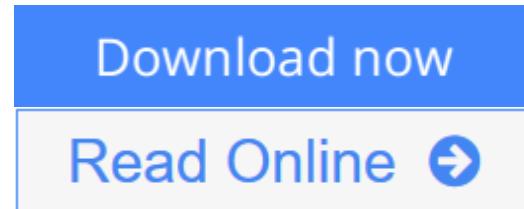


Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement (Bringing the Professional Learning Community Process to Life)

By Richard DuFour, Robert J. Marzano



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Finalist-Association of Educational Publishers 2012 Distinguished Achievement Award

For many years, Dr. Richard DuFour and Dr. Robert J. Marzano have been cotravelers on the journey to help educators improve their schools.

In their first book together, Dr. DuFour and Dr. Marzano have combined their passions to articulate how effective leaders foster continuous improvement at the district, school, and classroom levels. The 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. The authors argue that no single person has all the knowledge, skills, and talent to lead a district, improve a school, or meet all the needs of every child in his or her classroom. Instead, it will take a collaborative effort and widely dispersed leadership to meet the challenges confronting schools.

Benefits

- * Combines the authors' expertise and many years of experience into one comprehensive volume on leadership
- * Provides proven strategies for school improvement based on the most up-to-date research
- * Focuses on how district and school leaders create the conditions to support the collaborative culture of a PLC
- * Examines the specific work that teachers undertake as members of PLCs

Contents:

1. School Improvement Means People Improvement
2. The District's Role in Supporting the PLC Process
3. The Principal's Role in Leading a Professional Learning Community
4. Creating the Collaborative Culture of a Professional Learning Community
5. Developing a Guaranteed and Viable Curriculum
6. Ongoing Monitoring of Student Learning
7. Ensuring Effective Instruction
8. Responding When Kids Don't Learn
9. Leadership Is an Affair of the Heart

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Editorial Review

Review

Great new insights from two experts committed to making moral purpose come alive in practice. DuFour and Marzano are deep, practical, and thorough. They call for collaboration that is not optional; rather, leaders are compelled to learn and be successful. Classroom, school, district, and state leaders now have the insights and tools to work effectively together on an agenda that gets more urgent every day. A great book. --Michael Fullan, Professor Emeritus of the Ontario Institute for Studies in Education of the University of Toronto; Special Advisor to the Premier and Minister of Education in Ontario

Finally we have a book that gives strategic thinkers the blueprint for implementing PLCs up and down the levels of authority and levels of influence in a whole school system. Sustainable change requires pressing the key levers of influence at the same time, and knowing how they interact with one another. This book gives crystal clarity to what PLCs really are and how to get them; but on the way, it becomes a brilliant tract and hands-on guide for systemic change and the subtleties of leadership. --Jonathon Saphier, founder and chairman emeritus of Teachers21, founder and president of Research for Better Teaching

If you would like to influence the next generation of teachers, leaders, and students, then prepare to study, debate, and reflect on every sentence in this book. Whether you are a policymaker, superintendent, principal, or teacher-leader, turn each page preparing to be challenged by this compelling leadership manifesto. With ample evidence and decades of personal experience, the authors will challenge you to avoid pointless debates, confront essential challenges, and take bold risks. This book does not provide a 'feel good'; prescription, but rather challenges every leader, parent, teacher, and student. We can either settle for mediocrity or follow the evidence and reach for the stars. --Douglas B. Reeves, founder of The Leadership and Learning Center

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About the Author

Richard DuFour, EdD, was a public school educator for thirty-four years, serving as a teacher, principal, and superintendent. He is the only educator in Illinois to receive the state's Distinguished Educator award as a principal and Award of Excellence as a superintendent. He was presented the Distinguished Scholar Practitioner Award from the University of Illinois and the Distinguished Service Award from the National Staff Development Council.

Dr. DuFour is the author of twenty books and videos and over ninety professional articles. He is one of the nation's leading authorities on implementation of the Professional Learning Community process and consults with school districts, state departments, and professional organizations throughout the world on strategies for improving schools.

Robert J. Marzano, PhD, is cofounder and CEO of Marzano Research Laboratory in Englewood, Colorado. A leading researcher in education, he is a speaker, trainer, and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *Designing & Teaching Learning Goals & Objectives*, *District Leadership That Works*, *Formative Assessment & Standards-Based Grading*, *On Excellence in Teaching*, and *The Art and Science of Teaching*. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators.

Dr. Marzano received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington.

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Tisha Betancourt:

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