

“Inspiring, insightful, practical, and results based—DuFour and Marzano have taken their research and experience and coupled them in such a way as to not only inform, but also inspire school leaders. Any district in the country willing to implement the strategies in this book will see substantial improvement.”

—Tom Trigg, superintendent of schools, Blue Valley Schools, Kansas

For many years, the authors have been cotravelers on the journey to help educators improve their schools. As Dr. DuFour has focused on bringing the professional learning community process to life in schools, he has relied heavily on Dr. Marzano’s vast research on effective teaching and effective leadership. Both have come to the conclusion that the best environment for great teaching and leading is a powerful PLC.

In their first coauthored book, 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

Chapters

- 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

Books are just the beginning.



Richard DuFour, EdD, was a public school educator for 34 years, serving as a teacher, principal, and superintendent. He served as the principal of Adlai E. Stevenson High School in Lincolnshire, Illinois, from 1983 to 1991 and as superintendent of the district from 1991 to 2002. During his tenure, Stevenson became

what the United States Department of Education (USDE) has described as “the most recognized and celebrated school in America.” It is one of three schools in the nation to win the USDE Blue Ribbon Award on four occasions and one of the first comprehensive schools designated a New America High School by USDE as a model of successful school reform.



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 practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators.

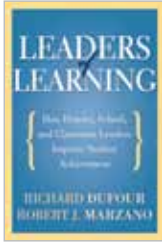


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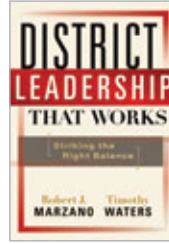
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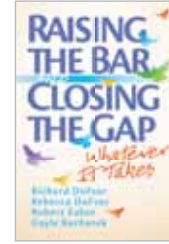
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