2nd Edition! Through continuous work with educators, the authors have created a more powerful, practical tool for moving forward in the PLC process. Like the first edition, the second edition of Learning by Doing is an action guide for closing the knowing-doing gap and transforming schools into PLCs. This book also includes seven major additions:

1. A Focused Exploration of Reciprocal Accountability
   This edition is specifically intended to equip school and district leaders with the knowledge and tools to model effective reciprocal accountability in their own settings.

2. An Examination of How the Central Office Can Facilitate the PLC Process
   The authors consider some of the common challenges leaders at this level will face and strategies and tools for overcoming those challenges.

3. Explicit Advice on Dangerous Detours and Seductive Shortcuts
   The authors are very specific regarding the work that must be done, and in each chapter, they alert readers to the tempting shortcuts that are often taken to avoid doing the work.

4. Specific Protocols for Team Analysis of Student Achievement Data
   This edition offers several protocols to help teams engaged in this aspect of the PLC process focus their collective inquiry on the right questions.

5. A Revised Continuum of Progress on the PLC Journey
   The four-step continuum has been revised with new descriptions and a fifth level added to the chart to meet all educators’ needs.

6. An Updated Research Base
   Several important studies have been done, inside and outside of education, that further support the big ideas of the PLC process. This edition provides the most current research.

7. Online Delivery of the Team Tools
   Instead of including a CD with this edition, many of the tools and templates are online so they can be revised, updated, and added to on an ongoing basis. Educators are also invited to share materials they have created to help them in their work.

Chapter Design
Each chapter follows a seven-part format to guide readers through the essential action steps for building and sustaining a PLC:

- The Case Study
- Here’s How
- Here’s Why
- Assessing Your Place on the PLC Journey
- Tips for Moving Forward
- Questions to Guide the Work of Your PLC
- Dangerous Detours and Seductive Shortcuts

Chapters
1. A Guide to Action for Professional Learning Communities at Work™
2. A Clear and Compelling Purpose
3. Creating a Focus on Learning
4. How Will We Respond When Some Students Don’t Learn?
5. Building the Collaborative Culture of a Professional Learning Community
6. Creating a Results Orientation in a Professional Learning Community
7. Using Relevant Information to Improve Results
8. Implementing the PLC Process Districtwide
9. Consensus and Conflict in a Professional Learning Community
10. The Complex Challenge of Creating Professional Learning Communities

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.

Rebecca DuFour has served as a teacher, school administrator, and central office coordinator. As a former elementary principal, Becky helped her school earn state and national recognition as a model professional learning community.

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Thomas Many, EdD, is superintendent of Kildeer Countryside Community Consolidated School District 96 in Buffalo Grove, Illinois. He uses the tenets of the PLC at Work™ model to ensure students from his district are prepared to enter Adlai E. Stevenson High School, a nationally recognized PLC.

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