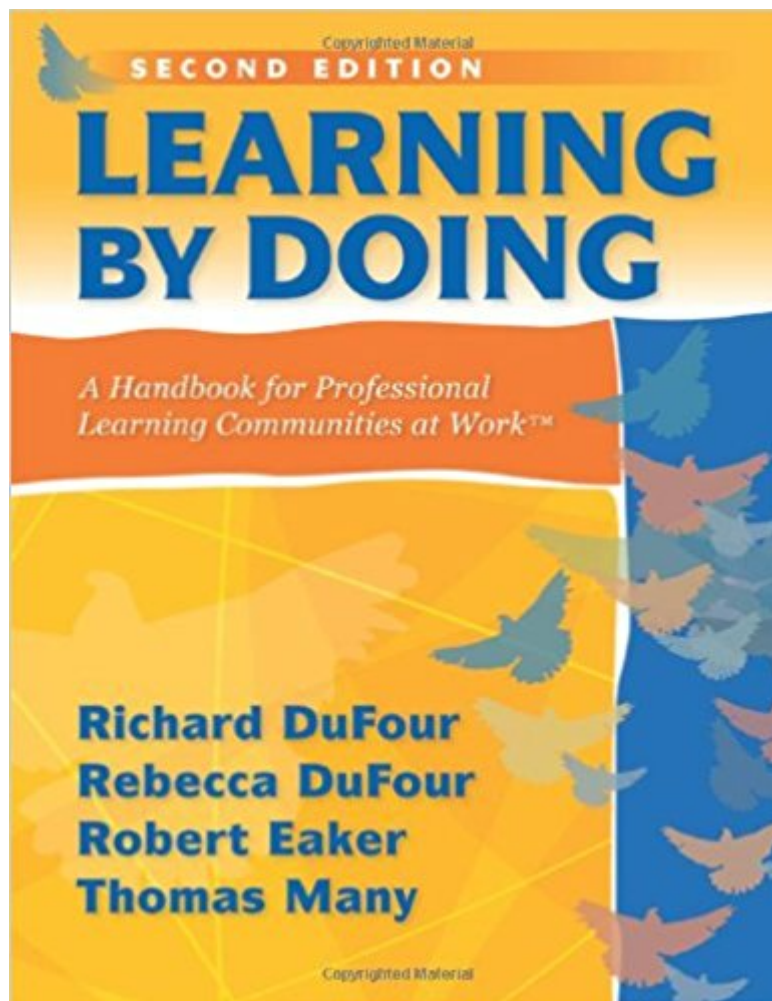


The book was found

Learning By Doing: A Handbook For Professional Communities At Work - A Practical Guide For PLC Teams And Leadership



Synopsis

Finalist--2011 Independent Book Publishers Association Benjamin Franklin Award

Since the publication of the first edition of *Learning by Doing*, the authors have made presentations to tens of thousands of educators, served on dozens of panels to answer their questions, worked with several districts on a long-term ongoing basis to assist with their implementation of the professional learning community (PLC) concept, and participated in ongoing dialogue with educators on the allthingsplc.info website. This continuing work with teachers, principals, and central office staff from schools and districts throughout North America has given them a deeper understanding of the challenges educators face as they attempt to implement the professional learning community process in their organizations. This second edition attempts to draw upon that deeper understanding to provide educators with a more powerful tool for moving forward. Like the first edition, the second edition of *Learning by Doing: A Handbook for Professional Learning Communities at Work* helps educators close the knowing-doing gap as they transform their schools into professional learning communities (PLCs). This handbook is a guide for action that will:

- Help educators develop a common vocabulary and consistent understanding of key PLC concepts.
- Present a compelling argument that the implementation of PLC concepts will benefit students and educators alike.
- Help educators assess the current reality in their own schools and districts.
- Convince educators to take purposeful steps to develop their capacity to function as PLCs.

The second edition of *Learning by Doing* addresses seven critical questions encountered when shifting from a traditional school to a PLC:

1. Why questions. Why should we do this? Can you present a rationale as to why we should engage in this work? Is there evidence that suggests the outcome of this work is desirable, feasible, and more effective than what we have traditionally done?
2. What questions. What are the exact meanings of key terms? What resources, tools, templates, materials, and examples can you provide to assist in our work?
3. How questions. How do we proceed? How do you propose we do this? Is there a preferred process?
4. When questions. When will we find time to do this? When do you expect us to complete the task? What is the timeline?
5. Guiding questions. Which questions are we attempting to answer? Which questions will help us stay focused on the right work?
6. Quality questions. What criteria will be used to judge the quality of our work? What criteria can we use to assess our own work?
7. Assurance questions. What suggestions can you offer to increase the likelihood of our success? What cautions can you alert us to? Where do we turn when we struggle?

The second edition of *Learning by Doing* is specifically designed to provide leaders with the information and resources that they need to answer these questions for each element of the essential work of PLCs.

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Customer Reviews

I thought I'd save some trees and the hassle of having to have a large physical book with me for my class, so I thought I'd try the Kindle edition of this book for my Master's class. I sure wish I hadn't. The main problem is the quality of the images and reproducibles. There are various charts and tables that include a lot of text relevant to the material in the book. The text in these images is so pixelated it is unreadable. I've tried it on my with Kindle for Mac, on my iPad, and on my iPhone all with the same result... Awfully pixelated images where the text is not readable. You zoom in and the quality doesn't enhance, you get a closer view of some large pixels which were supposed to be text. The other thing, in order for textbooks to be successful digitally - the formatting of the original book must be preserved. Reading this via Kindle is a confusing mess. Am I reading a caption? A sidebar? The main text? Who knows... Am I anywhere near the section my classmates are talking about? Who knows, because page numbers are irrelevant and I can't even tell how far into a chapter I am. Goodbye Kindle, hello again paper books.

Don't get me wrong - I have read tons of DuFour's stuff over the past 15 years - but they just keep remixing his old stuff with other people's additions and something is missing with each new update. This book is bulky, oversized and could easily be made into a SMALLER and much more useful book. On the upside - if you are going blind from reading HW and student work - it's a fast read. The idea is that the book is full of reproducible pages that admins can hand out to teachers and support

staff. In a way it's like reading bunch of power points that have been bound together. The info is decent. But the price is high. Unless you definitely want it to keep as a potential resource for you to use if and when you become an administrator, you might prefer to just read it online or share with a friend or borrow it from a library.

Just returned from the PLC conference in San Antonio. It was the best three days of PD I've spent at a conference. Praise for the Dufour's for spearheading this movement! Our schools and the lives they touch are blessed because of your work.

Exactly what I wanted. We started PLC groups at our school this year and I wanted to see how they are suppose to run for myself.

I trust at least one of the authors...he was one of my major professors for my Master's and Ed.S in my educational leadership program. I think he would only align himself with those he trusts! He was very practical and believed in "practice what you preach." We were like a "community" in all of his classes, and I learned to trust his ideas. I bought the book to gather ideas for my "coaching future administrators" role that I now participate in since I retired. I find the authors' ideas to be relevant and supportive in my coaching role. While PLC's are not easy to implement, the strategies offered in their book are logical and reasonable, and PLC's can be achieved if implemented with patience and focus on the purpose.

School leaders who want to make the transition to Professional Learning Communities (PLCs) in their own school, will find this book to be the perfect guide. Each chapter begins with a case study centered around a key step in the PLC process, then unpacks the case study with a how and why section. Tools are provided for analyzing your own school's progress on the PLC journey. A new section in this edition addresses "Dangerous Detours and Seductive Shortcuts" that can undermine a leader's ability to be successful. Any leader who is serious about creating learning communities needs this resource!

Great book for present and future school administrators. Good visual aids. Well organized. The Dufours know their stuff about professional learning communities.

This is the hands-on book to guide principals who would create and provide leadership for real,

productive PLCs in their schools. Great text, too.

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