bring together researchers educators and students from around the world in both industry and academia for sharing the state of art research results and applications for exploring new areas of research and development and for discussing emerging issues on education and management fields We received a total of 312 submissions from various parts of the world The Technical Program Committee worked very hard to have all papers reviewed before the review deadline The final technical program consists of 92 papers There are one keynote speech and 2 invited sessions The proceedings were published by DEStech Publications Inc and will be submitted to Ei Compendex databases for indexing We would like to mention that due to the limitation of the conference venue capacity we are not able to include many fine papers in the technical program Our apology goes to those authors

**Professional Learning Communities at Work TM** Richard DuFour, Robert Eaker, 2009-02-01 The book that launched a school improvement movement offers research based recommendations drawn from the best practices found in schools nationwide for continuously improving school performance Coming from the perspectives of both a distinguished dean of education and one of America's most widely acclaimed practitioners this resource provides specific practical how to information about transforming schools into results oriented PLCs

Leading Professional Learning Communities Shirley M. Hord, William A. Sommers, 2008-02-01 Hord is the originator of the triple headed concept of professional learning communities Sommers is an experienced administrator and past president of the National Staff Development Council With the authors extensive backgrounds in educational evaluation and the implementation of school change and development they are uniquely equipped to delineate and defend a particular vision of professional learning communities that has educational depth professional richness and moral integrity From the Foreword by Andy Hargreaves The most important volume available to help principals undertake the challenging yet exhilarating work of building true communities of professional learning Joseph Murphy Professor Vanderbilt University The book does not gloss over the challenges that leaders will encounter The authors draw upon rich research evidence and personal experiences and offer many practical proven change strategies This is a valuable resource for any educational leader who wishes to become a head learner Arthur L Costa Professor Emeritus California State University Sacramento Hord and Sommers create a powerful bridge between the research base on PLCs and practitioner knowledge and action The book's dual focus on principles and rocks in the road provide a grounded basis for school leaders A dog eared copy should be in every principal's office and in every professional developer's tool kit Karen

Seashore Louis Rodney S Wallace Professor University of Minnesota Minneapolis The authors rationale and suggestions will resonate because they come from experience and great insight The bottom line remains steadfast for these two distinguished educators you implement a PLC so that teachers learn and students achieve This text will help educators reach toward that compelling vision Stephanie Hirsh Executive Director National Staff Development Council Imagine all professionals in all schools engaged in continuous professional learning Current research shows a strong positive relationship between successful professional learning communities and increased student achievement In this practical and reader friendly guide education experts Shirley M Hord and William A Sommers explore the school based learning opportunities offered to school professionals and the principal s critical role in the development of an effective professional learning community PLC This book provides school leaders with readily accessible information to guide them in developing a PLC that supports teachers and students The authors cover building a vision for a PLC implementing structures creating policies and procedures and developing the leadership skills required for initiating and sustaining a learning community Each chapter includes meaningful quotes from the field rocks in the road and ways to overcome them examples from real PLCs and learning activities to reinforce chapter content The text illustrates how this research based school improvement model can help educators Increase leadership capacity Embed professional development into daily work Create a positive school culture Develop accountability Boost student achievement Discover how you can grow a vital community of professionals who work together to increase their effectiveness and strengthen the relationship between professional learning and student learning

Professional Learning Communities at Work® and High-Reliability Schools Robert Eaker, Robert J. Marzano, 2020-02-18 Dramatically improve schooling by harnessing the collective power of the High Reliability Schools™ HRS model and the PLC at Work process Featuring some of America s best educators this anthology includes information insights and practical suggestions for both PLCs and HRS The overarching purpose is to demonstrate how these two approaches taken together complement each other and support educators in their efforts to create a culture of continuous improvement Use this resource to ensure a guaranteed and viable curriculum Study the HRS and PLC practices with guidance from numerous practitioners and experts developing good teachers into great teachers through a culture of accountability Learn how to keep your school focused on the right work in order to achieve learning for all through a continuous improvement process Understand how the HRS model can improve success with the PLC process and how the PLC at Work process is the cornerstone of a high reliability school Explore the ways in which strong leaders can model and improve the why and how of PLC at Work through a collaborative culture Explore the five levels of the HRS model and then learn how to relate each level to PLC at Work process to improve education in your school or district Contents Introduction Professional Learning Communities at Work and High Reliability Schools Merging Best Practices for School Improvement by Robert J Marzano and Robert Eaker Part I The Five Levels A Safe Supportive and Collaborative Culture 1 Culture Building in a High Reliability

School by Mario Acosta 2 Frames of Mind and Tools for Success Organizational Culture in a PLC by Anthony Muhammad Effective Teaching in Every Classroom 3 Six Steps for Effective Teaching in Every Classroom by Toby Boss 4 Effective Teaching in a Professional Learning Community by William M Ferriter A Guaranteed and Viable Curriculum 5 Six Action Steps for a Guaranteed and Viable Curriculum by Jan K Hoegh 6 PLC HRS and a Guaranteed and Viable Curriculum by Heather Friziellie and Julie A Schmidt Standards Referenced Reporting 7 A Multiyear Plan for Standards Referenced Reporting by Tammy Heflebower 8 Grading and Reporting for Learning in a PLC by Eric Twadell Competency Based Education 9 Personalized Competency Based Education by Mike Ruyle 10 Preparation for Tomorrow A Competency Based Focus and PLCs by Mike Mattos Part II Professional Learning Communities High Reliability Organizations and School Leadership 11 High Reliability Leadership by Philip B Warrick 12 Leadership in a PLC Coherence and Culture by Timothy D Kanold Part III Professional Learning Communities High Reliability Organizations and District Leadership 13 Leadership in High Reliability School Districts by Cameron L Rains 14 Leadership in a High Performing PLC by Marc Johnson

*Unfinished Business* Paula Egelson, C. Steven Bingham, Barbara B. Howard, 2024-09-01 *Unfinished Business* A Regional Education Laboratory Retrospective on School Improvement is authored by education professionals formerly employed at SERVE one of the ten US federally funded education research and development laboratories SERVE S region included the following southeastern states Alabama Florida Georgia Mississippi North Carolina and South Carolina The school improvement recollections found in this book are supported by contemporaneous data collected for research and evaluation as well as literature interviews and evidence from former clients and collaborators Each of the chapter authors wrote about a school improvement initiative in which they led or participated in developing Compared to the other nine labs SERVE was heavily field based SERVE s projects and publications focused on school improvement research policy and professional development The work was typically launched in a spirit best described as emergent design Building on extant research and best practice potential clients across the six state region were approached with ideas for educational interventions and evidence to support theories of action It is underscored that improving America s public schools teachers and school administrators is a continuous process involving difficult work It is hoped that this book will offer suggestions to educators about how to implement school improvement including what works and what doesn t and how initiatives can evolve positively over time ENDORSEMENTS This retrospective on the work done by the SERVE lab serves to underscore the important role education laboratories can play in helping schools improve the systems and processes supporting more equitable learning opportunities and higher student achievement As the authors indicate the work of school improvement is never finished hence it follows that continually trying out well grounded interventions and examining their impacts on leadership teaching and learning is essential to moving improvement science forward Betty Fry Southern Regional Education Board School improvement work needs to be an all hands on deck effort that engages teachers administrators students parents and



guardians and stakeholders in meaningful co ownership of helping schools be successful for all students Unfinished Business seeks to examine the work of educational leaders and organizations who have been immersed in extended efforts to both understand and meet the various challenges of educating students By including voices with rich experiences and perspectives and highlighting steps taken to realize successes this book provides insights and lessons learned to reflect upon in considering next steps Bill Sterrett Baylor University What an outstanding book based on thoughtful reflections of practitioners working on improving schools If readers want to get an understanding of federally supported research and development laboratories this is an excellent book on lessons learned Unfinished Business offers important technical concepts in practice such as stakeholder involvement emergent designs interventions implementation sustainability and organizational culture to cite a few but also insightful lessons on results oriented distributed leadership A must read for leaders across the board local state and federal educational agencies Marco Mu oz Jefferson County Schools KY *Reach the Highest Standard in Professional Learning: Implementation* Michael Fullan, Shirley M. Hord, Valerie von Frank, 2014-09-04 Your path to implementation success starts here Get the knowledge and know how to put Learning Forward s Standards of Professional Learning into practice with this thoroughly researched book from recognized leaders in the field Deepen your knowledge of the standards and learn to Use professional learning as a powerful lever for long term change Invest in human and social capital to promote school wide success through an original think piece by Michael Fullan Connect the standards to your site specific needs Includes an overview of the standard an inspirational case study and an array of practical tools Discover what it takes to implement lasting high impact improvements in teaching and learning This expert resource will show you how **Strengthening and Enriching Your Professional Learning Community** Geoffrey Caine, Renate N. Caine, 2012-05-29 How can educators create a collective method of professional development that results in the genuine sustained teacher learning essential to improving student achievement That question is at the heart of this comprehensive and practical guide to process learning circles a unique and powerful way to develop strengthen and enrich professional learning communities Authors Geoffrey and Renate N Caine have dedicated more than 20 years to researching how people learn naturally From this foundation they describe in detail how process learning circles work and they provide readers with a clear understanding of how powerful and successful this approach to professional learning can be Along the way they explore The three critical elements of great professional development How to create a field of listening The logistics and phases of process learning circles Tips for success as a process leader The effects of individual differences and group dynamics Principles for developing a process that works Examples from schools that have implemented process learning circles provide evidence of the method s success and the authors also include an explanation of 12 underlying brain mind learning principles guidelines for using online tools and broader suggestions for how to move from teaching for memorization to teaching for understanding Written with both teachers and administrators in mind Strengthening and Enriching Your

Professional Learning Community The Art of Learning Together is an essential guide to professional learning and development that works      **Guiding Professional Learning Communities** Shirley M. Hord,James L. Roussin,William A. Sommers,2009-11-24 Offers more than 30 structured learning opportunities to help busy educators put six components of effective PLCs into practice and facilitate individual and schoolwide development      Shifting From Me to We Michael Roberts,2020-06-19 Rely on this straightforward guide to help you build the foundation of a true professional learning community PLC Packed with answers to common questions Shifting from Me to We guides leaders at all levels in fostering a strong collaborative culture Author Michael Roberts details how to navigate major roadblocks develop team best practices and commit collective efforts to continuous improvement Use this resource to address the unique PLC challenges of your school or district Become familiar with the skills and concepts necessary to build a strong collaborative foundation for your PLC Study the strategies and methods used by schools that have successfully implemented a rigorous and thorough PLC process Utilize the book s concepts and skills to experiment and develop customized procedures and strategies as a collaborative team Receive concrete learning targets that will help you develop your own process of PLC implementation Understand how to effectively spread the message of your PLC to your school board parents and community stakeholders Contents Introduction Chapter 1 We ve Met for Years so Why Hasn t It Changed my Practice Chapter 2 If We re Collaborating Why Aren t You Chapter 3 We re Supposed to Focus on a Few Things but How Do We Decide What They Are Chapter 4 How Do You Find Time to Support Learning When There Are So Many Other Issues to Deal With Chapter 5 Won t We Just Move On to Something Else Next Year Chapter 6 How Do We Know If We re on the Right Track Chapter 7 What Can We Do to Help      **Professional Learning Communities** Patrick Baccellieri,2009-07-15 This brand new resource uses data in decision making to improve student learning by promoting a school wide learning community It is written to help motivate staff to participate in choosing goals and instructional strategies while keeping the focus on improving student achievement

Delve into the emotional tapestry woven by Crafted by in **Educators As Learners Creating A Professional Learning Community In Your School** . This ebook, available for download in a PDF format ( \*), is more than just words on a page; it is a journey of connection and profound emotion. Immerse yourself in narratives that tug at your heartstrings. Download now to experience the pulse of each page and let your emotions run wild.

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