



All Means All Institute

Kissimmee, FL • June 23–25, 2026

Tuesday, June 23

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	Keynote —Heather Friziellie <i>Living Yes We Can: Bringing Beliefs to Life</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See page 2.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Facilitated Team Time —Presenters aid in your collaborative team discussions.	

Wednesday, June 24

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	Keynote —Julie A. Schmidt <i>Learn It: How Did We Get Here?</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See page 2.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Power Hour: An Interactive Think Tank —Participants use their collective knowledge, experience, and best practices to address challenges faced by students who are beginning to thrive as they explore ways to unlock their full potential through targeted support.	

Thursday, June 25

7:00–8:00 a.m.	Continental Breakfast	Rooms TBD
8:00–9:30 a.m.	Breakout Sessions	See page 2.
9:30–9:45 a.m.	Break	
9:45–11:30 a.m.	Keynote —Jeanne Spiller <i>The Torch Is Yours: Bringing the Work to Life Beyond the Conference</i>	

Agenda is subject to change.

Breakout Sessions at a Glance

Rooms will be listed in [blue](#) beneath titles three weeks before the event.

Presenter	Tuesday, June 23		Wednesday, June 24		Thursday, June 25
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
Megan Clarke	Building Collaborative PLAAFPs to Set Your Students' Course Room TBD	Collaborative IEPs: Life-Changing Goals Designed to Bring About Progress Room TBD	Beyond Academics: Writing Strong, Functional IEP Goals Room TBD	Ensuring Access While Maintaining Rigor: Accommodations Versus Modifications Room TBD	Building Purposeful Systems for Students With Complex Learning Needs Room TBD
Heather Friziellie		All Behavior Is Communication, Like It or Not! Room TBD	Bringing Out the Best: Creating an <i>All Means All</i> Collaborative Culture Room TBD	Now Is the Time: Leading the RTI Way! Room TBD	Braving Difficult <i>All Means All</i> Conversations Room TBD
Julie A. Schmidt	Beneath the Surface: Aligning Beliefs and Behaviors for a Culture of Success Room TBD	Leading for All: Guiding Teams Toward Inclusive Excellence Room TBD		Maximizing Impact Through High-Leverage Collaboration Room TBD	Learning From the Past: Avoiding Historical Pitfalls in Special Education Room TBD
Jeanne Spiller	Proactive by Design: Tailoring Instruction Through Strong Lesson Design Room TBD	Bridges, Not Detours: Scaffolding Instruction for Grade-Level Success Room TBD	Clarity Over Comfort: Rethinking Grading Through an <i>All Means All</i> Lens Room TBD	Leadership Moves That Bring <i>All Means All</i> to Life Room TBD	
Matthew Treadway	Partners in Practice, Part One: Co-Planning for Shared Ownership Room TBD	Every Ladder Needs a First Step: Designing Learning Progressions for All Students Room TBD	Partners in Practice, Part Two: Co-Teaching for Instruction, Assessment, and Response Room TBD	No More Stretch Armstrong: Uniting SDI for Seamless Student Success Room TBD	Where's the Finish Line? Backward Designing Instruction for Proactive Success Room TBD

Agenda is subject to change.

Session Descriptions—Day 1

KEYNOTE

Heather Friziellie

Living *Yes We Can*: Bringing Beliefs to Life

Shifting mindsets is only part of the *Yes We Can* journey. In order to truly make change happen, educators must use tools to turn beliefs into action. In this session, Heather Friziellie digs into the tools aligned to the core principles and allots time for participants to reflect on what can help them move their context forward. Get ready to make a plan for shifting from knowing to doing!

MORNING BREAKOUT SESSIONS

Megan Clarke

Building Collaborative PLAAFPs to Set Your Students' Course

Join Megan Clarke in this engaging session and delve into crafting robust present levels of academic achievement and functional performance (PLAAFPs)—the essential first step in creating an instructional roadmap tailored to each student's unique needs. Participants leave with the confidence to build PLAAFPs that set the stage for meaningful, life-changing IEPs.

Participants in this session:

- Discover how to gather meaningful input from everyone involved in supporting the student, ensuring a holistic understanding of their strengths and challenges.
- Identify opportunities for teamwork and shared expertise to create a richer, more accurate picture of each student's present levels.
- Explore and implement a consistent structure for developing PLAAFP statements that are clear, effective, and actionable.
- Learn how to write PLAAFPs that authentically reflect where a student is in their learning journey while highlighting their strengths and addressing areas for growth.

Julie A. Schmidt

Beneath the Surface: Aligning Beliefs and Behaviors for a Culture of Success

Organizational culture is much like an iceberg: What we see above the surface only tells part of the story. Beneath the visible structures, policies, and practices lie deep-seated beliefs, assumptions, and norms that shape the way organizations function, often in ways that go unnoticed. In this session, Julie A. Schmidt explores the alignment of behaviors and beliefs, equipping participants with the tools to analyze and understand both the seen and unseen forces driving their school culture.

Participants in this session:

- Understand organizational culture through the iceberg model.
- Analyze the visible and invisible aspects of their organization's culture, identifying how surface-level behaviors reflect (or fail to reflect) deeper beliefs and values.
- Identify potential hidden barriers below the surface and explore implicit norms, assumptions, and perceptions that may act as barriers to achieving a cohesive, inclusive, and results-oriented culture.
- Consider and engage in structured activities that support the work of examining beliefs and actions in a system.

Jeanne Spiller

Proactive by Design: Tailoring Instruction Through Strong Lesson Design

What if the most effective differentiation happened before the lesson began? In this session, Jeanne Spiller focuses on proactive lesson design as a powerful lever for meeting diverse learner needs within Tier 1 instruction. Participants explore how thoughtful planning aligned to standards, learning goals, and evidence of learning creates built-in supports and extensions that benefit all students. Jeanne emphasizes practical design moves that lead to clearer instruction, stronger engagement, and fewer instructional fixes after the fact.

Participants in this session:

- Explain why proactive lesson design is essential for strong Tier 1 instruction.
- Recognize design choices that intentionally support learner variability.
- Use a planning lens to evaluate and strengthen existing lessons.
- Gain concrete strategies to design lessons that work for more students the first time.

Matthew Treadway

Partners in Practice, Part One: Co-Planning for Shared Ownership

Co-teaching is most effective when both teachers share ownership of what is being taught, how learning is measured, and how instruction is planned. In this session, Matthew Treadway focuses on the co-planning work that establishes that shared ownership: clarifying essential standards, designing aligned assessments, and planning lessons together with intention. Participants examine how planning decisions can unintentionally reinforce compliance-based co-teaching or, when done well, create true collaboration. Using tools and examples from *Partners in Practice* (Solution Tree, 2026), teams analyze current co-planning practices and apply structures that improve clarity, efficiency, and instructional decision making.

Participants can expect to:

- Clarify essential standards and describe how shared ownership of standards strengthens co-teaching during planning and instruction.
- Co-design aligned assessments and lesson plans that reflect intentional roles, responsibilities, and instructional decisions for both teachers.

- Evaluate current co-planning practices and identify specific shifts needed to move from compliance-based planning to collaborative planning.

AFTERNOON BREAKOUT SESSIONS

Megan Clarke

Collaborative IEPs: Life-Changing Goals Designed to Bring About Progress

An individualized education program (IEP) isn't just a document; it's a blueprint for success. In this session, Megan Clarke explores how to design collaborative life-changing IEP goals that are aligned with grade-level standards and backed by a clear, actionable implementation plan. Megan empowers participants to rethink the IEP process, equipping them with tools and strategies to foster high levels of learning for every student. Participants are inspired and ready to create goals that make a lasting difference!

Participants can expect to:

- Discover four essential tests to ensure their goals meet the highest standards of impact and rigor.
- Learn how general education, special education, and related services can come together to create goals that are truly individualized.
- Build a step-by-step plan to implement goals effectively, from establishing baselines to celebrating achievement.

Heather Frizellie

All Behavior Is Communication, Like It or Not!

Supporting students with challenging behaviors is a reality for all educators. However, there are some key ways to help make behavior better—or worse. In this session, Heather Frizellie dives into how participants can improve student behaviors strategically.

Participants in this session:

- Understand essential research behind behavior as communication.
- Explore tools to identify causes of behaviors and a variety of problem-solving strategies to improve certain behaviors.
- Practice using a protocol when a behavior support plan is needed for Tier 3 intervention.

Julie A. Schmidt

Leading for All: Guiding Teams Toward Inclusive Excellence

Participants in this session focus on leading inclusive practices in their school or district. Regardless of their professional background and experience, Julie A. Schmidt equips participants with a balance of leadership theory, real-world strategies, and practical tools to ensure leaders can effectively guide their teams in this critical work.

Participants in this session:

- Enhance their ability to lead an *all means all* culture within their school or district regardless of their prior experience or role.
- Explore key leadership principles that support the successful implementation of practices that go beyond labels.
- Learn to guide reflective discussions that promote educator growth and commitment to inclusive education.
- Explore tools to support more inclusive practices in their school.

Jeanne Spiller

Bridges, Not Detours: Scaffolding Instruction for Grade-Level Success

When students struggle, instructional responses often unintentionally lower expectations or divert learners away from grade-level work. In this session, Jeanne Spiller reframes scaffolding as a bridge to rigorous learning, not a detour around it. Participants explore how intentional scaffolds preserve grade-level expectations while providing timely access and support. Through practical examples and instructional scenarios, educators examine how to design and adjust scaffolds that keep students engaged in meaningful, standards-aligned learning.

Participants in this session:

- Distinguish between scaffolds that build access and practices that unintentionally lower expectations.
- Identify high-impact scaffolding strategies aligned to grade-level standards.
- Apply a decision-making lens to select and adjust scaffolds based on student evidence.

Matthew Treadway

Every Ladder Needs a First Step: Designing Learning Progressions for All Students

Participants in this session focus on providing all students with access points to grade-level learning through well-designed learning target progressions, or learning ladders. Teachers explore how to extend these ladders to meet the needs of every student, ensuring they can move from the least complex to the most complex skills. Matthew Treadway equips participants with tools—including AI-powered resources—that foster efficiency and collaboration, enabling teams to develop learning progressions that provide clear pathways for student success no matter where they start.

Participants can expect to:

- Evaluate the importance of learning target progressions in ensuring all students can access grade-level content.
- Identify where to extend the learning ladder to meet the diverse needs of students.
- Apply tools and strategies to create learning progressions that guide students from the least complex to the most complex skills.

Session Descriptions—Day 2

KEYNOTE

Julie A. Schmidt

Learn It: How Did We Get Here?

For decades, schools have grappled with the persistent achievement gap between students who are entitled to special education services and those who are not. In this keynote, Julie A. Schmidt explores the historical, systemic, and instructional factors that have contributed to these disparities, from low expectations and inequitable access to rigorous instruction and disproportionality in special education identification and disciplinary practices. It is time to focus on deconstructing the silos that have been built over time and ensure all educators are focused on high-leverage collaborative practices that ensure high levels of learning for *all*.

Participants in this session:

- Challenge the mindsets and practices that undermine an *all means all* culture.
- Consider the historical and systemic factors that have led to persistent achievement gaps.
- Create a sense of urgency to implement best practices that push schools beyond labels so *all* students thrive regardless of their educational needs.

MORNING BREAKOUT SESSIONS

Megan Clarke

Beyond Academics: Writing Strong, Functional IEP Goals

While academic achievement is often the focus of IEP development, the functional performance component of the PLAAFP is equally critical to creating meaningful, defensible IEP goals. In this session, Megan Clarke deepens participants' understanding of the *F* in PLAAFP and its role in identifying functional needs related to behavior, communication, independence, social skills, and daily living. Participants examine how strong functional PLAAFP statements grounded in data and observable impact serve as the foundation for clear, measurable, and student-centered functional IEP goals. Through examples and guided practice, teams learn how to move from functional data to well-aligned functional goals that meaningfully support students' access, engagement, and progress in school routines and environments.

Participants in this session:

- Define functional performance within the PLAAFP and distinguish it from academic achievement in alignment with IDEA requirements.
- Identify high-quality functional PLAAFP components, including relevant data sources, observable behaviors, and the impact of disability on daily functioning.
- Analyze functional PLAAFP statements to determine whether they clearly justify the need for functional IEP goals.

- Develop measurable functional IEP goals that are directly aligned to identified functional needs and support student participation across school settings.

Heather Friziellie

Bringing Out the Best: Creating an *All Means All* Collaborative Culture

When working to meet the needs of *all* learners in the constantly changing education system, leaders must keep their “compass north” while making the most of all staff and faculty and remaining true to the beliefs and actions to truly live *all means all*.

Participants in this session:

- Reflect on the change process and essential steps for leading change with others.
- Learn and apply a protocol for identifying and maximizing individual strengths to create powerful teams.
- Examine current realities and plan for next steps.

Jeanne Spiller

Clarity Over Comfort: Rethinking Grading Through an *All Means All* Lens

Grading can feel personal and uncomfortable to change, but comfort does not equal clarity. Educators in this session rethink grading practices through an *all means all* lens, asking hard questions about what grades truly communicate about learning. Participants explore how clearer, more intentional grading practices better align with standards, support student growth, and reinforce the belief that all students can learn at high levels. Participants focus on practical shifts that move grading from tradition to purpose.

Participants in this session:

- Distinguish between grading practices rooted in tradition and those grounded in clarity of learning.
- Understand how grading decisions impact student equity and opportunity.
- Identify practical next steps for improving grading practices within their context.

Matthew Treadway

Partners in Practice, Part Two: Co-Teaching for Instruction, Assessment, and Response

Effective co-teaching is defined by the decisions made during instruction and the actions taken after learning is measured. In this session, Matthew Treadway focuses on the day-of-instruction work of co-teaching: selecting instructional models with purpose, delivering instruction collaboratively, and using assessment results to guide intervention and extension. Participants explore how different co-teaching models align to specific phases of a lesson and how shared analysis of assessment data leads to more responsive instruction. Using classroom scenarios and practical tools from *Partners in Practice* (Solution Tree, 2026), teams practice making instructional and assessment decisions that move co-teaching beyond coordination and toward true collaboration.

Participants can expect to:

- Select and justify co-teaching models based on instructional purpose, lesson phase, and student need.
- Analyze student assessment results collaboratively to determine targeted intervention and extension.
- Plan shared instructional responses to assessment data that demonstrate collective responsibility for student learning.

AFTERNOON BREAKOUT SESSIONS

Megan Clarke

Ensuring Access While Maintaining Rigor: Accommodations Versus Modifications

Providing access to learning while maintaining appropriate rigor is a critical responsibility of IEP teams. In this session, Megan Clarke focuses on the intentional use of accommodations and modifications, clarifying how each impacts student access, instructional expectations, and long-term outcomes. Participants examine why accommodations should be the primary tool for supporting students and how they allow students to engage with grade-level standards without lowering expectations. Through data analysis, case examples, and guided discussion, participants learn how to determine when accommodations are effective and when modifications may be necessary for students with the most complex needs. Megan emphasizes using evidence to support decision making, documenting supports clearly in the IEP, and ensuring modifications are used thoughtfully to preserve rigor, alignment, and compliance.

Participants in this session:

- Differentiate between accommodations and modifications and explain how each affects access, rigor, and instructional expectations.
- Analyze student data to evaluate whether accommodations are supporting meaningful progress and engagement.
- Identify when modifications are warranted based on documented evidence that accommodations alone are insufficient.

Heather Friziellie

Now Is the Time: Leading the RTI Way!

Implementing an effective response to intervention (RTI) framework is certainly about understanding the essential elements, but it also requires leadership of the system to successfully ensure that *all* students learn. Heather Friziellie leads an interactive think tank focused on growing leadership and leverage of RTI practices in all contexts.

Participants explore ways they as leaders in their sites—both formal and informal—can:

- Learn essential steps for building and enriching relationships through change across contexts but specifically related to RTI.

- Lean in and learn about strategies for improving RTI structures and processes, including mistakes to avoid making along the way.
- Explore a strategy for critically examining a master schedule to create opportunities for change.
- Connect answering PLC question three with answering PLC question four.

Julie A. Schmidt

Maximizing Impact Through High-Leverage Collaboration

High-leverage collaboration between general and special educators is essential for ensuring all students, including those with identified disabilities, receive high-quality, rigorous instruction. However, with scheduling structures and limited time, educators must be strategic in their collaboration.

Participants in this session:

- Identify *what* general and special educators should be collaborating on.
- Consider how to prioritize the collaborative team meetings special educators should attend when they cannot attend all of them.
- Examine the impact of pre-unit planning for *all*.
- Consider high-leverage collaborative processes that support general and special educators learning together.

Jeanne Spiller

Leadership Moves That Bring *All Means All* to Life

Most leaders believe all means *all*, but belief alone doesn't change classrooms. Drawing from *Leading With Intention* (Solution Tree, 2018) and *Leading Beyond Intention* (Solution Tree, 2022), Jeanne Spiller focuses on the specific leadership moves that make equity visible in daily practice. Participants explore how leaders move from intention to impact by anchoring expectations, amplifying strong instruction, and accelerating learning through focused support and accountability. Jeanne emphasizes leadership actions that turn commitments into results.

Participants in this session:

- Distinguish between intention-driven and impact-driven leadership.
- Identify leadership moves that make *all means all* observable in classrooms and teams.
- Analyze leadership scenarios to determine which moves strengthen or weaken equitable outcomes.

Matthew Treadway

No More Stretch Armstrong: Uniting SDI for Seamless Student Success

Participants in this session break free from the "Stretch Armstrong" effect by designing specially designed instruction (SDI) that actively supports students in mastering grade-level standards. For too long, general and special education have been pulling in opposite directions, leaving students

caught in the middle. It's time to align our efforts. Matthew Treadway explores how to integrate SDI in a way that unites both realms, ensuring a cohesive, collaborative approach to student learning. Participants gain access to powerful tools—including AI—that streamline the process and empower educators to move students and themselves forward together.

Participants can expect to:

- Understand how to implement SDI that aligns with grade-level standards and accelerates student learning.
- Identify how to break down the barriers between general and special education, creating a unified support system for students.
- Apply tools and strategies to create efficient, collaborative, and targeted instruction for all students.

Session Descriptions—Day 3

BREAKOUT SESSIONS

Megan Clarke

Building Purposeful Systems for Students With Complex Learning Needs

Students with complex learning needs deserve systems intentionally designed to promote growth, independence, and belonging; access alone is not enough. In this session, educators, service providers, and leaders examine how beliefs, structures, and instructional decisions directly shape outcomes for students with significant support needs. Participants engage in a guided exploration of what it means to plan for the whole learner, from understanding complex profiles and designing collaborative teams to delivering standards-aligned instruction, building predictable environments, addressing behavior with dignity, and measuring growth in meaningful ways. Megan Clarke emphasizes preparing students for inclusive participation and life beyond school through thoughtful transition and community-based planning. This session is both reflective and practical, offering teams the opportunity to reconnect to their *why*, evaluate current practices, and identify actionable next steps that align purpose with practice.

Participants in this session:

- Analyze learner profiles to inform personalized instruction and support planning.
- Strengthen collaborative team practices, including meaningful family engagement and shared accountability.
- Design instruction that maintains rigor while providing access using essential standards, SDI, and purposeful supports.
- Implement predictable structures and routines that reduce anxiety and foster autonomy.

Heather Friziellie

Braving Difficult *All Means All* Conversations

All leaders face situations in which difficult conversations must occur to ensure necessary progress and improvement. Participants in this session define crucial conversations and practice engaging in both sides of the dialogue to build toolboxes and increase comfort levels with this task to drive the learning from this institute forward.

Participants in this session:

- Understand the *what* and *why* of a brave conversation.
- Learn about essential steps for having brave conversations.
- Apply these tools to scenarios leaders often confront when implementing *all means all* decisions, systems, and culture.

Julie A. Schmidt

Learning From the Past: Avoiding Historical Pitfalls in Special Education

Special education has been evolving for decades, yet persistent challenges remain rooted in past missteps. Participants in this session uncover the historical mistakes that have shaped the field, such as low expectations, inequitable practices, siloed support systems, and overreliance on compliance over outcomes. Together, Julie A. Schmidt and participants critically examine these errors and explore actionable strategies to ensure they are not repeated. Through reflection, discussion, and planning, participants gain insights into building inclusive, high-expectation environments that prioritize equitable access, rigorous learning opportunities, and collaborative practices.

Participants in this session:

- Engage in discussions that challenge existing mindsets and encourage deeper understanding of how past mistakes continue to shape current challenges in special education.
- Explore strategies to create high-expectation environments that provide equitable access, rigorous learning opportunities, and inclusive supports for all students.
- Gain renewed dedication to improving special education outcomes through an approach that balances compliance with meaningful student outcomes.

Matthew Treadway

Where's the Finish Line? Backward Designing Instruction for Proactive Success

In the race to student success, knowing *where* the finish line is can make all the difference. In this session, Matthew Treadway explores the power of backward designing instruction with the summative assessment as the finish line. By starting with the end goal in mind, general and special education teachers can proactively predict areas of struggle and misconception, ensuring Tier 1 instruction is tailored to meet the needs of all learners. Participants explore tools—including AI-powered resources—that streamline the planning process and offer new perspectives on how to reach every student's potential.

Participants can expect to:

- Evaluate the benefits of backward design in planning instruction based on summative assessments.
- Predict potential student struggles and misconceptions proactively, using collaborative insights from general and special education perspectives.
- Apply tools and strategies to enhance the efficiency and effectiveness of Tier 1 instruction planning.

KEYNOTE

Jeanne Spiller

The Torch Is Yours: Bringing the Work to Life Beyond the Conference

As this institute comes to a close, the learning does not end; it ignites. This closing keynote marks the moment when the work is passed from shared experience to personal responsibility.

Grounded in the belief that *all means all* and inspired by the message of *yes we can!*, this keynote challenges participants to carry the torch back to their classrooms, teams, and schools with purpose and resolve. Using the FIRE protocol as a guiding structure, participants reflect on what must be focused, what needs to be intentionally acted upon, how the work will be reinforced, and what will sustain the energy required to keep the flame alive. Through stories, reflection, and a clear call to action, Jeanne Spiller emphasizes that meaningful change happens when individuals choose to bring the work to life. The torch is no longer symbolic; it is practical, and it belongs to each person here.