

## Professional Learning Communities Documentation Template

What Works in Schools  
Teacher Teams That Get Results  
Story-Based Inquiry: A Manual for Investigative Journalists  
Creating Effective Teaching and Learning Environments: First Results from TALIS  
Professional Learning Communities at Work  
Plan Book  
Supporting Differentiated Instruction  
Visible Learning for Teachers  
Strengthening and Enriching Your Professional Learning Community  
Supervising Principals for Instructional Leadership  
The Data Coach's Guide to Improving Learning for All Students  
Evaluating Professional Development  
Professional Learning Communities at Work  
Funds of Knowledge  
Teacher-centered Professional Development  
Read, Write, Lead  
Meeting Wise  
Principal Evaluation  
Transforming the Workforce for Children Birth Through Age 8  
Whatever It Takes  
Distance Education for Teacher Training  
Standards for the Assessment of Reading and Writing  
Embedded Formative Assessment  
Revisiting Professional Learning Communities at Work  
The Five Disciplines of PLC  
Leaders  
Leaders of Learning  
Powerful Learning Communities  
Lesson Study Communities  
Being Visual  
Professional Learning Communities  
Guiding Professional Learning Communities  
High-Impact Instruction  
Leading Lesson Study  
Learning by Doing  
Instructional Coaching  
Every School, Every Team, Every Classroom  
The Power of Our Words  
Power Up  
Blended Learning  
Leading Professional Learning Communities  
Getting Results with Curriculum Mapping  
The Professional Development Schools Handbook

### What Works in Schools

Provides recommendations on ways to improve school performance.

### Teacher Teams That Get Results

This 10th-anniversary sequel to the authors' best-selling book *Professional Learning Communities at Work™: Best Practices for Enhancing Student Achievement* merges research, practice, and passion. The most extensive, practical, and authoritative PLC resource to date, it goes further than ever before into best practices for deep implementation, explores the commitment/consensus issue, and celebrates successes of educators who are making the journey.

### Story-Based Inquiry: A Manual for Investigative Journalists

*Teacher-Centered Professional Development* is a hands-on guide to collaborative skill building for educators. It introduces the Teacher's Choice Framework, a model that empowers teachers by helping them choose and initiate professional growth activities according to their schedules, strengths, and needs. The book describes a wide variety of professional

development strategies, including mentoring, journal writing, peer-to-peer coaching, and seminars. For each strategy, the author provides: \* A brief history of the research base \* A step-by-step guide to implementing the strategy \* Sample handouts and assessment forms \* Examples from the field of the strategy in practice With this book, teachers at all levels can quickly learn how to set up development teams, conduct action research, and engage in other activities to further their skills. In addition, the Teacher's Choice Framework helps educators prioritize their needs and choose the strategies that best suit those needs. Teacher-Centered Professional Development offers both a perfect introduction to staff development options and a commonsense method for choosing among them.

### **Creating Effective Teaching and Learning Environments: First Results from TALIS**

### **Professional Learning Communities at Work Plan Book**

### **Supporting Differentiated Instruction**

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will

directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

### **Visible Learning for Teachers**

Literacy is a skill for all time, for all people. It is an integral part of our lives, whether we are students or adult professionals. Giving all educators the breadth of knowledge and practical tools that help students strengthen their literacy skills is the focus of *Read, Write, Lead*. Drawing on her experience as a mentor teacher, reading specialist, instructional coach, and staff developer, author Regie Routman offers time-tested advice on how to develop a schoolwide learning culture that leads to more effective reading and writing across the curriculum. She explains how every school—including yours—can: implement instructional practices that lead to better engagement and achievement in reading and writing for all students, from kindergarten through high school, including second-language and struggling learners; build Professional Literacy Communities of educators working together to create sustainable school change through professional learning based on shared beliefs; reduce the need for intervention through daily practices that ensure success, even for our most vulnerable learners; and embed the language of productive feedback in responsive instruction, conferences, and observations in order to accelerate learning for students, teachers, and leaders. In their own voices, teachers, principals, literacy specialists, and students offer real-life examples of changes that led to dramatic improvement in literacy skills and—perhaps just as important--increased joy in teaching and learning. Scattered throughout the book are “Quick Wins”—ideas and actions that can yield positive, affirming results while tackling the tough work of long-term change.

### **Strengthening and Enriching Your Professional Learning Community**

This book provides an actionable framework for leaders looking to implement a long-term professional learning plan that extends professional development beyond a handful of days each year to create a “coaching culture” that supports teachers as they move toward blended learning. Blended learning expert Catlin Tucker provides tools and resources for embedding professional learning into your school’s culture, including: Coaching protocols Templates for feedback Lesson planning resources for blended learning Rubrics for evaluation Stories and tips from blended learning coaches Vignettes from teachers who have successfully shifted to a blended learning model Reflection questions for leading book studies

### **Supervising Principals for Instructional Leadership**

Make the transition from traditional, whole-group reading instruction to the 21st century classroom by integrating three innovations that will dramatically improve elementary reading instruction: RTI, differentiated instruction, and technology.

Detailed ex

### **The Data Coach's Guide to Improving Learning for All Students**

The authors illustrate how to use data as a catalyst for significant, systematic, and continuous improvement in instruction and learning. Includes a CD-ROM with slides and reproducibles.

### **Evaluating Professional Development**

### **Professional Learning Communities at Work**

The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This book accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics. Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms is a critically important volume for all teachers and teachers-to-be, and for researchers and graduate students of language, culture, and education.

### **Funds of Knowledge**

Supervising Principals for Instructional Leadership specifies the conditions that district leaders can implement to help principal supervisors take a teaching and learning approach to their work. In particular, Meredith I. Honig and Lydia R. Rainey explore how these supervisors can most effectively support principals in becoming instructional leaders and developing the capacity to lead their own learning. The authors argue for a shift in supervisors' focus from a compliance and evaluation orientation to one in which they serve as learning partners for these principals. The professional development the supervisors offer principals must advance from group meetings focused on the delivery of information to intensive coaching differentiated to meet principals' needs. Using extended cases and detailed examples, the authors illustrate how supervisors associated with positive results teach rather than tell. These successful supervisors guide principals' learning with specific teaching moves such as modeling how to think and act like an instructional leader. Based on extensive research of district central offices, Supervising Principals for Instructional Leadership advocates for a transformation to the role of principal supervisors.

### **Teacher-centered Professional Development**

Formative assessment plays an important role in increasing teacher quality and student learning when it's viewed as a process rather than a tool. Emphasizing the instructional side of formative assessment, this book explores in depth the use of classroom questioning, learning intentions and success criteria, feedback, collaborative and cooperative learning, and self-regulated learning to engineer effective learning environments for students.

### **Read, Write, Lead**

For many years, the authors have been fellow travelers on the journey to help educators improve their schools. Their first coauthored book focuses on district leadership, principal leadership, and team leadership and addresses how individual teachers can be most effective in leading students—by learning with colleagues how to implement the most promising pedagogy in their classrooms

### **Meeting Wise**

This implementation guide demonstrates how to translate each step of the Japanese lesson study process to the U.S. educational environment using specific, evidence-based strategies.

### **Principal Evaluation**

## Where To Download Professional Learning Communities Documentation Template

This is a practical guide to evaluating professional development programs at five increasing levels of sophistication: participants' reaction to professional development; how much participants learned; evaluating organizational support and change; how participants use their new knowledge and skills; and improvements in student learning.

### **Transforming the Workforce for Children Birth Through Age 8**

An innovative professional development strategy that facilitates change, improves instruction, and transforms school culture! Instructional coaching is a research-based, job-embedded approach to instructional intervention that provides the assistance and encouragement necessary to implement school improvement programs. Experienced trainer and researcher Jim Knight describes the "nuts and bolts" of instructional coaching and explains the essential skills that instructional coaches need, including getting teachers on board, providing model lessons, and engaging in reflective conversations. Each user-friendly chapter includes: First-person stories from successful coaches Sidebars highlighting important information A "Going Deeper" section of suggested resources Ready-to-use forms, worksheets, checklists, logs, and reports

### **Whatever It Takes**

Simple changes in a teacher's language can bring about profound changes in students and classrooms. By paying attention to your words and tone of voice, you will: Increase students' engagement with academics Build positive community More effectively manage your classroom That is the message of *The Power of Our Words*, a book that has changed the teaching lives of tens of thousands of educators since it was first published in 2007. In this updated second edition you will find practical information to help you: Lead students in envisioning themselves achieving success Use questions that encourage deep and creative thinking Listen to students in ways that support their growth Reinforce students efforts and remind or redirect them when they go off track. Throughout, you will find an increased emphasis on using teacher language to support academic engagement and critical thinking skills as called for in the Common Core State Standards. And an updated, livelier format makes this second edition even easier to read.

### **Distance Education for Teacher Training**

Effective principals run effective schools--this much we know. Accurately measuring principal effectiveness, however, has long been an elusive goal for school administrators. In this indispensable book, author James H. Stronge details the steps and resources necessary for designing a comprehensive principal evaluation system that is based on sound research and established best practices. Here you'll find everything you need to thoroughly assess principal performance, including \* An in-depth analysis of research findings related to principal evaluation. \* A set of seven field-tested and research-based

## Where To Download Professional Learning Communities Documentation Template

principal performance standards. \* Detailed indicators for each standard that describe the principal's duties and expected level of performance. \* A four-point performance appraisal rubric for each standard. \* Forms and checklists for use in compiling evidence of performance and completing evaluations. \* A step-by-step guide to planning, designing, implementing, and troubleshooting a successful evaluation system. If there's a new principal evaluation system rolling out in your school or district, or if your administration is planning to build one, *Principal Evaluation: Standards, Rubrics, and Tools for Effective Performance* is essential for ensuring that the system is accurate, fair, and effective.

### **Standards for the Assessment of Reading and Writing**

Use this team-centered approach to directly enhance teaching and learning in your school! First introduced in Japan, lesson study has gained enthusiastic advocates in US educational circles as a powerful, collaborative approach. This "how-to" guide leads a beginning team through the lesson study cycle and provides an experienced team with new perspectives. Using examples from U.S. classrooms, this handbook: Encourages educators to generate and share knowledge Inspires a teacher-researcher stance Illustrates both the process and substance of lesson study Encourages collaboration Provides guidelines for avoiding common pitfalls

### **Embedded Formative Assessment**

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.

### **Revisiting Professional Learning Communities at Work**

This easy-to-use book provides practical strategies for initializing, maximizing, and evaluating Professional Development Schools—from meeting the standards, to hands-on tool kits and "quick-check" self-assessments.

### **The Five Disciplines of PLC Leaders**

This book, by two editors of *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*, attempts to bring about a fundamental shift in how educators think about the meetings we attend. They make the

## Where To Download Professional Learning Communities Documentation Template

case that these gatherings are potentially the most important venue where adult and organizational learning can take place in schools, and that making more effective use of this time is the key to increasing student achievement. In *Meeting Wise*, the authors show why meeting planning is a high-leverage strategy for changing how people work together in the service of school improvement. To this end, they have created a meeting-planning “checklist” to develop a common language for discussing and improving the quality of meetings. In addition, they provide guidelines for readers on “wise facilitating” and “wise participating,” and also include “top tips” and common dilemmas. Simple, succinct, and practical, *Meeting Wise* is designed to be read and applied at every level of the educational enterprise: district leadership meetings with central office staff, charter-school management summits, principals’ meetings with teachers, professional development sessions, teacher-team meetings, and even teachers’ meetings with parents and students.

### **Leaders of Learning**

Schools can and do affect student achievement, and this book recommends specific-and attainable-action steps to implement successful strategies culled from the wealth of research data.

### **Powerful Learning Communities**

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

### **Lesson Study Communities**

With this updated document, IRA and NCTE reaffirm their position that the primary purpose of assessment must be to improve teaching and learning for all students. Eleven core standards are presented and explained, and a helpful glossary makes this document suitable not only for educators but for parents, policymakers, school board members, and other stakeholders. Case studies of large-scale national tests and smaller scale classroom assessments (particularly in the context of RTI, or Response to Intervention) are used to highlight how assessments in use today do or do not meet the standards.

### **Being Visual**

High Impact Instruction is a response to the pressing need among school leaders for research-validated, high-leverage instructional practices that have a significant, positive impact on the way teachers teach and students learn. Author Jim Knight provides a simple but powerful framework and set of tools for improving classroom management, content planning,

instruction, and assessment. In addition, the book addresses the most effective forms of professional learning that can be used to ensure that teachers learn the Big Four teaching practices: Instructional Coaching, Partnership Learning, and Intensive Learning Teams.

### **Professional Learning Communities**

In the third edition of *Learning by Doing: A Handbook for Professional Learning Communities at Work®*, authors Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos provide educators with a comprehensive, bestselling guide to transforming their schools into professional learning communities (PLCs). In this revised version, contributor and Canadian educator Karen Power has adapted the third edition for Canadian educators, emphasizing how Canadian educators can effectively improve learning for each student across their unique and widely diverse provinces and territories. Rewritten so that the scenarios, research, and language appropriately meet the needs of Canadian educators, this version is packed with real-world strategies and advice that will assist readers in transforming their school or district into a successful PLC.

### **Guiding Professional Learning Communities**

A comprehensive set of tools for achieving lasting results and sustaining a professional learning community! To help sustain the ongoing success of professional learning communities, this comprehensive resource provides an illustrated collection of ready-to-use tools and examples of plans in action for results-oriented faculty and staff meetings. Demonstrating how to use each of the 61 strategies, the authors show you how to: Create a growth-oriented climate that encourages feedback and builds trust Share knowledge and skills to expand and optimize results Build resilience, develop creative solutions, and manage change Determine priorities and create excellence when setting goals, tying data to practice, and analyzing results

### **High-Impact Instruction**

This book lays out a blueprint for thoughtful actions that transform schools and their communities. Using ideas and techniques focused on six key areas, educators discover what needs to be taught, what needs to be retaught, and who needs to be taught. Their PLCs build solutions that place academic excellence within reach of every learner.

### **Leading Lesson Study**

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.

### **Learning by Doing**

Learning communities have been demonstrated to dramatically improve student outcomes by engaging students in their learning.

This book constitutes a comprehensive guide for readers who want a broad strategic view of learning communities, enabling them to identify which type of LC best meets the learning needs of their students, and the context and mission of their institution. It also provides the tools for planning, designing and implementing what the authors define as “powerful” LCs, and for understanding the assessment implications of their decisions.

The potential power of LCs is realised through effective facilitation, appropriate team-building activities, linkages, planning, and active collaboration that promotes learning of the group and the individual group members – all of which topics are covered in this volume.

This book is organised around the three themes of setting the stage, designing an LC, and building or enhancing a powerful LC, and covers three types of learning communities – student, professional (faculty, staff), and institutional LCs concerned with student learning – providing a range of tools and forms to facilitate planning. The authors also address designing and maintaining hybrid and virtual LCs.

## Where To Download Professional Learning Communities Documentation Template

This book is intended as a practical resource for anyone at any level in higher education who wants to champion, develop or redesign student or professional LCs, or even explore broader initiatives to develop their institution into a “learning organisation”. Administrators in academic and student affairs administrators will find guidance for setting appropriate policies and allocating resources.

The book may also serve as a textbook for graduate courses in institutional leadership and policy studies, curriculum and instruction, student affairs, or assessment/evaluation.

This is a radically revised new edition of *The Powerful Potential of Learning Communities: Improving Education for the Future* (1999).

### **Instructional Coaching**

Imagine all professionals in all schools engaged in continuous professional learning! 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 creation, development, and support of an effective professional learning community (PLC). This book provides school leaders with readily accessible information to guide them in initiating and developing a PLC that supports teachers and students. Using field-tested examples, 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

### **Every School, Every Team, Every Classroom**

In November 2008, John Hattie’s ground-breaking book *Visible Learning* synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. *Visible Learning for Teachers* takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of *Visible Learning* to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book: links the biggest ever research project

on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta-analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management. Visible Learning for Teachers is a must read for any student or teacher who wants an evidence based answer to the question; 'how do we maximise achievement in our schools?'

### **The Power of Our Words**

More than just a plan book, this fresh new resource brim with tips, activities, and 40 weeks of planning pages to guide you through a positive, productive year. This new addition to the PLC family is more than a plan book with space for EIGHT class periods. It also helps educators implement critical PLC issues as they collaborate with other school staff members to improve student learning.

### **Power Up Blended Learning**

Is your creative, intelligent, vibrant child struggling in school? Did you have a similar experience when you were in school? You or your child may be visual learners. In a test heavy education system, more and more children are underachieving, feeling lost and misunderstood. Because, schools are focused on teaching left-brain auditory learners and our right-brain visual kids are not getting what they need to succeed. In Being Visual, Bette Fetter, the founder of Young Rembrandts, discusses strategies to increase your visual learner's success in school, identifying how... To use pictures to improve grades To use visual study techniques To use effective writing strategies To apply visual methods for students with ADD, dyslexia and autism Why drawing, doodling and imagery improves learning How art improves education outcomes Fetter also presents a fresh case for art class as a critical must-have for students dependent on their visual skills to learn. For over 20 Years, Young Rembrandts has helped tens of thousands of visual-spatial students reach their potential in the arts as well as the classroom. Training in the technical skills of art provides tools for creative endeavors, while developing essential visual skills and learning activities in all children.

### **Leading Professional Learning Communities**

Examine how PLCs provide the decision-making platform for the rigorous work of differentiated classroom instruction. A

practical guide to implementing differentiation in the classroom, this book offers a road map to effective teaching that responds to diverse learning needs. Takeaway objectives at the beginning of each chapter guide discussion, and each chapter ends with action options of highly interactive strategies.

### **Getting Results with Curriculum Mapping**

This survey aims to help countries review and develop policies to make the teaching profession more attractive and more effective.

### **The Professional Development Schools Handbook**

In this sequel to Total Instructional Alignment, the author peels back complex layers of the change process to reveal the five big ideas at the core of successful schools. Focus on these foundational ideas to simplify decision making and eliminate distractions from your efforts to promote effective teaching and learning. Teachers and administrators alike will appreciate this straightforward approach to solid leadership for school improvement.

## Where To Download Professional Learning Communities Documentation Template

[ROMANCE](#) [ACTION & ADVENTURE](#) [MYSTERY & THRILLER](#) [BIOGRAPHIES & HISTORY](#) [CHILDREN'S](#) [YOUNG ADULT](#) [FANTASY](#)  
[HISTORICAL FICTION](#) [HORROR](#) [LITERARY FICTION](#) [NON-FICTION](#) [SCIENCE FICTION](#)