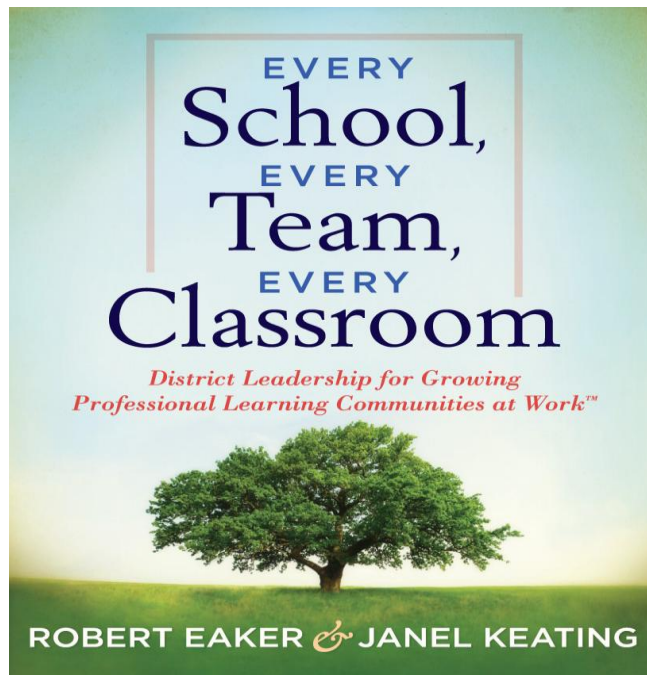


Authorspeak

Robert Eaker & Janel Keating

Indianapolis, Indiana

November, 2011



What We Set Out To Do

There is virtually no disagreement regarding the power of professional learning community concepts and practices to improve schools and enhance student learning. And importantly, in recent years there has been an increased interest in how the plc concept can have a positive impact on an entire school district.

In Every School, Every Team, Every Classroom we describe in great detail the five year journey of the White River School District in Buckley, Washington to deeply embed plc practices throughout the district—in every school, every team and every classroom!

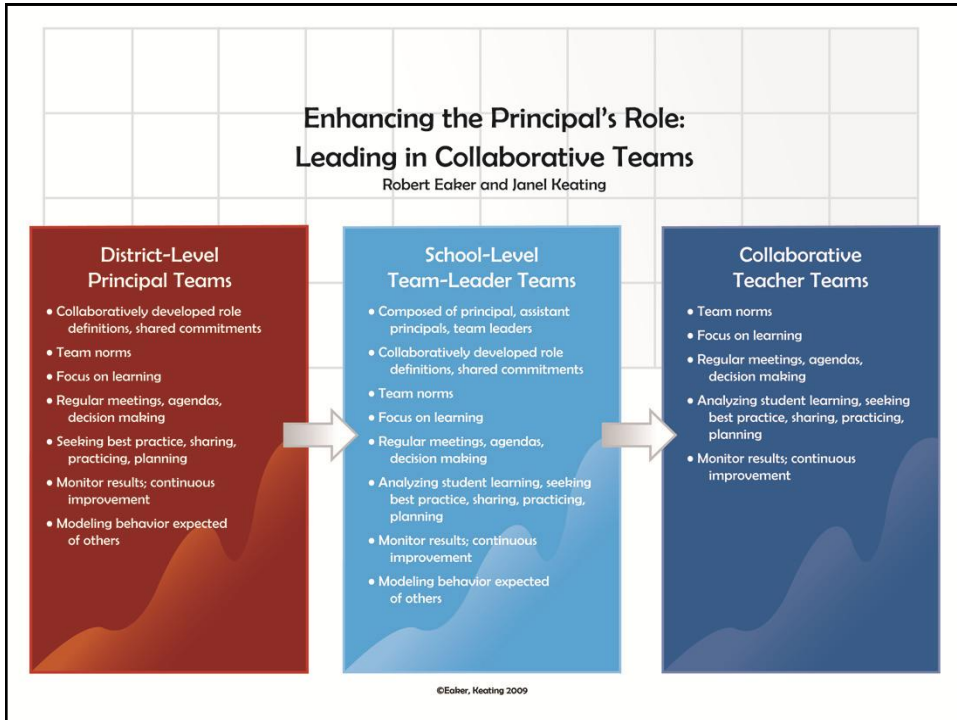
(While the White River School District is the primary focus of the book, we share examples and experiences from other districts as well.)

A Question of Leadership

Deeply embedding professional learning communities district-wide is not *resource* dependent. It is, however, *leadership* dependent. We describe how leaders at all levels in White River and in other districts captured the power of *simultaneous top-down and bottom-up leadership* to transform the culture of an entire school district.

Layered Leadership

In *Every School, Every Team, Every School* specific emphasis is given to “layered leadership” and how *every leader* at *every level* within the district must work together to align policies, practices and procedures for the specific purpose of improving student learning.



Resource Rich

Perhaps most important, *Every School, Every Team, Every Classroom* is resource rich. The book is packed with various tools, forms, handouts and graphics—most of which are available for electronic download.

Aligned With Other Resources

Not only is the book resource rich, it is aligned with other widely utilized Solution-Tree resources, especially *Learning by Doing* and *The Journey to Becoming a Professional Learning Community*.

Chapters Titles

1. A New Way to Lead Schools
2. Articulating a Moral Purpose
3. Building Shared Knowledge
4. Aligning Policies, Practices, and Procedures With the Learning Mission
5. Leading Collaborative Teams

6. Ensuring Student Learning
7. Ensuring Adult Learning
8. Assessing District Progress

The Approach We Took

The “steps” to becoming a professional learning community, the “stops” along the way that must be taken have been described in *Learning by Doing* and the *Journey to Becoming a Professional Learning Community*. In *Every School, Every Team, Every Classroom* we describe how we “did the work” at each step along the way.

Each chapter is organized to share with readers:

- *What we knew about what needed to be done at this particular stage of implementation.*
- *What we did.*
- *And, importantly, what we learned.*

End of Chapter Reflection/Discussion Questions

At the end of each chapter are a number of questions designed to stimulate discussion and reflection among readers—essentially asking, *“What has your school or district done at this “stop along the journey”, and what are the “next steps” that should be taken?”*

Benefits

Obviously, we feel *Every School, Every Team, Every Classroom* offers a number of important benefits to school leaders—at all levels. The book:

- Explains in great detail the day-in and day-out work that leaders must do to successfully implement plc concepts and practices.
- Provides specific examples on how to build excitement and commitment.

- Demonstrates how to build shared knowledge of plc practices within every layer of the district—school board members, district-level leaders, principals, teams, individual teachers, support staff, and the broader community.
- Provides explicit strategies for district leaders to support and monitor the critical work of principals.
- Offers numerous strategies, examples, and tools to support and monitor the work of teacher teams.

- Provides resources such as sample e-mails, forms, handouts, and graphics to support the collaborative work of ensuring learning for all students.
- Offers sample questions to guide discussion and reflection.

Summary

Increasingly, district leaders are showing that it is possible to re-culture an entire district utilizing plc concepts and practices. No longer does the approach need to be “one school at a time”. By sharing our journey in the White River School District we demonstrate not only that it can be done, but provide readers with a detailed guide to how we did it—step by step, and resource by resource!