



Solution Tree

Solutions



THE BRILLIANCE

in the Building



All Solution Tree products and services meet the definition of eligible expenses under **ESSER II and III (American Rescue Plan)**.

Learn more on the next page.

PLC Resources

Books • DVDs • Toolkit

Respond to the **individual needs of students** by building a collaborative culture that is committed to collective inquiry, action research, and continuous improvement.

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.

ALLTHINGSPLC

ALL THINGS PLC, ALL IN ONE PLACE

You've made the commitment to ensure learning for all through the PLC at Work® process. We have a collaborative online resource designed just for you. Find answers. Connect with experts. Explore evidence of effectiveness. AllThingsPLC.info



Solution Tree

We share your vision

Solution Tree is a leading provider of research-based professional learning products and services developed by **highly vetted and qualified experts in education.**

Since 1998, we've helped more than one million educators navigate challenging issues that lie in the path of student success. Here is how Solution Tree supports educators in the vital work they do every day:

Research-based content

Whether you're working to build a professional learning community, implement quality instruction that meets the needs of all students, or strengthen assessment and intervention practices, you can trust that **Solution Tree offers resources and professional development that are credible, research-based, and effective.**

Relevant solutions

We cater to the unique needs of each school or district by offering a comprehensive range of services and products, including **books and videos, on-site and virtual events, on-site and virtual speaker-led professional development, and online professional learning.**

Results-driven services

We maintain relationships with our clients and measure feedback to ensure that our PD is effective.

Learn more about our vision

SolutionTree.com/AboutST

Elementary and Secondary School Emergency Relief (ESSER) Federal Funding

The Elementary and Secondary School Emergency Relief (ESSER) Fund has brought many new possibilities to schools and districts nationwide. For administrators, this is a particularly critical time as there is much to know, consider, and decide.

As a leader in innovative and quality professional development for educators, Solution Tree welcomes the opportunity to design meaningful custom experiences that meet the intent of federal education funding and the specific needs of schools in the COVID-19 environment.

Access our federal funding FAQ

SolutionTree.com/ESSER

Your director of educational partnerships is ready to assist you

Our directors of educational partnerships are available to listen to your needs and help you find a clear path for moving forward with clarity and purpose in your schools.



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KS, NE, OK



Robert Croissant
(IS) LA, MS, AL, TN



Ev Kent
AR



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Keri Bosi
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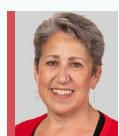
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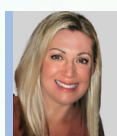
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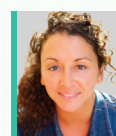
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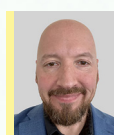
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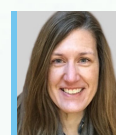
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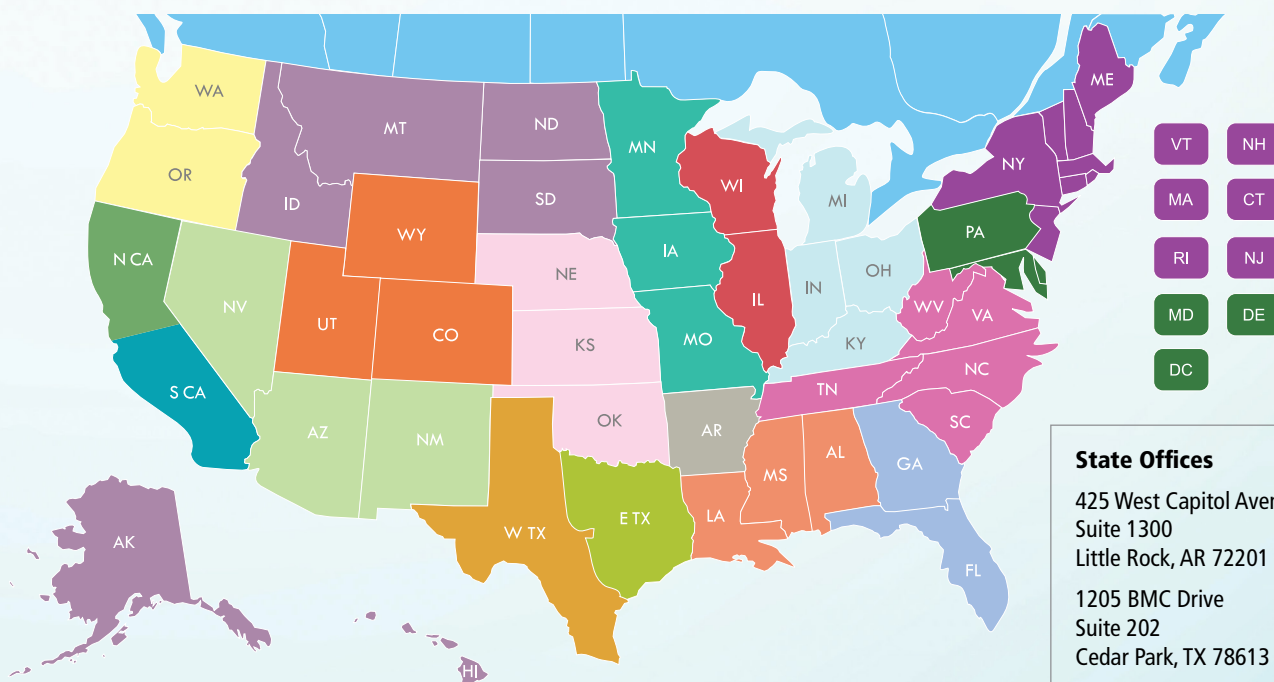


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Let's celebrate!

25 years of transforming education

A quarter of a century ago, two friends, colleagues, and master educators named Richard DuFour and Robert Eaker published the pivotal book *Professional Learning Communities at Work®*. This book launched a movement that transformed education for students, teachers, leaders, and whole communities. The results have been nothing short of excellent. See for yourself and celebrate 25 years of PLC at Work® with us!



Evidence-Based Inspiration

Model PLC at Work schools and districts share data that proves the power of PLC



Test scores at Mason Crest Elementary School exceeded the Commonwealth of Virginia's accreditation benchmarks in English, math, history, and science in just one year.

Quitman School District achieved 100 percent growth on K–2 assessments in math and English/language arts in two years, and the 12th-greatest overall growth on the

ACT Aspire among all high schools in Arkansas.

Pasadena Independent School District in Texas saw the percentage of high school students who achieved mastery in algebra rise from 75% to 90%.

Mitchellville Elementary School, a Title I school in Iowa serving a community with a high number of students who qualify for free and reduced fees, rose to become the number one elementary school in the state based on state performance profiles.



25 years of PLC at Work®

Celebrating
25
YEARS

PLC at Work®

Real talk from educators doing the work

“When Covid hit, we were able to quickly identify essential standards for virtual learning lessons across the district, reducing our learning loss as compared to the state.”

—**EMILY FELTNER**,
former assistant superintendent for
teaching, learning, and leadership,
Lake County Schools, Florida

“Keeping things simple and systematic and doing the right work has been huge for us. We’ve learned that we cannot be successful without a highly engaged community.”

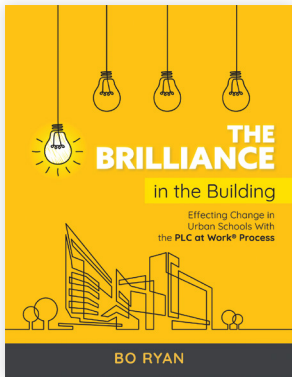
—**NATHANIEL PROVENCIO**,
former principal,
Minnieville Elementary School, Virginia

“At Tongue River, we believe that our teachers will always be our best resource, and the PLC process has allowed them to use data to make instructional decisions based on what is best for our unique students.”

—**ANNIE GRIFFIN**, principal,
Tongue River Elementary, Wyoming

“Every year, we’re trying to think how we can get better and go deeper. Now we’re able to see that in action, and we provide the staff opportunities to learn from each other, and we’re seeing the power in that.”

—**SHERRY SHIN**, co-principal,
Mason Crest Elementary, Virginia



The Brilliance in the Building **NEW**

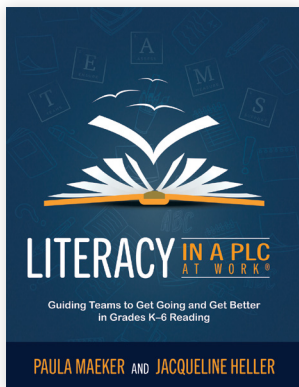
Effecting Change in Urban Schools With the PLC at Work® Process

By Bo Ryan

Meet any challenge, any day, with clarity, competence, and confidence. Written with the needs of urban educators in mind, this essential guide shares specific action steps and ready-to-use tools for supporting successful Professional Learning Communities at Work®. From scheduling teacher collaboration time to using data to inform high-quality instruction, author Bo Ryan delivers field-tested practices that lead to high levels of student achievement.

- Access excellent, data-backed reproducibles.
- Make immediate changes that positively impact student learning.
- Realize the value in the resources you have and leverage them.

23GCTG-S2A-BKG077 **\$40.95** USD | **\$53.50** CAD
ISBN 978-1-954631-23-6
208 pages



Literacy in a PLC at Work® **NEW** #1 New Release on Amazon

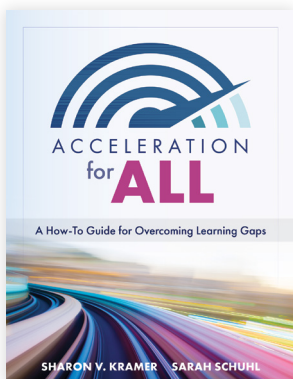
Guiding Teams to Get Going and Get Better in Grades K–6 Reading

By Paula Maeker and Jacqueline Heller

Explore how to provide equitable literacy instruction and assessment so every student masters essential standards. The authors help K–6 teacher teams navigate the teaching and learning of reading through the lens of Professional Learning Communities at Work®. Learn strategies for utilizing data as collaborative teams to answer the four critical questions of learning, and access templates and protocols to improve literacy for all.

- Analyze and improve current literacy practices, curriculum, and instructional focus within the context of a PLC at Work.
- Create or curate common formative team literacy assessments for learning targets.
- Structure a supportive master schedule that allows for daily team collaboration and systemwide response.

23BCTG-S5A-BKG046 **\$40.95** USD | **\$53.50** CAD
ISBN 978-1-949539-58-5
192 pages



Acceleration for All **NEW**

A How-To Guide for Overcoming Learning Gaps

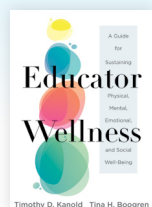
By Sharon V. Kramer and Sarah Schuhl

The need to overcome student learning gaps exists in every school. The answer is not a culture of remediation but one of acceleration. Every student deserves to learn at grade level or beyond—this is equity in action. *Acceleration for All* offers research-informed, real-world, and ready-to-implement strategies, with an emphasis on core instructional practices, to ensure accelerated learning schoolwide.

- Implement practical strategies for sustained accelerated student learning.
- Shift from a mindset of deficit thinking to strengths-based thinking related to student learning.
- Develop opportunity equity so all students have access to grade-level learning every day.

23BCTG-S5A-BKG049 **\$40.95** USD | **\$53.50** CAD
ISBN 978-1-954631-01-4
200 pages

COMPANION RESOURCES



Educator Wellness

A Guide for Sustaining Physical, Mental, Emotional, and Social Well-Being

By Timothy D. Kanold and Tina H. Boogren

Bestseller How do we bring our best selves to our students and colleagues each day? Designed as a reflective journal and guidebook, *Educator Wellness* will take you on a deep exploration where you will uncover profound answers that ring true for you.

23BCTG-S5A-BKG053 **\$35.95** USD | **\$47.00** CAD
ISBN 978-1-954631-09-0
128 pages



The Educator Wellness Plan Book

and Journal **NEW** #1 New Release on Amazon

Continuous Growth for Each Season of Your Professional Life

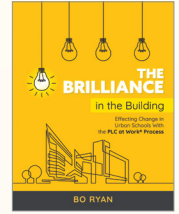
By Tina H. Boogren, Timothy D. Kanold, and Jasmine K. Kullar

This plan book and journal serves as a companion guide to *Educator Wellness: A Guide for Sustaining Physical, Mental, Emotional, and Social Well-Being*. Prioritize four dimensions of wellness with weekly routines and reflection prompts to help you commit to wellness practices throughout the school year.

23BCTG-S5A-BKG139 **\$40.95** USD | **\$53.50** CAD
ISBN 978-1-958590-49-2
256+ pages

AUTHOR SPOTLIGHT

Featuring Bo Ryan



**FEATURED
RESOURCE**

Q: What motivated you to write this book?

I grew up in an urban area, and I'm really passionate about what is possible in urban schools. In his work, Mike Mattos talks about ensuring access to essential curriculum for all students. Many kids from my neighborhood didn't have access to anything. Many of them attended classes in a portable outside of the school, so they didn't even have access to the school building, let alone essential curriculum.

At the end of high school, my dad gave me two choices to straighten me out because I was headed down a

dangerous road, not on track to graduate. It was either the army or prep school, so I went to prep school. The teachers there, with their belief that all kids can learn, totally changed my life.

In my days at that prep school, I thought of all the kids in my neighborhood who didn't have the opportunity to learn from adults who believed in them. I told myself that if I ever have the chance to help others believe in kids like those teachers believed in me, I would do it. I'm all in to help urban schools.

Q: How will this book help urban educators?

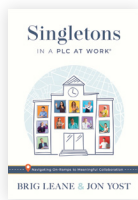
The number one thing I wanted to do with this book was to create a tool that building leaders can use no matter what is going on in their school. I have great love and respect for teachers who work in these tough environments. Some of the things that go on in these schools are unbelievable. Leaders need a go-to resource that will provide support for implementing PLC practices

and build shared knowledge among staff so they can take immediate action to transform their schools. The action steps in the book will help them create a data team, create a common formative assessment, build a collaborative culture—all these things and more that keep the focus on learning.

Q: What makes this book unique?

This book was written by someone who grew up in urban schools. I'm all in when it comes to giving back. As a principal, I do all I can for our kids to make sure they have a safe, supportive place to learn, as well as find a sense of community where they know they're

valued. This book is written from that perspective. I want to help other educators transform their schools into places worthy of the students they serve, and that transformation is to become a PLC.



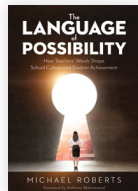
Singletons in a PLC at Work® **NEW**

Navigating On-Ramps to Meaningful Collaboration

By Brig Leane and Jon Yost

This book will help singleton teachers first develop clarity on learning essentials, then find creative entry points to form collaborative teams.

23GCTG-S2A-BKG039 **\$35.95** USD | **\$47.00** CAD
ISBN 978-1-952812-87-3
144 pages



The Language of Possibility **NEW**

How Teachers' Words Shape School Culture and Student Achievement

By Michael Roberts

Foreword by Anthony Muhammad

This book will help you get back to the optimism of teaching by connecting with the possibilities and gifts each student has to offer.

23BCTG-S5A-BKG048 **\$35.95** USD | **\$47.00** CAD
ISBN 978-1-949539-38-7
152 pages



What's Next? **NEW**

Monthly Extensions to Challenge Proficient Students in a PLC at Work®

By Mark Weichel and Steve Pearce

This comprehensive resource provides the tools you need to preassess students and practical strategies to further their learning.

23BCTG-S5A-BKF992 **\$35.95** USD | **\$47.00** CAD
ISBN 978-1-951075-83-5
168 pages



Leading Beyond Intention **NEW**

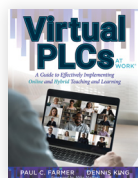
Six Areas to Deepen Reflection and Planning in Your PLC at Work®

By Jeanne Spiller and Karen Power

Foreword by Robert Eaker

This solutions-focused guide dives deep into personal leadership skills, facilitates reflection, and offers practical strategies for weaving intentionality throughout your daily leadership practice.

23BCTG-S5A-BKF971 **\$35.95** USD | **\$47.00** CAD
ISBN 978-1-951075-45-3
176 pages



Virtual PLCs at Work®

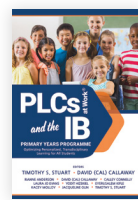
A Guide to Effectively Implementing Online and Hybrid Teaching and Learning

By Paul C. Farmer and Dennis King

Foreword by Mike Mattos

Explore an abundance of tools, tips, and best practices for helping teams thrive in a virtual PLC.

23BCTG-S5A-BKG028 **\$40.95** USD | **\$53.50** CAD
ISBN 978-1-952812-65-1
192 pages



PLCs at Work® and the IB Primary Years Programme **NEW**

Optimizing Personalized, Transdisciplinary Learning for All Students

Edited by Timothy S. Stuart and David (Cal) Callaway

Contributors: Rianne Anderson, David (Cal) Callaway, Calley Connelly, Laura Jo Evans, Yodit Hizekiel, Eyerusalem Kifle, Kacey Molloy, Jacqueline Olin, and Timothy S. Stuart

Dive into the possibilities of a personalized approach to education, and examine how international educators apply PLC strategies.

23BCTG-S5A-BKG056 **\$35.95** USD | **\$47.00** CAD
ISBN 978-1-954631-15-1
176 pages



Unpacking the Competency-Based Classroom **NEW**

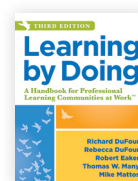
Equitable, Individualized Learning in a PLC at Work®

By Jonathan G. Vander Els and Brian M. Stack

Foreword by Mike Mattos

Explore a variety of perspectives and examples from educators who have shifted to competency-based education in their classrooms with great results.

23BCTG-S5A-BKG018 **\$43.95** USD | **\$57.50** CAD
ISBN 978-1-952812-45-3
256 pages



Learning by Doing **OVER A HALF MILLION SOLD**

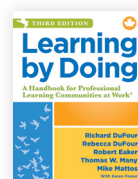
A Handbook for Professional Learning Communities at Work®

By Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos

Bestseller Third Edition This comprehensive action guide includes new strategies, tools, and tips for transforming your school or district into a high-performing PLC.

23BCTG-S5A-BKF746 **\$47.95** USD | **\$62.50** CAD
ISBN 978-1-943874-37-8
304 pages

Audiobook available through Audible



Learning by Doing

A Handbook for Professional Learning Communities at Work®

By Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos

With Karen Power

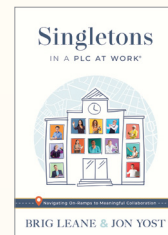
Third Edition Canadian Version Written specifically for Canadian educators, this comprehensive action guide includes strategies, tools, and tips for transforming schools into high-performing PLCs.

23BCTG-S5A-BKF930 **\$80.00** CAD
ISBN 978-1-949539-47-9
288 pages



AUTHOR SPOTLIGHT

Featuring Brig Leane and Jon Yost



**FEATURED
RESOURCE**

Q: Who are “singletons” and how can your book help them be an active part of a professional learning community?

Singletons can be a high school band teacher, an elementary school art teacher, or any other educator who doesn't have an obvious collaborative partner on campus. Isolation is the enemy of improvement in a PLC but, then again, you don't want singletons to get

stuck spinning their wheels doing the wrong work with the wrong team. Our book shares specifics on how to create meaningful, collaborative teams that include these unique teachers and the amazing insights, ideas, and data they have to offer.

Q: How will this book help singletons with their challenges?

It's not just teachers who need guidance; it's also leaders. Traditional PLC processes don't work for singletons, and this book is your how-to guide for what to do in these situations. It eliminates any excuse for working in isolation. We share protocols that we've tried with other schools with great success.

What we hope this book does is make the difficult process of collaboration within a PLC a little more simple and digestible to educators at the district, principal, and team level, focusing on the specific challenges that come with including singletons in worthwhile teams.

First, we address the necessary mindset shift away from a focus on just teaching lots of things to ensuring kids learn the essentials. There's a whole chapter dedicated to getting ready to be a good collaborative partner, which begins with deciding what it is kids must learn. Then, we offer specific strategies around three different entry

points or on-ramps singletons can use to become part of a meaningful collaborative team.

The first on-ramp is to find a virtual partner from another school, district, or even state who shares the same content or subject expertise. The second point of entry into collaboration for singletons is to find a vertical team—educators who teach above or below or in the same department where there are at least some common skills or concepts to share. Our third and maybe most unique entry point is to have a critical friend. This is someone not in the same department and with whom you may not have anything in common, but they're going to be acting as critical friends, offering feedback using the same foundational beliefs that a traditional team would use, and helping you look at evidence of learning together.

Q: What are two key takeaways from this book?

One is that we have to eliminate the practice of working in isolation. Not only has the research shown that it is less effective—we've found there's just no reason to work that way. The second key point is the importance of clarity. Not only are we saying isolation has to end, but we also have to establish clarity of pathway. We could

have teachers get together and be compliant in their teams, but in their heart they either may not care about the collaboration they're being asked to do or they may not have clarity on what they should be doing. This book provides singletons with clarity around entry points and the ensuing path to meaningful collaboration.

Southeast Polk Community School District

PLEASANT HILL, IOWA

► DEMOGRAPHICS

- **7,141** students
- **28.5%** free or reduced lunch
- **2.5%** limited English proficient
- **9.8%** special education

► RACIAL/ETHNIC PERCENTAGES

- **81%** White
- **7%** Hispanic
- **5%** Black
- **5%** Multiracial
- **2%** Asian
- **0.1%** Native Hawaiian or Pacific Islander
- **0.1%** American Indian or Alaska Native

Southeast Polk is a community of communities. Located in the vibrant metro area of Des Moines, Iowa, the district serves over 7,000 preK–12 students and is the 13th largest public school district in Iowa.



- Discover more schools that have partnered with us to achieve great results at SolutionTree.com/SuccessStories

► CHALLENGE

Southeast Polk is a unique district in that it serves several towns with a wide range of demographics and socioeconomic diversity. Dr. Jo Ellen Latham, director of curriculum and instruction, considers this both an asset and a challenge. Dr. Latham shared that the most important thing to the committed educators throughout this district is to make sure each and every student, no matter where they live or what their challenges may be, have equitable access to quality curriculum and instruction and receive the right support to help them grow and succeed.

► IMPLEMENTATION

Southeast Polk began their process by clearly articulating what they wanted all students to know and be able to do. Leadership brought K–12 teams together to reach consensus on how they would make decisions about priority and supporting standards. As each grade level prioritized standards, vertical conversations were taking place to look for gaps and repetition in learning progressions.

Leadership continued to invest in professional learning to support their staff, sending teams from each school to PLC at Work® Institutes. “The response to this first institute was tremendous, and we quickly realized how this ongoing training would positively impact our implementation and further advance the work to support gains in student achievement,” recalled Dr. Latham.

► RESULTS

Here are just some of the results Southeast Polk achieved after implementing PLC at Work processes and strategies.

- Mitchellville Elementary School, a Title I school serving a community with a high number of students who qualify for free and reduced fees, received an “Exceptional” rating in the Iowa School Performance Profiles.
- All elementary data points on statewide summative assessments exceeded the state average in the past school year.
- Grades 6–8 exceeded the state average in measures of English language arts, math, and science.
- The achievement gap in seventh- and eighth-grade math for students receiving free and reduced lunch narrowed by 14 percentage points.
- The AP exam passing rate was 85% compared to 61% for the state of Iowa and 58% at the nationwide level.

Formative Tools for Leaders in a PLC at Work®

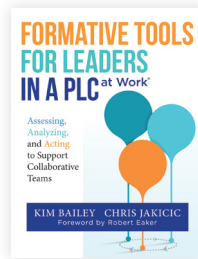
Assessing, Analyzing, and Acting to Support Collaborative Teams

By Kim Bailey and Chris Jakicic

Foreword by Robert Eaker

As you learn, do, and lead in your PLC, rely on this practical resource to help you make targeted decisions about next steps for improvement.

23BCTG-S5A-BKF990 **\$43.95** USD | **\$57.50** CAD
ISBN 978-1-951075-85-9
264 pages



Make It Happen

Coaching With the Four Critical Questions of PLCs at Work®

By Kim Bailey and Chris Jakicic

Gain powerful tools, strategies, and processes that support the multidimensional role of instructional coaches in Professional Learning Communities at Work.

23BCTG-S5A-BKF840 **\$40.95** USD | **\$53.50** CAD
ISBN 978-1-947604-21-6
248 pages



Every Teacher Is a Literacy Teacher series

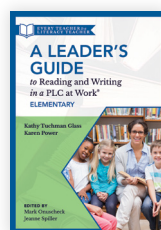
Edited by Mark Onuscheck and Jeanne Spiller

Written by acclaimed experts and practitioners, the Every Teacher Is a Literacy Teacher series details how to promote literacy growth across disciplines and grade bands. Learn how to build a common language, work in collaborative teams, implement literacy-infused instruction, and more.

A Leader's Guide to Reading and Writing in a PLC at Work®, Elementary

By Kathy Tuchman Glass and Karen Power

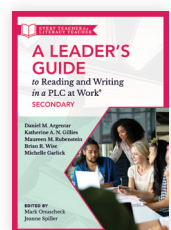
23BCTG-S5A-BKF903 **\$43.95** USD | **\$57.50** CAD
ISBN 978-1-947604-95-7
Grades K–5; 296 pages



A Leader's Guide to Reading and Writing in a PLC at Work®, Secondary

By Daniel M. Argentar, Katherine A. N. Gillies, Maureen M. Rubenstein, Brian R. Wise, and Michelle Garlick

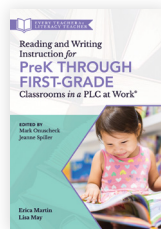
23BCTG-S5A-BKF910 **\$35.95** USD | **\$47.00** CAD
ISBN 978-1-949539-07-3
Grades 6–12; 160 pages



Reading and Writing Instruction for PreK Through First-Grade Classrooms in a PLC at Work®

By Erica Martin and Lisa May

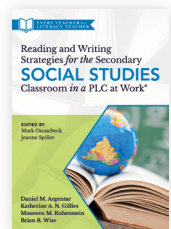
23BCTG-S5A-BKF901 **\$43.95** USD | **\$57.50** CAD
ISBN 978-1-947604-91-9
Grades preK–1; 320 pages



Reading and Writing Strategies for the Secondary Social Studies Classroom in a PLC at Work®

By Daniel M. Argentar, Katherine A. N. Gillies, Maureen M. Rubenstein, and Brian R. Wise

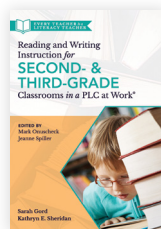
23BCTG-S5A-BKF908 **\$40.95** USD | **\$53.50** CAD
ISBN 978-1-949539-03-5
Grades 6–12; 232 pages



Reading and Writing Instruction for Second- and Third-Grade Classrooms in a PLC at Work®

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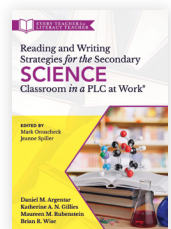
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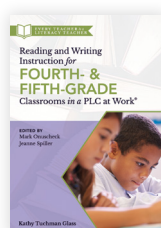
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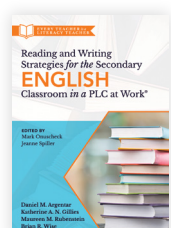
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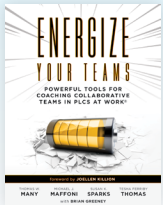
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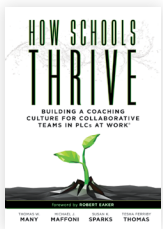
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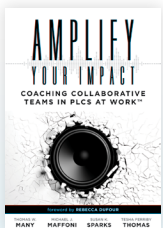
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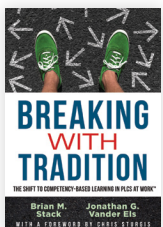
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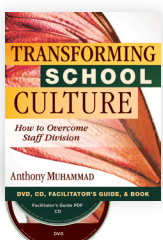
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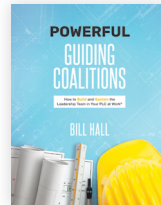
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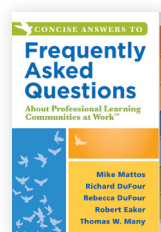
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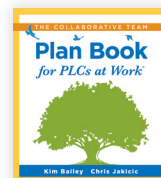


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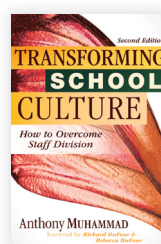


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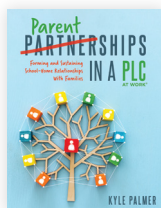
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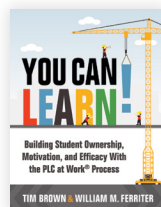
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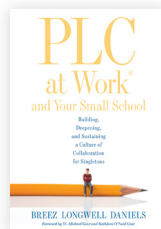
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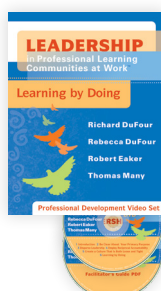
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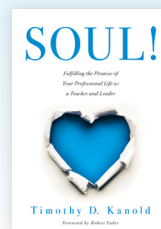
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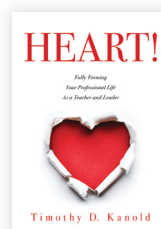
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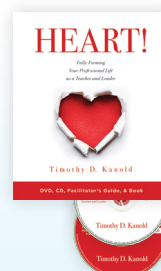
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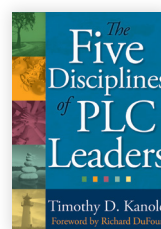
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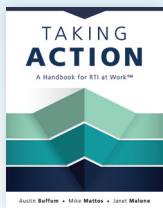
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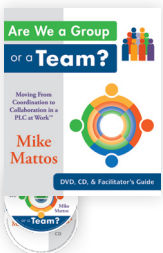


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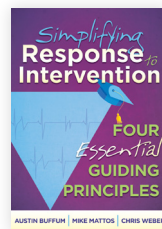
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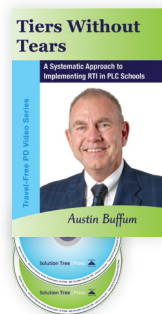
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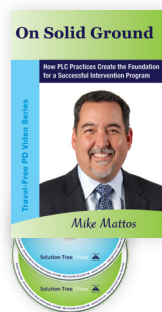
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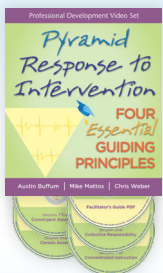
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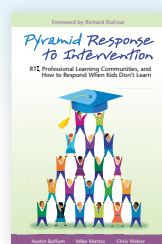
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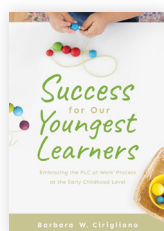
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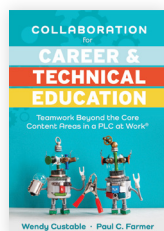
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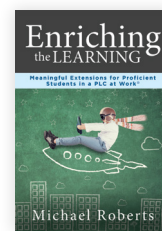
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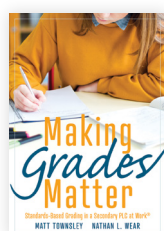
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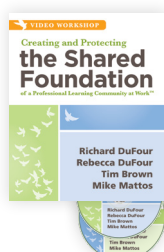


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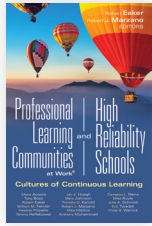
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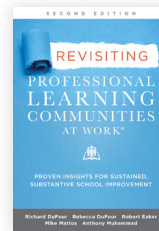
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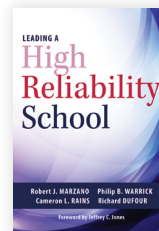
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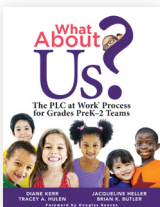
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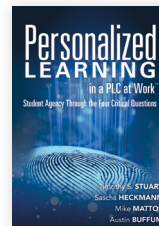


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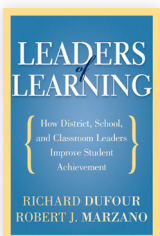
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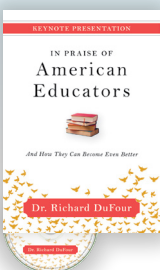
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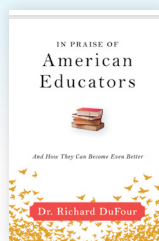
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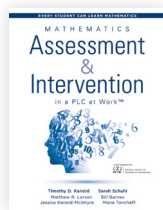
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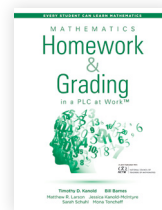


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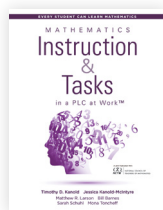


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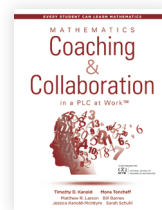


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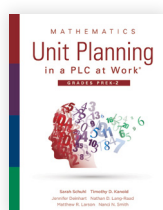


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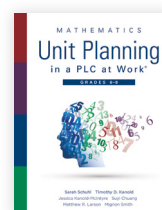


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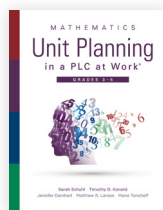


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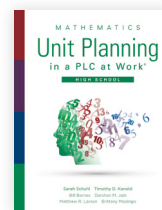


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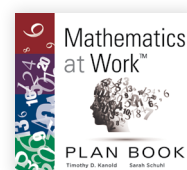
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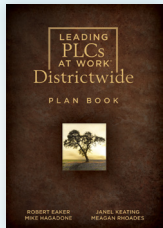
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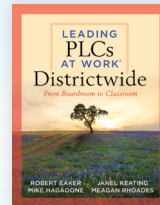


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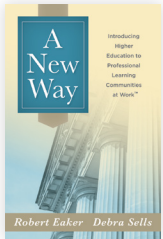
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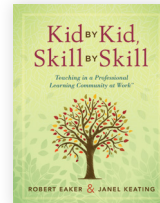
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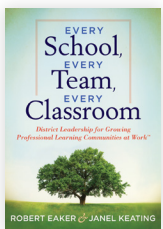
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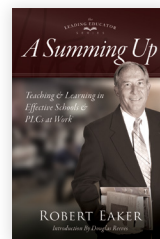
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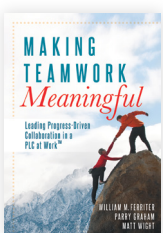
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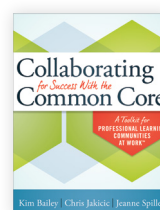
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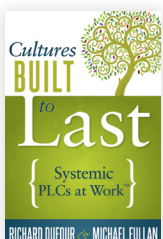
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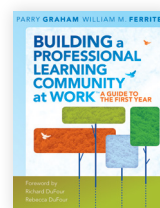
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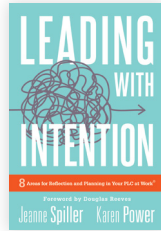
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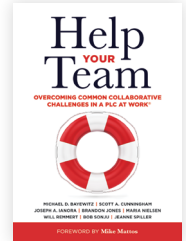
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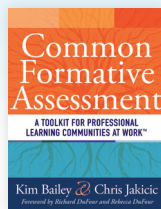
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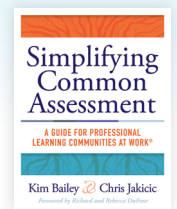
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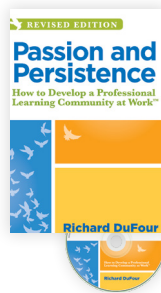
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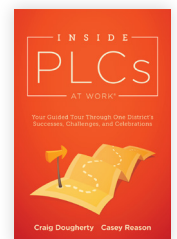
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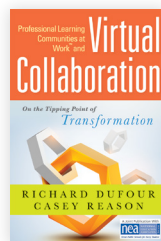
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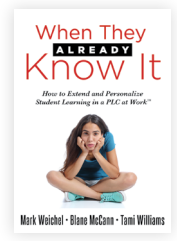
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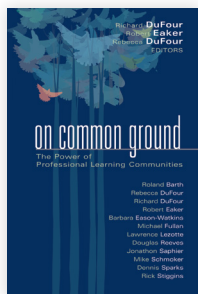
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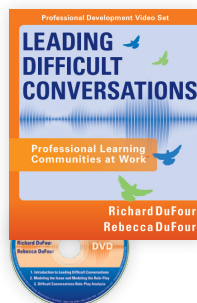
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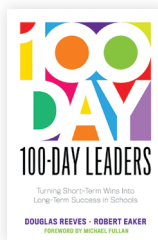


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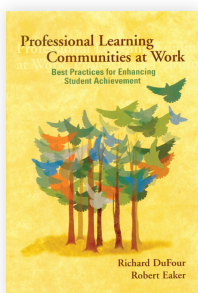
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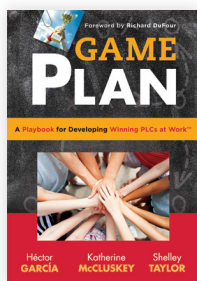
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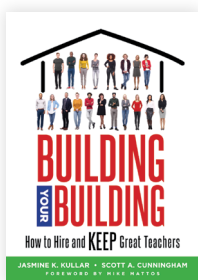
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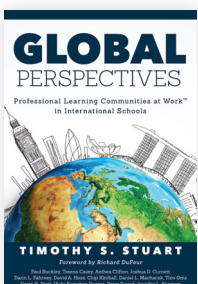
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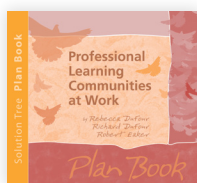
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Foreword by Richard DuFour

Contributors: Paul Buckley, Trenea Casey, Anthea Clifton, Joshua Curnett, Darin L. Fahrney, David A. Hoss, Chip Kimball, Daniel L. Machacek, Tico Oms, Devin R. Pratt, Vicki Rameker-Rogers, Peter Round, Jennifer L. Sparrow, and Timothy S. Stuart

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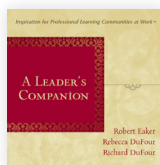
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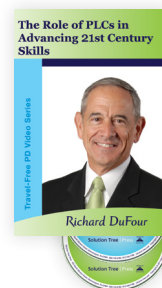
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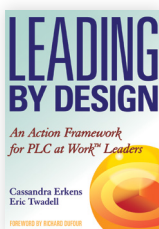
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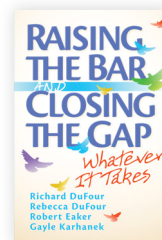
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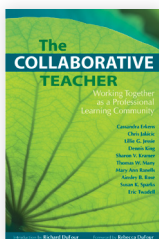
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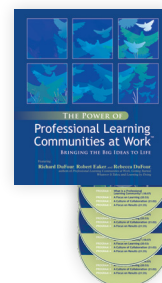
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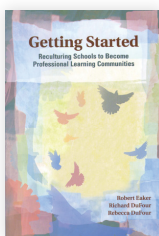
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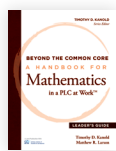
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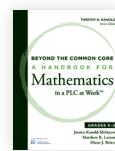
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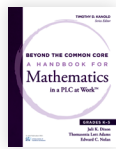
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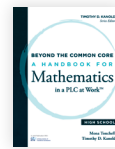
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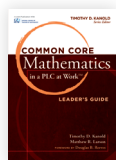
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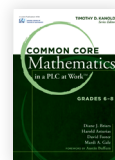


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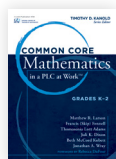


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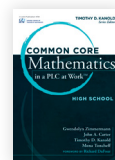


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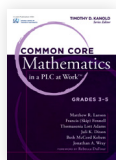


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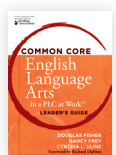
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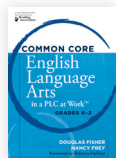


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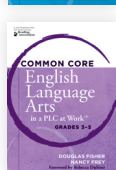


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The PLC at Work® process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement.

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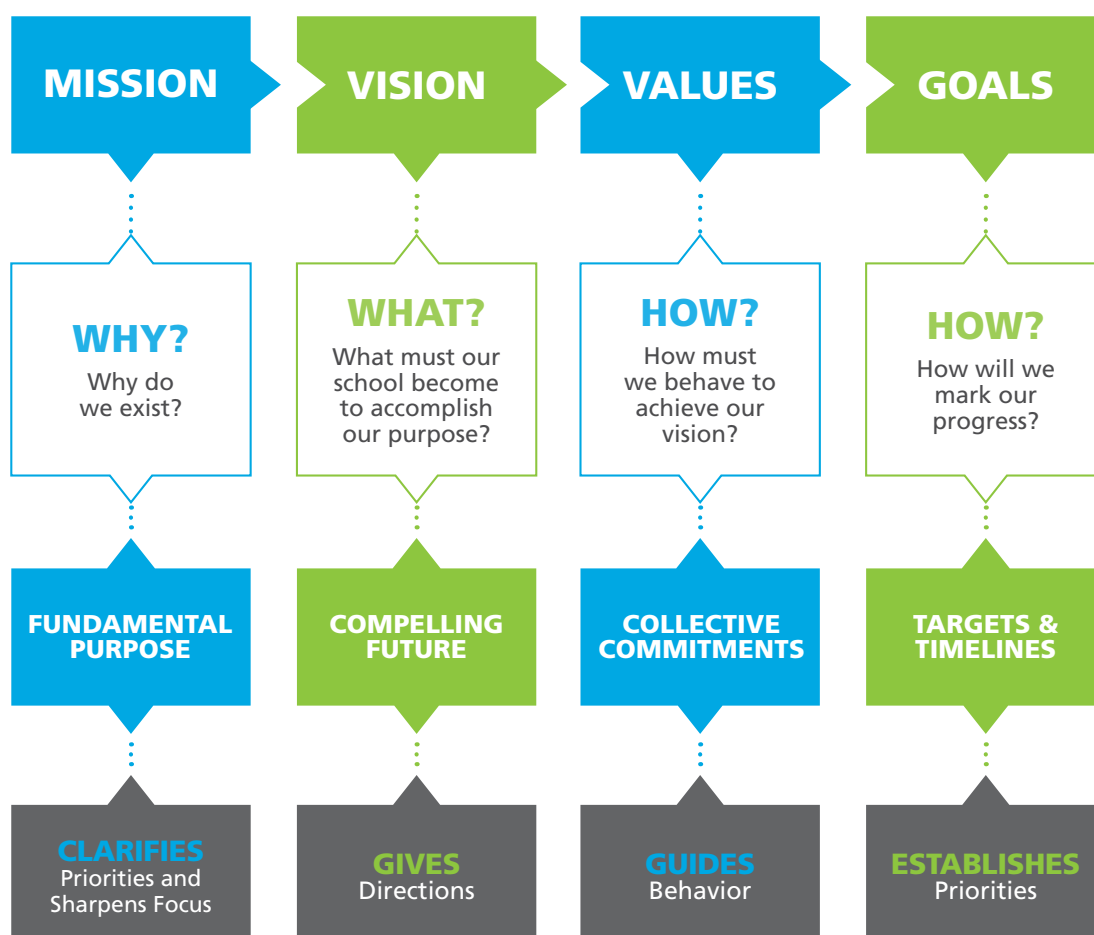
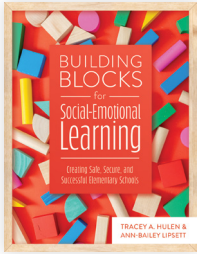


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Building Blocks for Social-Emotional Learning

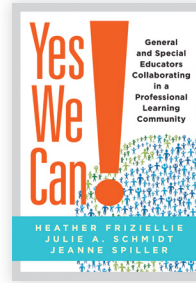
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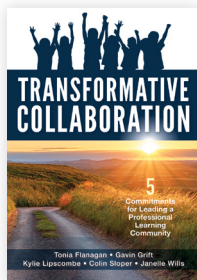
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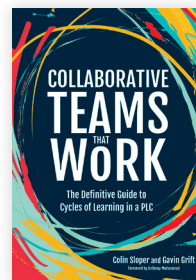
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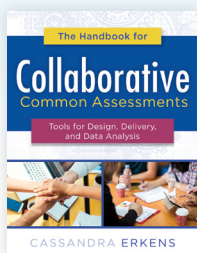
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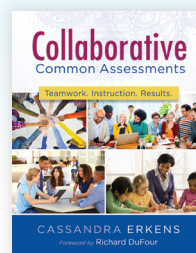
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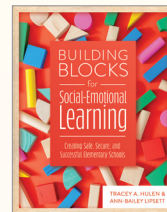
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AUTHOR SPOTLIGHT

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FEATURED
RESOURCE

Q: What inspired you to write *Building Blocks for Social-Emotional Learning*?

We were both a part of Mason Crest, a Model PLC at Work® and DuFour Award-winning school. Watching the growth of all students, both in general education and in special education, in a PLC environment was amazing and made us believers in the PLC process. But we realized something was missing. There were still kids whose needs were not being met. Teachers didn't quite know how to apply all we were doing as a PLC to the important work of social-emotional learning (SEL).

Even in schools that say they're implementing SEL practices, oftentimes every teacher is doing something different. In addition to that, all the work is very skills based; it's lumped into life skills, or 21st century

skills. But the research says SEL is not isolated or a box program. It's an integrated learning environment. SEL also has to go beyond the classroom teacher and students and meet all the community members of the school, from the bus drivers to those who work in the cafeteria. **Just like what works for PLCs, we need a common understanding and language and a unified approach to SEL.** We wanted to write a book that would help all school community members get on the same page and work together to implement solid SEL practices to support the wellness of all students and staff. Really, this is crucial to have in place before you can see success in academics.

Q: Is this book written through the lens of PLC?

Yes. What often happens is when schools are looking at their mission and vision, they're framed around academics without addressing the SEL piece. The whole idea of coming to the table and planning lessons and best strategies doesn't often happen in terms

of a nurturing learning environment. This book talks about key elements of the physical environment and cultural aspects too. It encourages teachers to have rich conversations and work in teams to create supportive learning environments throughout the building.

Q: How is the book organized?

At the beginning of the book we give the background of SEL and what it is. Then we discuss what SEL looks like at the school level and tie it to the PLC process. The later

chapters are for teams to utilize in terms of specific work in planning SEL.

Q: What makes this book unique?

There's a developmental component to SEL that really isn't addressed in current programs out there. So much of this research on child development from the mental health field would be so beneficial for teachers to know. There's a huge gap between what we know works as far as a developmental approach to SEL and

what is happening in schools. This book shares how developmental progress impacts SEL and what needs to be in place first to nurture growth. It also explores how we read safety cues and the importance of relationship-building.



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By Susan K. Sparks and Thomas W. Many
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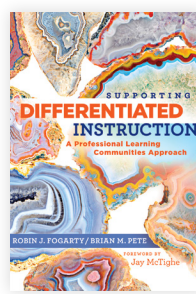


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By Marc Johnson

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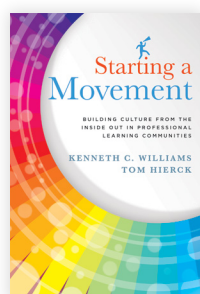
A Professional Learning Communities Approach

By Robin J. Fogarty and Brian M. Pete

Foreword by Jay McTighe

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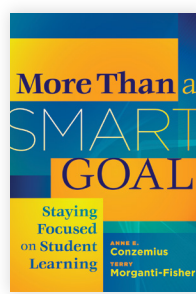
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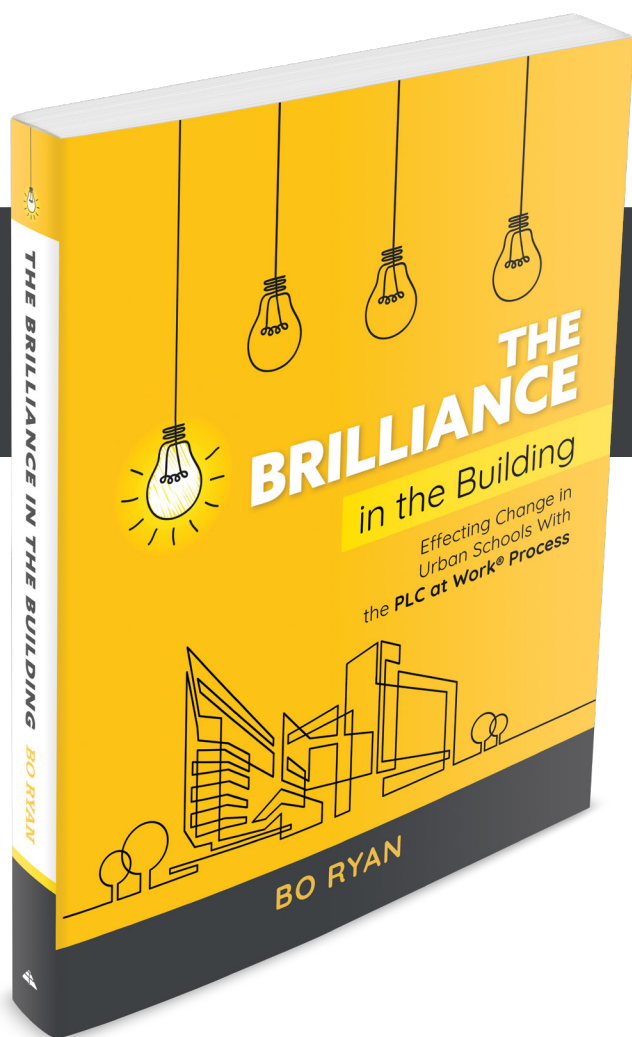
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