

Continuing On The Plc Journey Administrator Guide

Everyone remembers their favorite teacher, but why? What makes some teachers so memorable? Julie Schmidt Hasson spent a year interviewing people about teachers who 've shaped their lives, and the result is this captivating book. She shares stories that are both inspirational, highlighting the ways a teacher 's actions can make a lasting impact, and also informational, providing models to help teachers make a more consistent impact on the students they serve. Chapters cover topics such as commitment, vulnerability, power, connection, expectations, community, identity, and equity, while underscoring the importance of making students feel safe, seen, and stretched. In each chapter, the author brings you along as she conducts interviews and hears emotional stories. She also offers practical takeaways and applications for educators of all levels of experience. With this uplifting book, you will be reminded that your seemingly ordinary interactions in the classroom have extraordinary implications, and that you indeed have the power to influence students ' lives – each and every day.

Provides recommendations on ways to improve school performance.

In this sequel to *Total Instructional Alignment*, the author peels back complex layers of the change process to reveal the five big ideas at the core of successful schools. Focus on these foundational ideas to simplify decision making and eliminate distractions from your efforts to promote effective teaching and learning. Teachers and administrators alike will appreciate this straightforward approach to solid leadership for school improvement.

This collection of inspirational quotes provides daily motivation for teachers and administrators. Collected from a decade of work by renowned experts Robert Eaker, Rebecca DuFour, and Richard DuFour, this book will keep educators focused on the daily work that drives a PLC, recommit them to their chosen profession (and remind them why they chose it), and sustain their enthusiasm for the journey.

Achieving Instructional Coherence Within and Across Grades

A Handbook for Professional Learning Communities at Work™

School Improvement for All

The School Leader's Guide to Professional Learning Communities at Work – 2nd Edition

A Leader's Companion

The Remarkable Ways Teachers Shape Students' Lives

Inspiration for Professional Learning Communities at Work

How to Overcome Staff Division

Discover how the largest elementary school district in Illinois became a flourishing professional learning community. You 'll walk through each step of the PLC journey to learn how the district approached the most vital components of a successful PLC, such as building shared knowledge, forming collaborative teams, and setting priorities. Reduce your own trial and error by using their lessons learned as a road map toward long-lasting change.

Champion continuous school improvement with the support of our Leading PLCs at Work® Districtwide Plan Book. Divided into weekly and monthly planning pages, the plan book helps guide leaders in identifying and acting upon major responsibilities, tasks, and goals throughout the year. Also included are PLC checklists as well as multiple tools for self-reflection, project preparation, and meeting planning. Leaders can use this resource to embed

core values into the planning process so that educators at every level accomplish the right work: Discover how to work backward when designing effective plans for your school district. Understand why it is essential to have a visual districtwide calendar that holds everyone accountable and provides everyone with the same information. Receive templates for planning and monitoring activities and due dates. Utilize daily checklists as well as weekly and end-of-year self-reflection tools. Learn how to evaluate timelines to optimize time and productivity in your professional learning community (PLC). Contents: Section 1 Preface--Districtwide Planning How to Use this Plan Book Section 2 Monthly PLC Work (July Through June) Monthly Calendar Daily Planner Monthly Reflections Tool Section 3 Midyear Self-Reflection Tool End-of-Year Self-Reflection Tool Project-Planning Tool Meeting-Planning Tool This expansion of *Whatever It Takes* sharpens the focus on the pyramid of interventions strategy. The authors examine case studies of schools and districts across North America to illustrate how PLC at Work™ is a sustainable and transferable process that ensures struggling students get the support they need to achieve. They address how to enrich and extend the learning of proficient students and explain how PLC intervention processes align with RTI legislation.

From Music Student to Teacher: A Professional Approach helps prospective music educators begin their transition from music student to professional music teacher. The text uniquely works to build upon the individual's personal experience to enhance their approach to the profession. The authors help students first recognize their personal perspectives of the profession, and uncover the assumptions they have concerning learning and teaching. They are then prepared to make mindful informed decisions about their professional education. The topics and activities are deliberately organized to help the reader think as a professional rather than a student. Divided into three parts: (a) discovery of self, (b) discovery of teaching, and (c) discovery of learners; The three parts address the primary stages of teacher development. Within each part readers are connected to the theoretical foundations of the text and the process of becoming an insider to the profession. *From Music Student to Teacher: A Professional Approach* incorporates online resources and tools that are already familiar to students in their world of networking through social media Features include: Social networking activities to aid self-reflection and discussion 'Connecting to the Profession' sections that provide resources which help to bridge the gap between theory and practice. Discussion and glossary that provide a solid base in professional terminology An integrated companion website, including videos of teaching practice and further activities for self-reflection, plus instructor material. Michael A. Raiber is Professor of Music Education at Oklahoma City University David J. Teachout is Associate Professor and Department Head of Music Education at the University of North Carolina Greensboro.

Whatever It Takes

Leading Plcs at Work(r) Districtwide

Transforming School Culture

How District, School, and Classroom Leaders Improve Student Achievement

Getting Smart

Leading Equity-Based MTSS for All Students

PLC+

Inside PLCs at Work

Every teacher wants to be outstanding. But what does outstanding mean? And how do we stay outstanding if the goalposts move? In this book, bestselling author Mike Gershon presents you with everything you need to know to make outstanding learning happen in your classroom. It breaks down the nature of outstanding teaching so as to expose the underlying principles which hold true across the curriculum. Featuring advice on all the different elements that contribute to outstanding teaching and learning including assessment, differentiation, literacy, leadership and ensuring progress, it covers: Cultivating the habits of outstanding learning The role assessment plays in planning learning, securing progress and helping students to achieve great outcomes. Leadership and your role as a leader The communication that takes place in the classroom Firmly rooted in the day-to-day experiences of being in the classroom, the book clearly explains the why, the how and what to do if things go wrong! Packed full of clear, easy-to-implement strategies and ideas, it is the text you can call upon time and again in order to cultivate and sustain the habits, actions and thoughts of outstanding teaching.

A comprehensive look at the promise and potential of online learning In our digital age, students have dramatically new learning needs and must be prepared for the idea economy of the future. In Getting Smart, well-known global education expert Tom Vander Ark examines the facets of educational innovation in the United States and abroad. Vander Ark makes a convincing case for a blend of online and onsite learning, shares inspiring stories of schools and programs that effectively offer "personal digital learning" opportunities, and discusses what we need to do to remake our schools into "smart schools." Examines the innovation-driven world, discusses how to combine online and onsite learning, and reviews "smart tools" for learning Investigates the lives of learning professionals, outlines the new employment bargain, examines online universities and "smart schools" Makes the case for smart capital, advocates for policies that create better learning, studies smart cultures

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach

children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

Inside PLCs takes readers on a journey to Sheridan County School District 2, a district in Wyoming that has built a professional learning community (PLC) to great success. Using Sheridan as a real-world example, authors Casey Reason and Craig Dougherty help educators develop a deep, nuanced understanding of the PLC at Work(R) model and how PLCs work, preparing them in successfully implementing the PLC process in their own schools. Follow one school's journey to implement the professional learning community model: Understand the foundational concepts and qualities of professional learning communities, such as the three big ideas and four guiding questions. Deepen your comprehension of how PLC works by learning about Sheridan County School District 2's journey. Utilize this book's appendices to access other real-world examples of effective PLC schools. Learn how the best PLC schools fully implement the PLC process for the greatest benefit possible. Supplement your learning of the PLC model with free online reproducibles. Contents: Introduction Chapter 1: The Big Ideas in PLCs Chapter 2: Teams in PLCs Chapter 3: Inquiry in PLCs Chapter 4: Collaborative Culture in PLCs Chapter 5: Intervention, Extension, and Innovation in PLCs Afterword Appendix References and Resources

A How-To Guide for Doing the Right Work
Your Guided Tour Through One District's Successes, Challenges, and Celebrations
How to Develop PLCs for Singletons and Small Schools
New Insights for Improving Schools

Raising the Bar and Closing the Gap
The Collaborative Teacher
Every School, Every Team, Every Classroom
A Professional Approach

The purpose of this book is to clearly define an approach to school improvement that uses professional learning community (PLC) practices to achieve school improvement and success for every student. This book offers information, examples and case studies to clarify the concept of a PLC, to respond to critical issues in schools, and to support educational leaders in addressing the important mandates of accountability and school improvement. As school leaders proactively lead efforts to create learning communities, their schools, districts, and staff will incorporate knowledge, skills, and practices that focus on teaching and learning for all. The authors' findings will assist leaders, change agents, policy makers, and university faculty in guiding schools toward creating and maintaining PLCs as they sustain school improvement for student learning.

What if you had a collaborative process of looking at student data that could pinpoint student gaps in learning and suggest effective strategies to close those gaps? What if you knew not only what you should start doing to enhance student learning, but also what you should stop doing because it hasn't given you the hoped-for results? Enter Achievement Teams. This is not another program that's here today and gone tomorrow; it's a timeless approach that any school or district can replicate that focuses on the most significant variable in student achievement: teaching. In *Achievement Teams*, Steve Ventura and Michelle Ventura offer a framework based on John Hattie's *Visible Learning* research that makes teacher collaboration more efficient, rigorous, satisfying, and effective. Think of it as a systematic treasure hunt for best practices using real data on your students. The authors walk you through the Achievement Teams four-step meeting protocol: * In Step 1, teams focus on the evidence from a pre-assessment to provide specific feedback to students and teachers about concepts and skills that students did and did not learn. * In Step 2, teams use that evidence to establish SMART goals for both teachers and students. * In Step 3, teams summarize the collected data and make inferences around students' mastery levels. * In Step 4, teachers select high-impact strategies directly targeted to student needs. A post-assessment reveals what did and didn't work. The authors provide a plethora of resources along the way, including reflection activities to extend your thinking and a variety of helpful downloadable templates designed to facilitate the work. If you're a teacher or leader who is interested in maximizing student achievement, this book is for you.

This book explains how the PLC process works and describes best PLC practices in action. Using a real-world PLC school district as an example, it provides foundational concepts and qualities of professional learning communities along with a deep, nuanced understanding of the process and how PLCs work, to prepare educators to successfully implement the PLC process in their own schools. Includes appendices to access other real-world examples and free online reproducibles.

For many years, the authors have been fellow travelers on the journey to help educators improve their schools. Their first coauthored 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

Safe, Seen, and Stretched in the Classroom

A Teacher-led PLC Journey

Cultures Built to Last

Integrating Student Laptops Into Classrooms

The Next Step in PLCs

Demystifying Professional Learning Communities

Working Together as a Professional Learning Community

Best Practices for Enhancing Student Achievement

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).

Are you a K-8 principal ready to implement the PLC at Work™ process? Two experienced practitioners show you how to explore the critical components needed to lay the foundation of a PLC, including how to develop a structure that supports collaborative teams, how to focus on effective monitoring strategies, how to reflect on your communication effectiveness, and more.

Learning by Doing A Handbook for Professional Learning Communities at Work
Solution Tree

Drawing on best practice for the continuing professional development (CPD) of practising physical education teachers, this book encourages teachers to reflect on their own practices and how these can be developed as they continue their professional journey to support student learning. The book covers three main themes: improving students' learning and supporting student progress; the teacher as learner - developing your expertise as a teacher; and supporting professional development - how as a teacher you can lead and own your continuing learning in a sustainable manner. Throughout the book, teachers are encouraged not just to reflect on where they are now, but also what changes they INTEND to make to their practice, how they IMPLEMENT those changes and then to review the IMPACT this has had on students' learning. Each chapter includes tasks embedded within the content to encourage the reader to reflect on how they could apply the new knowledge they are acquiring from reading and engaging with the chapter. Written for a global audience, the book brings together examples from the Singapore Physical Education and Sports Teacher Academy (PESTA), which provides CPD to teachers in the high-performing Singaporean system. Offering high quality research and practice, this book is a pivotal resource for physical education teachers undertaking CPD all over the world.

Leaders of Learning

District Leadership for Growing Professional Learning Communities at Work™

Achievement Teams

School Leadership at Its Best

Learning by Doing

CPD for Teaching and Learning in Physical Education

From Boardroom to Classroom (a School District Leadership Guide for Continuous Improvement in Professional Learning Communities)

A Case Study in Implementing PLCs at Work™

Ensure singleton teachers feel integrally involved in the PLC process. With this user-friendly guide, you'll discover how small schools, full of singleton teachers who are the only ones

in their schools teaching their subject areas, can build successful PLCs. Explore five methods for structuring PLC teams to better involve singletons, and read examples that highlight how real schools have made collaboration possible.

Create strong and effective PLCs plus—and that plus is YOU What makes a powerful and results-driven Professional Learning Community (PLC)? The answer is PLC plus— “plus” being the vital role teachers play in teaching and learning. Grounded in four cross-cutting themes—equity, high expectations, efficacy, and facilitation from discussion to action—the PLC+ framework supports educators in questioning practices, not just outcomes. It broadens the focus on student learning to encompass educational equity and teaching efficacy, and, in doing so, it leads educators to plan and implement PLCs that maximize individual expertise while harnessing the power of collaborative efficacy.

Undertaking Capstone Projects in Education provides students with all of the information required to successfully design and complete a capstone project. Guiding the reader in a step-by-step process, this book covers how to create a question, select a topic of interest, and apply the best possible design solutions. Structured in a way that will help readers build their skills, chapters explore all aspects of the capstone project from the inception of the idea, to laying the foundations, designing the project, analysing the data, and presenting the findings. Filled with examples and written in a friendly and collaborative style, this key guide uses simple language and easy-to-understand examples to unpack complex research issues. This book is essential reading for students and anyone interested in undertaking a capstone project in the field of education.

Ensure your school district is doing the right work, the right way, for the right reasons. With this resource as your guide, you will learn how to align the work of every PLC team districtwide--from the boardroom to the classroom. Each chapter focuses on one of four types of teams and provides practices and tools for working together to foster a districtwide culture of continuous improvement. Use this resource to align your district's work in a top-down, bottom-up cyclical process: Learn the leadership role the district office plays in supporting successful PLC at Work implementation and school-improvement efforts. Observe how collaborative teams at every level align their work districtwide to ensure high levels of learning in professional learning communities. Study real-life examples and artifacts of best practices in action. Receive protocols and templates, such as the Team Analysis of Common Assessment (TACA)

form, to move student learning forward. Review a process for establishing a guaranteed and viable curriculum, and discover strategies for analyzing student learning and making data-informed decisions. Contents: Introduction Chapter 1: Starting at the Top--The School Board and the Superintendent Team Chapter 2: Setting the Stage--The District-Level and Principal Teams Chapter 3: Effective Leadership Matters--The School-Level Principal and Grade-Level or Content Team Leaders Chapter 4: The Key to Improving Learning--Grade Level and Content Teams Chapter 5: Imagine This School District

Collaborative Teams that Transform Schools

A Handbook for Professional Learning Communities at Work

Overcoming Common Collaborative Challenges in a Plc; Supporting Teacher Team Building and Collaboration in a Professional Learning Community

A Practical Guide for Students

How Digital Learning is Changing the World

Help Your Team

How Professional Learning Communities Respond When Kids Don't Learn

Systemic PLCs at Work TM

The time of exclusive top-down leadership is over! Only teachers can transform education from inside the classroom, and this book defines best practices of collaborative teacher leadership. Specific techniques, supporting research, expert insight, and real classroom stories illustrate how to work together for student learning, create a guaranteed and viable curriculum, and use data to inform instruction. Busy administrators will appreciate this quick read packed with immediate, accessible strategies. This book provides the framework for understanding dynamic relationships within a school culture and ensuring a positive environment that supports the changes necessary to improve learning for all students. The author explores many aspects of human behavior, social conditions, and history to reveal best practices for building healthy school cultures.

Get all of your PLC questions answered. Designed as a companion resource to *Learning by Doing: A Handbook for Professional Learning Communities at Work* (3rd ed.), this powerful, quick-reference guidebook is a must-have for teacher teams working to build and sustain a PLC. You and your team will turn to this invaluable reference tool again and again as questions and complications arise along your PLC journey. **Benefits Address the four critical questions that guide teacher collaboration through the PLC process. Review essential PLC vocabulary. Understand the qualities educators need to cultivate school improvement. Outline what students need to learn, and**

ascertain how to react when students either do or do not learn it. Gain tips on additional PLC books to read to dig deeper into the topics covered in this book. Contents Introduction 1 Laying the Foundation: Mission, Vision, Values, and Goals 2 Building a Collaborative Culture 3 What Do We Want Our Students to Learn? 4 How Will We Know When Our Students Have Learned It? 5 How Will We Respond When Some Students Don't Learn and When Some Do? 6 The District's Role in the PLC Process 7 Consensus and Conflict in a PLC Afterword: It's a Journey, Not a Destination"

A schoolwide solution for mathematics success! When "rules" seem to change from year to year, mathematics can seem like a disconnected mystery for students. Clear up the confusion with a Mathematics Whole-School Agreement! Expanded from the highly popular "Rules that Expire" series of NCTM articles, this essential guide leads educators through the collaborative step-by-step process of establishing a coherent and consistent learner-centered and equitable approach to mathematics instruction. You'll learn to avoid "rules that expire"—tricks that may seem to help students in one grade but hurt in the long run. Features include

- Abundant grade-specific examples
- Effective working plans for sustainability
- Barrier-busting tips, to-dos, and try-it-outs
- PLC prompts and discussion points

Better Decisions and Greater Impact by Design

How to be Outstanding in the Classroom

Professional Learning Communities at Work

Personalized Learning in a PLC at Work : Student Agency Through the Four Critical Questions

Raising achievement, securing progress and making learning happen

Revisiting Professional Learning Communities at Work

The Leader in Me

The Future of Leadership Development

This 10th-anniversary sequel to the authors' best-selling book *Professional Learning Communities at Work*™: Best Practices for Enhancing Student Achievement merges research, practice, and passion. The most extensive, practical, and authoritative PLC resource to date, it goes further than ever before into best practices for deep implementation, explores the commitment/consensus issue, and celebrates successes of educators who are making the journey.

Take your professional learning community to the next level! Discover a systemwide approach for re-envisioning your PLC while sustaining growth and continuing momentum on your journey. You'll move beyond isolated pockets of excellence while allowing every person in your school system—from teachers and administrators to students—the opportunity to be an instrument of lasting cultural change.

First Published in 2003. Routledge is an imprint of Taylor & Francis, an informa

company.

Ensure that Every Child Achieves Academic and Social Success An equity-based multi-tiered system of support (MTSS) helps school teams engage all students across the full range of learning needs. MTSS ensures that the vision of equity for every student is achieved, with high expectations and quality instruction, while not straining a school's budget or personnel. This strategy filled book teaches you how to

- Engage all students in learning through an equity-based approach
- Analyze and utilize your resources
- Apply strengths- and evidence-based principles for implementation
- Incorporate effective tools to systematize MTSS

Your Guided Tour Through One District's Successes, Challenges, and Celebrations; How Effective Professional Learning Communities Work

The Red Book of C.G. Jung

Singletons in a PLC at Work®

The Math Pact, Middle School

Concise Answers to Frequently Asked Questions about Professional Learning Communities at Work

A Journey into Unknown Depths

Global Lessons from Singapore

Getting District Results

In the third edition of *Learning by Doing: A Handbook for Professional Learning Communities at Work®*, authors Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos provide educators with a comprehensive, bestselling guide to transforming their schools into professional learning communities (PLCs). In this revised version, contributor and Canadian educator Karen Power has adapted the third edition for Canadian educators, emphasizing how Canadian educators can effectively improve learning for each student across their unique and widely diverse provinces and territories.

Rewritten so that the scenarios, research, and language appropriately meet the needs of Canadian educators, this version is packed with real-world strategies and advice that will assist readers in transforming their school or district into a successful PLC.

This text offers F-12 teachers and school leaders a practical, comprehensive model for building successful professional learning communities (PLCs). The authors and contributors draw from extensive research and experience to present a clear and compelling look at the future of PLCs. Beginning with foundational theory, the authors then detail the practical steps that collaborative teams can take to transform their schools. If you are an educator in the process of developing your school as a PLC, this book is an essential resource. Leaders and teachers will: be guided by six fundamental questions to bring about genuine transformation in collaboration, curriculum, assessment, instruction, teacher development and leadership; learn

from the experiences of real schools by examining their strategies and practices; explore resources for collaborative teams to use as they have honest and challenging discussions, develop and monitor norms, and focus relentlessly on improving student learning; monitor their school's PLC journey through powerful self-evaluation surveys and reflective questions; deepen their understanding in order to shift from first-order change to second-order change; and build and extend their school as a PLC through a structured and manageable model for school improvement.

This book focuses on some of the main aspects and importance of The Red Book for the understanding of the work of C.G. Jung. It sheds light on the great mysteries of human nature and the new dimension uncovered by Jung and Freud: the universe of the unconscious and the possible ways to approach it.

In *School Improvement for All: A How-To Guide for Doing the Right Work*, authors Sharon V. Kramer and Sarah Schuhl present a how-to guide for implementing Professional Learning Community at Work (PLC) practices. They assert that real, sustained school improvement only happens when teachers and administrators collectively center their powers on ensuring all students learn at high levels. The process they describe supports schools that need to improve student achievement but feel they have tried all their options. Kramer and Schuhl advocate continuous improvement by urging school staff to assess their school's practices and how they can change these procedures to help students of all skill levels meet academic expectations.

How Schools and Parents Around the World are Inspiring Greatness, One Child at a Time

How a Better Approach to PLCs Can Improve Student Outcomes and Teacher Efficacy

The Journey from Music Student to Teacher

Navigating On-Ramps to Meaningful Collaboration

Undertaking Capstone Projects in Education

Inside Plcs

Leading PLCS at Work Districtwide Plan Book

Innovative schools share two common elements: they operate as high-functioning professional learning communities with well-implemented RTI structures, and they have mutual partnerships with students in the learning process. Rely on this resource to help build a learning-progressive school by implementing the foundational elements of a PLC, developing an effective system of interventions, and designing a personalized learning program that attains high levels of learning for all. Use this book to create student-centered learning pathways that drive authentic learning and achievement: Discover how to use the four critical questions of a PLC to form programs for personalized learning in the classroom. Begin the inquiry process through the use of personal reflections provided at the

conclusion of each chapter. Understand how the school system has changed over the years and why it is important to address these changes. Explore innovative teaching methods and curriculum-development strategies for achieving different learning outcomes. Learn how schools all over the world have successfully implemented personalized and self-directed learning. Contents: Introduction Chapter 1: A Changing Educational Paradigm Chapter 2: Student Agency and Personalized Learning Chapter 3: Systems of Collaboration and Support Chapter 4: Essential Disciplinary Learning Outcomes Chapter 5: Transdisciplinary Learning Outcomes Chapter 6: Personalized Learning Outcomes Chapter 7: From Theory to Practice in Elementary Schools Chapter 8: From Theory to Practice in Middle Schools Chapter 9: From Theory to Practice in High Schools Chapter 10: Transforming Learning Outcomes Afterword References and Resources

In a professional learning community, isolation is the enemy of school improvement. But what does collaboration among teachers look like when you can't easily identify with a team? This book will help singleton teachers first develop clarity on learning essentials, then find creative entry points to form collaborative teams. Drawing from their own experiences, the authors offer practical solutions for eliminating the practice of isolation for all educators. Collaborative teams will: Understand what meaningful collaboration is and how singletons can utilize the PLC process Build the groundwork for meaningful collaboration using strategies for your specific situation Implement meaningful collaboration as a singleton across separate schools or within the same school Align disparate singletons under the same unifying PLC process Contents: Chapter 1: Meaningful Collaboration Chapter 2: Singleton On-Ramps for Collaboration Chapter 3: Preparation for Meaningful Collaboration Chapter 4: Course-Alike Entry Point—The Virtual Team Chapter 5: Common-Content Entry Point Chapter 6: Critical-Friend Entry Point Chapter 7: Putting It All Together Afterword: Final Thoughts References and Resources Index