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Gain actionable solutions you can use immediately to **close achievement gaps** and **ensure student equity** in face-to-face, digital, and blended-learning classrooms.

PROFESSIONAL DEVELOPMENT THAT INSPIRES RESULTS

You have a vision for change and improvement in your school or district. You want to see results in the classroom for the lifelong betterment of your students. Like many educators, you may be doing more with less, and you are always looking for ways to improve.

At Solution Tree, we share your vision to transform education to ensure learning for all, and we can help you make this vision a reality.

Our Promise

No other professional learning company provides our unique blend of research-based, results-driven services that improve learning outcomes for students.



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Mind the Gaps

When it comes to addressing **achievement gaps**, every day counts. Rely on our trusted authors to support and guide you through the unique challenges of the 2020–2021 school year and beyond. Through our curated book collection, you will find best practices, innovative ideas, and actionable steps to reverse learning loss, erase student inequities, and meet the needs of all learners.



Solution Tree

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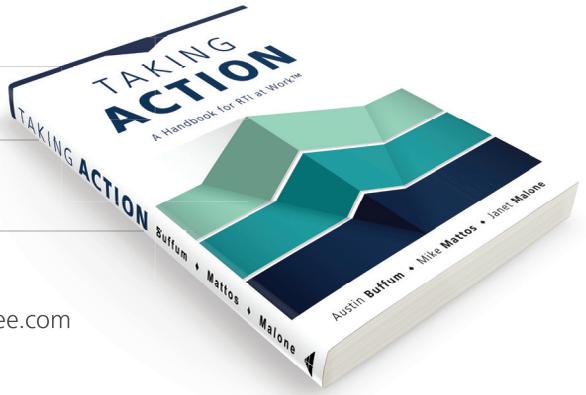
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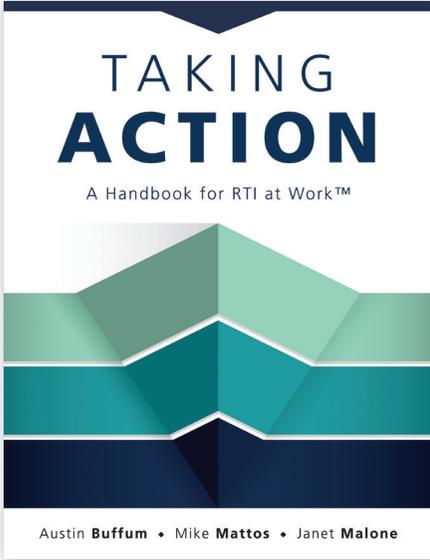
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Your ultimate guide for creating a results-driven RTI program



095BCB-BKF684
\$41.95 USD | \$55.00 CAD
ISBN 978-1-942496-17-5



Free reproducibles available



Free study guide available



Save 30% when purchased in the Mind the Gaps Bundle. See page 22.



I really enjoyed Taking Action. When I look at my teaching career, it is one of the books which changed my practice significantly for the better. When we know better, we have to do better, and this book helps that process take place.”

—Kari Groeneveld, learning support teacher and digital learning specialist, Wisconsin

Bestseller Response to intervention (RTI) is the most effective process for ensuring students receive the time and support to learn at high levels. This comprehensive implementation guide covers every element required to build a successful RTI at Work™ program in schools.

Benefits

- Consider why an achievement gap remains in 21st century education and how response to intervention (RTI) can address that gap.
- Review the revised RTI at Work pyramid and its three tiers.
- Understand how RTI at Work builds on the PLC at Work® process.
- Learn what roles teacher teams, leadership teams, and schoolwide teams play in an RTI at Work intervention structure.
- Understand the differences among intervention, extension, prevention, and enrichment.
- Avoid common missteps when implementing RTI.



EXPERT Q&A



Austin Buffum, author



Mike Mattos, author



Janet Malone, author

What inspired you to write *Taking Action*?

This resource ties together all of our previous books on RTI. We wanted to create a comprehensive implementation guide that covers every element of what it takes to build a successful multitiered system of support at the site level.

What challenges will it help educators overcome?

It has never been more important for students to succeed in school. Because of this, educators today face more pressure and responsibility than ever before. *Taking Action* gives educators the tools they need to do the right work at a very high level. What are the essential actions at each tier? What teams need to be formed? Which staff members or teams should take the lead on specific actions? We address these questions and many more in a clear, sequential manner.

Why is the RTI at Work™ model so effective?

First and foremost, RTI at Work is built upon powerful, research-based practices. Second, many school improvement efforts are made overly complicated or unnecessarily burdensome. We work very hard to make our recommendations simple, practical, and doable.

How does RTI at Work complement PLC at Work®?

We firmly believe that a school cannot build an effective system of interventions unless it is built upon the PLC at Work process. The vision of RTI is for collaborative teams to work together to identify what's most essential for students to learn, develop common assessments that measure learning, and provide targeted support for kids who need it. For any school committed to the PLC process, this book will help them answer the critical question:

How will we respond when some students do not learn?

What will educators find most valuable in this resource?

The specific step-by-step actions, tools, and coaching tips shared throughout the resource. Also, the entire RTI at Work process is covered from start to finish—from core instruction and supplemental interventions to intensive intervention and behavior interventions—so educators can confidently and effectively do the work. Our hope is for readers to understand the research, but most importantly, to be able to use their knowledge to take action.



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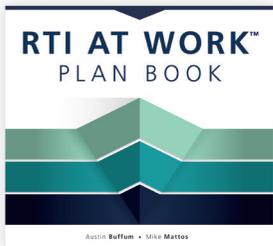
Taking Action Mini-Course

Featuring: Anthony Muhammad, Tim Brown, Luis F. Cruz, Richard DuFour, Austin Buffum, Rebecca DuFour, Robert Eaker, Cassandra Erkens, Mike Mattos, Sarah Schuhl, Kenneth C. Williams

Demonstrate a deep understanding of response to intervention strategies through online tests that can foster your academic coaching skills.

The Taking Action Mini-Course includes 32 of our most popular expert-led videos, such as:

- An Overview of the Inverted Pyramid
- Getting Insanely Clear About What Students Must Learn
- Assessment and Grading Systems as Part of Intervention Systems
- Finding Time for Tier 3 Interventions



085BCA-BKF932
\$19.95 USD | **\$26.00** CAD
ISBN 978-1-949539-51-6

 Free reproducibles available

RTI at Work™ Plan Book **NEW**

By Austin Buffum and Mike Mattos

Create a path to success for every student with the support of the RTI at Work™ Plan Book. You'll find 40 weekly planning pages, as well as reproducibles, tools, and activities designed to help individuals and collaborative teams implement an effective system of interventions.

- Review the foundational ideas and basic concepts of RTI education and the RTI at Work process.
- Recognize the positive cultural shifts that occur in schools by implementing response to intervention (RTI) within a professional learning community (PLC).
- Learn best practices for using the forms and reproducibles included in the book to meet daily RTI goals.



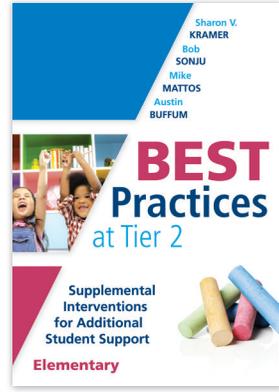
Best Practices at Tier 2 NEW

Supplemental Interventions for Additional Student Support, Elementary

By Sharon V. Kramer, Bob Sonju, Mike Mattos, and Austin Buffum

Move away from *the way we have always done things* and embrace an improved approach to intervention. With this resource as your guide, you will learn how to provide high-quality Tier 2 supports to elementary students—without hiring additional staff or extending the school day.

- Receive proven, practical strategies and tools for creating Tier 2 interventions.
- Discover the foundational principles of effective educational practices.
- Understand the roles of teacher, leadership, and intervention teams in the response to intervention (RTI) system.



09SBCB-BKF714
\$31.95 USD | \$42.00 CAD
ISBN 978-1-942496-82-3

RTI at Work; Response to Intervention; Instruction



Free reproducibles available



Version for secondary classrooms also available

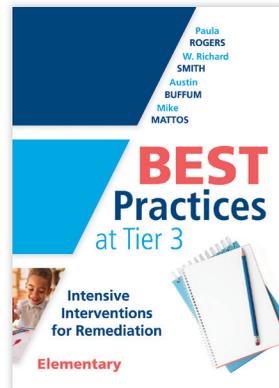
Best Practices at Tier 3 NEW

Intensive Interventions for Remediation, Elementary

By Paula Rogers, W. Richard Smith, Austin Buffum, and Mike Mattos

Meet the needs of students who have fallen the furthest behind. Created for elementary school educators, this guide dives deep into the fundamental principles and protocols for implementing intensive interventions at Tier 3 of the RTI at Work process.

- Study the critical elements of the RTI at Work™ process.
- Understand the role of teams, specifically the leadership and intervention teams, in implementing Tier 3 interventions.
- Learn how to collaboratively design and deliver instruction to students needing intensive intervention with a multitiered system of support (MTSS).

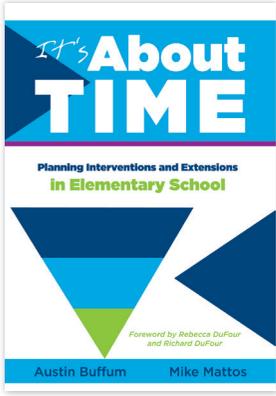


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\$39.95 USD | \$52.00 CAD
978-1-943874-39-2

RTI at Work; Response to Intervention; Instruction



Free reproducibles available



09SBCB-BKF609
\$39.95 USD | \$52.00 CAD
ISBN 978-1-936763-03-0

RTI at Work; Response to Intervention; Leadership



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Free study guide available

It's About TIME

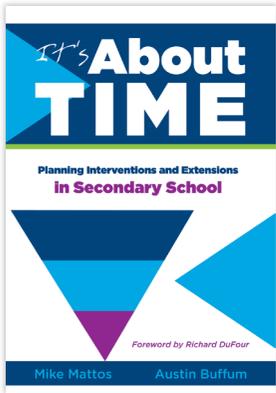
Planning Interventions and Extensions in Elementary School

Edited by Austin Buffum and Mike Mattos

Foreword by Rebecca DuFour and Richard DuFour

Carve out effective intervention and extension time at all three tiers of the RTI pyramid. Explore more than a dozen examples of creative and flexible scheduling, and gain access to tools you can use immediately to overcome implementation challenges.

- Learn to build time into the school day to support students who need intervention.
- Read accounts of elementary school educators who have successfully implemented response to intervention practices.
- Understand the challenges of creating intervention time, and gain tips to overcome them.
- Access resources to support your school or district's intervention policies.



09SBCB-BKF610
\$39.95 USD | \$52.00 CAD
ISBN: 9781936763054

RTI at Work; Response to Intervention; Leadership



Free reproducibles available



Free study guide available

It's About Time

Planning Interventions and Extensions in Secondary School

Edited by: Mike Mattos, Austin Buffum

Contributors: Jack Baldermann, Luis F. Cruz, Joe Doyle, Darin L. Fahrney, Paul Goldberg, Aaron Hansen, Dennis King, Regina Stephens Owens, Steve Pearce, Rich Rodriguez, Bob Sonju, Timothy S. Stuart, Jane Wagmeister

Foreword by: Richard DuFour

Discover how to revamp and increase interventions in your school or district to provide compassionate, transformative support to all students.

- Learn to build time into the school day to support students who need intervention.
- Read accounts of secondary school educators who have successfully implemented response to intervention practices.
- Understand the challenges of creating intervention time, and gain tips to overcome them.
- Access resources to support your school or district's intervention policies.



Targeting Behavior and Academic Interventions [DVD/CD/Facilitator's Guide]

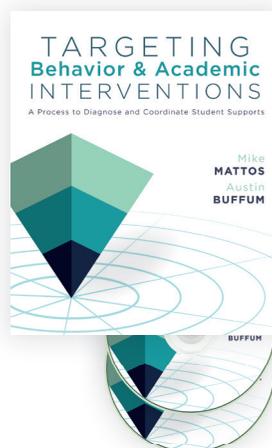
A Process to Diagnose and Coordinate Student Supports

By Mike Mattos, Austin Buffum

Bestseller As a step-by-step guide to the Pro-Solve Process of behavioral interventions, this RTI at Work™ (MTSS) video will guide teacher teams in increasing student success.

Video includes:

- High-quality footage demonstrating the Pro-Solve Process in real teacher team settings
- In-depth exploration of the Pro-Solve Process and five guiding questions to effectively implement it step by step
- A facilitator's guide with tailored activities and strategies to reinforce participants' knowledge



09SBCB-DVF072
\$174.95 USD | \$233.00 CAD
ISBN 978-1-945349-19-5

RTI at Work; Response to Intervention

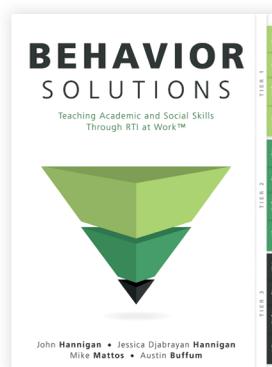
Behavior Solutions **NEW**

Teaching Academic and Social Skills Through RTI at Work™

By John Hannigan, Jessica Djabrayan Hannigan, Mike Mattos, Austin Buffum

Take strategic action to close the systemic behavior gap with the support of *Behavior Solutions*. Foster social-emotional learning (SEL) by utilizing the PLC at Work® and RTI at Work™ processes to boost student metacognition and create an action plan for meeting their psychological needs.

- Become familiar with student behaviors, emotions, and mental states and the challenges they provide to the implementation of educational initiatives.
- Learn why it is necessary for schools to embrace the PLC at Work and RTI at Work processes to ensure students' behavioral success with a multitiered system of support (MTSS).
- Study each tier of behavioral support—prevention, intervention, and remediation—to foster social-emotional learning (SEL).



09SBCB-BKF891
\$39.95 USD | \$52.00 CAD
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Professional Learning Communities, PLC at Work®, RTI at Work™, Social and Emotional Learning, Classroom Management & Behavior

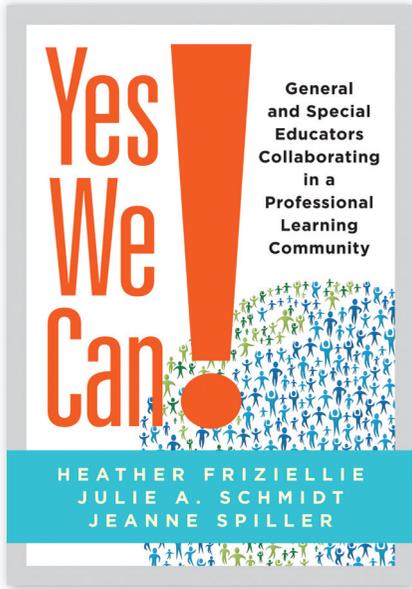


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Ensure every student succeeds



As states adopt more rigorous academic standards, schools must define how special education fits into standards-aligned curricula, instruction, and assessment. Utilizing PLC practices, general and special educators must develop collaborative partnerships in order to close the achievement gap and maximize learning for all.

09SBCB-BKF653
\$31.95 USD | \$42.00 CAD
 ISBN 978-1-936763-99-3

*Professional Learning
 Communities, Special Needs,
 Teams*



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 the Mind the Gaps Bundle.
 See page 22.

Benefits

- Use the key ideas and four critical questions of a PLC to maximize learning for all students.
- Learn when conditions make special education services most effective.
- Determine priority standards, and study the steps for unpacking these standards into learning targets.
- Discover what tailored instruction does and does not mean.
- Consider common team structures that support effective collaboration.
- Develop instructional plans using reproducibles.



*A step-by-step guide to a
 challenging subject!"*

—David Essink, principal,
 Hastings Middle School, Nebraska



EXPERT Q&A



Heather Friziellie,
author



Julie A. Schmidt,
author



Jeanne Spiller,
author

What will educators find most valuable in the book *Yes We Can!*?

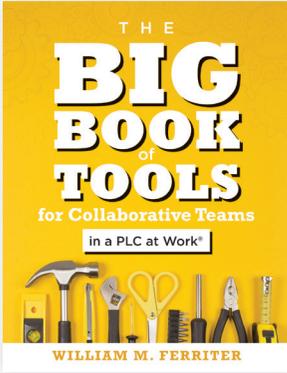
Educators will explore why special education practices evolved the way that they have and then determine the necessary shifts in culture and mindset in order to see improvements. *Yes We Can!* guides both general and special educators in reconsidering some deeply embedded practices and habits that have been negatively impacting our success in closing the gap.

Why is a collaborative partnership between general and special education important for closing achievement gaps?

All means all. Schools will hit a brick wall in their attempt to improve outcomes for kids across the board if they do not begin to shift mindsets and practices around our most at-risk students. When general and special educators stop seeing themselves as living in two separate silos and instead collaborate as members of one team, then we may stop having different expectations for each group of students and see them all as capable of learning at high levels.

What are some practical strategies for building a school culture that believes all students can succeed?

Do more than just say you believe all students can succeed. Commit to addressing actions and statements that are not in alignment with this belief. It is critical that individuals in the system or school feel comfortable addressing behaviors that are not in alignment. This takes courage, and courage is contagious. Unfortunately, so is negativity and lack of belief, so it is critical that our energy is focused on living our beliefs versus finding fault in factors we cannot control. It is very easy to say that all students can succeed, but to truly live it is not always easy.



09SBCB-BKF898
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*Professional Learning
Communities, PLC at Work[®],
Teams*



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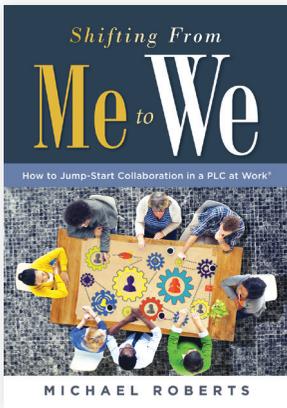
Save 30% when purchased in
the Mind the Gaps Bundle.
See page 22.

The Big Book of Tools for Collaborative Teams in a PLC at Work[®] **NEW**

By William M. Ferriter

Organized around the four critical questions of PLC at Work[®], this resource provides collaborative teams with tools to become agents of positive change. Objectives are organized in an explicit structure to foster best practices in teaching and improve team learning outcomes.

- Discover how to address the many challenges teams face, and develop the skills necessary to improve student learning.
- Understand how to build a solid foundation for your collaborative efforts.
- Study strategies for effectively developing a guaranteed and viable curriculum, common formative assessments, and remediation and extension opportunities.



09SBCB-BKF946
\$31.95 USD | \$42.00 CAD
ISBN 978-1-949539-85-1

*Professional Learning
Communities, PLC at Work[®],
Leadership*



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Shifting from Me to We **NEW**

How to Jump-Start Collaboration in a PLC at Work[®]

By Michael Roberts

Build the foundation of a true PLC by fostering a strong, collaborative culture across your school community. This guide helps collaborative teams implement PLC best practices for continuous improvement, helping K–12 students reach their learning targets.

- Become familiar with the skills and concepts necessary to build a strong collaborative foundation for your PLC.
- Study the strategies and methods used by schools that have successfully implemented a rigorous and thorough PLC process.
- Utilize the book's concepts and skills to experiment and develop customized procedures and strategies as a collaborative team.



How Schools Thrive NEW

Building a Coaching Culture for Collaborative Teams in PLCs at Work®

By Thomas W. Many, Michael J. Maffoni, Susan K. Sparks, and Tesha Ferriby Thomas

Access concrete ideas and effective coaching strategies for improving your team's professional practice around the essential elements of the PLC at Work® process. Discover instructional coaching strategies to enhance your team's professional practice.

- Review essential elements of effective PLCs and how these essential elements influence the instructional coaching of collaborative teams.
- Study the Strategy Implementation Guide (SIG) and Pathways for Coaching Collaborative Teams tools and how to use them in the coaching of collaborative teams.
- Acquire new insights, confront new questions, and explore new approaches that promote higher levels of student learning and effective professional learning communities for teachers.

Amplify Your Impact

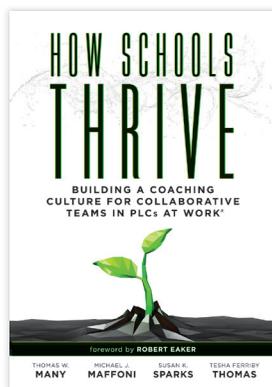
Coaching Collaborative Teams in PLCs at Work®

By Thomas W. Many, Michael J. Maffoni, Susan K. Sparks, and Tesha Ferriby Thomas

Foreword by: Rebecca DuFour

Amplify Your Impact presents K–12 educators and school leadership with a framework for improving collaboration and team building for teachers in their PLCs. The authors share best practices and processes teams can rely on to ensure they are doing the right work in a cycle of continuous improvement. Discover concrete action steps your school can take to adopt proven collaborative coaching methods, fortify teacher teams, and ultimately improve student learning in classrooms.

- Gain insights from teachers and empirical evidence from schools that confirm the benefits of how coaching and refining collaborative teams can strengthen PLCs.
- Use the Pathways Tool for Coaching Collaborative Teams to guide your team's conversations and team-based learning.

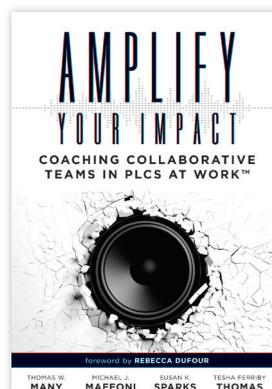


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School Improvement, Teams*



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*Professional Learning
Communities, PLC at Work®,
School Improvement, Teams*



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all things PLC

MAGAZINE

Strategies & Stories to Fuel Your Journey

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inspiration, fixes, tools,
and more. A must-have for
emerging and veteran PLCs.

“This magazine helped reinforce the importance
of well-functioning PLCs in our district.”

—Virginia Bennett, executive director of academic support services,
Bulloch County Schools, Georgia



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THE UNFAMILIAR TRUTH



ABOUT RESISTANCE TO



CHANGE IN SCHOOLS

*Luis F.
Cruz*



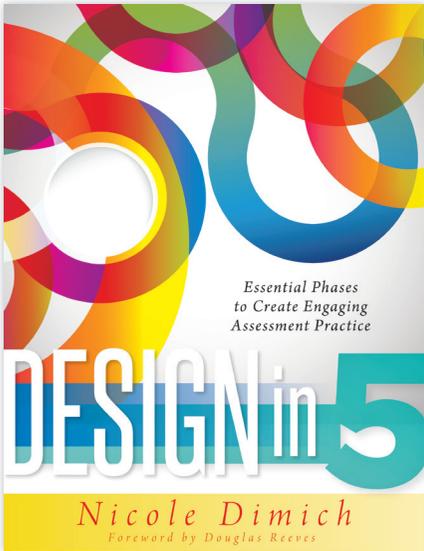
Thirty years ago, I embarked on a personal and professional journey to work with students and families in public school settings. My journey began as a teacher; then I became an administrator, and today, I am an educational consultant and author. Three decades of working with amazing educators and students at every level—elementary, middle, and high school—have revealed two rather paradoxical conclusions:

1. The vast majority of public school educators are hardworking individuals who care deeply for their students.
2. The most challenging aspect associated with changing a school for improvement is not resistance from students but resistance from adults who work in the school.

This paradox begs the question, Why would hardworking educators who care deeply for the welfare of their students resist the changes needed to help more students be successful? The answer to this contradictory reality is best found not within the context of those refusing to change but more so with those leading the change process. Hence, resistance to change occurs mostly as a result of well-intended but nonetheless ineffective leadership.

In his best-selling book *Transforming School Culture*, Anthony Muhammad (2018) introduces readers to two types of resistance to change: logical and illogical. In our new book, *Time for Change: Four Essential Skills for Transformational School and District Leaders*, Muhammad and I (2019) further expand on the notion that resistance to change is found within both logical and illogical contexts and therefore requires leaders—both administrators and teacher leaders alike—to develop and sharpen particular skill sets required to effectively address both.

Develop meaningful, motivating assessments



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\$31.95 USD | \$42.00 CAD
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Assessment



Free reproducibles available



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Fully engage learners in your classroom. Discover how to create high-quality assessments using a five-phase design protocol, and learn how to develop assessments that are innovative, effective, and engaging.

Benefits

- Create engaging assessments that accurately report students' progress.
- Design assessments that help students learn from their mistakes and motivate them to improve.
- Work collaboratively to analyze standards and create common assessments.
- Evaluate the cognitive level of assessment items and tasks.
- Gain access to reproducibles and other recommended resources to deepen your understanding of assessment.



This book thoughtfully explores the work of creating assessments purposely designed to make a difference in student learning. "

—Chris Jakicic, author and educator



EXPERT Q&A



Nicole Dimich, author

What inspired you to write *Design in Five*?

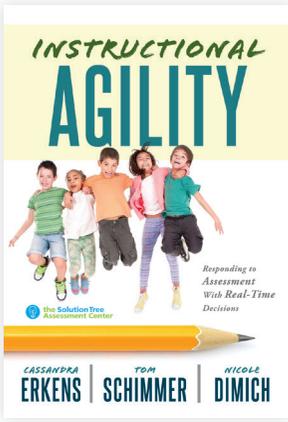
After five years of working alongside collaborative teams of teachers, I learned much about deep implementation of engaging assessment practices. The conversations led to the five phases and the accompanying protocols. Teachers found the phases to connect the dots among different components of their work (e.g., essential standards, rigor, feedback, data analysis, and self-assessment). The process empowered teachers to believe in assessment practices that focus on learning instead of compliance, or evaluation. The process empowered students to increase achievement, confidence, and investment. The stories of this impact inspired me to write *Design in Five*.

Why is it important to create engaging assessment practices?

Assessment is powerful when framed to help students and their teachers understand strengths and identify next steps in achieving essential grade level standards. Too often, assessment can be used to cause stress and anxiety. Unintentionally, it can make students feel far behind and shut learning down. Engaging assessment practices involve rebranding assessment as information and designing assessment as meaningful work, not just a test, but intentional methods that engage students as problem-solvers and collaborators.

What will educators find most valuable in this resource?

Educators describe the five-phase design protocol as a simple but deep process that shifts assessment from evaluation to information. This process empowers students to invest in their learning by designing assessments focused on learning, feedback, and self-assessment. Engagement is not often associated with assessment, but this process articulates assessment as meaningful information and connects it to who students are, what they are interested in, and how they are contributors to local and global issues. As a framework versus a prescriptive protocol, it gives educators a practical way to transform their assessment practices to get results.



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\$36.95 USD | **\$48.50** CAD
ISBN 978-1-943874-70-5

Assessment, Instruction



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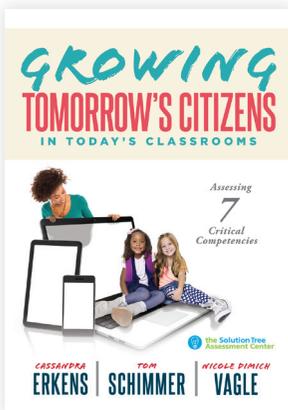
Instructional Agility

Responding to Assessment
With Real-Time Decisions

By Nicole Dimich, Cassandra Erkens, Tom Schimmer

Discover how to become instructionally agile—moving seamlessly among instruction, formative assessment, and feedback—to enhance student engagement, proficiency, and ownership of learning.

- Discover how instructional agility fits within the six tenets of essential assessment framework.
- Learn how to foster and maintain a culture of learning in K–12 classrooms.
- Gain strategies and tools to enhance instructional agility and assessment practices.



095BCB-BKF765
\$31.95 USD | **\$42.00** CAD
ISBN 978-1-943874-72-9

*Assessment, Instruction,
21st Century Skills*



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Free study guide available

Growing Tomorrow's Citizens in Today's Classrooms

Assessing Seven Critical Competencies

By Nicole Dimich, Cassandra Erkens, Tom Schimmer

Promote student mastery of essential 21st century skills, including collaboration, critical and creative thinking, digital citizenship, and more. Learn the qualities of the most important soft skills and how we can assess and measure them.

- Explore the seven critical competencies necessary for success in the 21st century.
- Become familiar with good habits of mind, and pass those habits on to students to support their soft skill development.
- Learn how to teach critical thinking and other 21st century skills by facilitating learning that will develop the critical competencies in students.



Common Formative Assessment

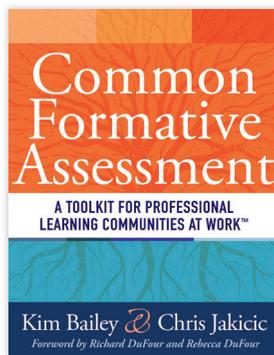
A Toolkit for Professional Learning
Communities at Work®

By Kim Bailey, Chris Jakicic

Foreword by: Richard DuFour, Rebecca DuFour

In this conversational guide, the authors offer tools, templates, and protocols to incorporate common formative assessments into the practices of a PLC.

- Gain strategies for how to identify and unwrap power standards to use as the basis for learning targets and common formative assessments.
- Use protocols and reproducibles to facilitate the formative assessment process.
- Get tools to create pacing guides and to design units for conducting and responding to assessments.
- Explore ideas on how to encourage students to become actively involved in the assessment process.



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*Professional Learning
Communities, PLC at Work®,
Assessment, Common Core*



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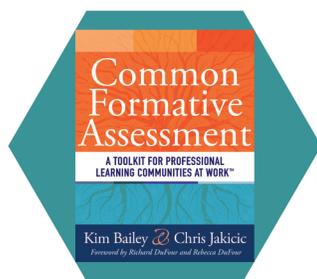
Common Formative Assessment Mini-Course

Featuring: Larry Alper, Pedro Noguera, Jeremy Shapiro, Tammy Heflebower, Timothy Shanahan, Susan K. Sparks, Richard L. Curwin, Margaret Boice, Marc Tucker, Cheryl Lemke, Richard DuFour, Chris Jakicic, Sharon V. Kramer, Mike Mattos

Rely on a series of expert-led videos and short quizzes to prepare teams to develop common assessments, analyze achievement data, and take action based on the results.

The Common Formative Assessment Mini-Course includes 23 expert-led videos, including:

- Embedding Collaboration into the Routine Practice of a School
- Understanding the Common Formative Assessment Process
- What Does Proficiency Look Like?
- Effective Leaders Don't Leave Learning to Chance
- Balanced Assessment Systems



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- Common Formative Assessment
- Embedded Formative Assessment
- HEART!
- Transforming School Culture



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Report(s) to analyze usage (administrator view groups of 5 or more)		✓	✓	✓
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Your ultimate guide for creating a **results-driven RTI process**

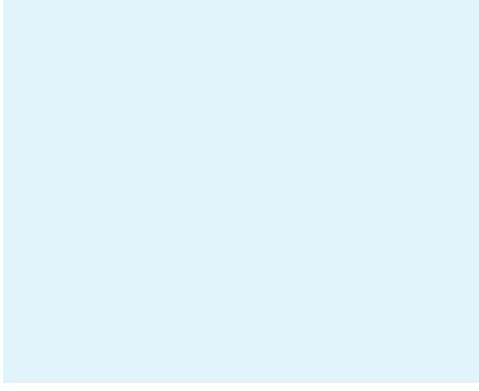
Taking Action is about doing the right work. Ensure students receive the time and support needed to learn at high levels. In this comprehensive resource, authors Austin Buffum, Mike Mattos, and Janet Malone cover every element of what it takes to build a successful RTI process.

LEARN MORE INSIDE
See page 4



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