



Solution Tree

Solutions

Your guide for professional learning for preK–12 educators

FALL/WINTER 2023



All Solution Tree products and services meet the definition of eligible expenses under ESSER and the American Rescue Plan.

Learn more on the next page.

Books & Videos • On-Site & Virtual Events • On-Site & Virtual PD • Global PD Teams

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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**

See page 208 for more information.



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

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@SolutionTree



Be Part of the Solution to Our Public Education Crisis

What Arkansas' Education Revolution Can Teach Us

It's no secret that schools and students across the U.S. are struggling now more than ever. Systemic opportunity gaps made worse by the pandemic have some states questioning whether effective school improvement is possible. Educational expert Robert Eaker and former Arkansas Secretary of Education Johnny Key say it is, and the time to get started is now.

Nearly 100 Arkansas public schools partnered with Solution Tree as part of a statewide Professional Learning Communities at Work® project. Records show that participating schools experienced:

- › **31% less COVID-related learning loss**
- › **drastically improved student outcomes**
- › **reduced teacher turnover**
- › **resolved behavioral issues**

Seize this opportunity to bring PLC at Work into your school or district and realize your own high levels of success. We can help with Forward FundED™, a subscription-based professional development program that offers resources, on-site support, and innovative learning opportunities focused on improved student results. Read the full *New York Times* article on Arkansas' education revolution and learn how Forward FundED can help you start your journey.



READY TO START YOUR STATE'S EDUCATION REVOLUTION?
Visit SolutionTree.com/Eaker-Key



Join the next national PLC at Work® Cohort

PLC Solutions Go Nationwide

Engage in a powerful **national professional learning project** designed specifically for district leadership teams and their unique challenges. Partner with Solution Tree to put systems and processes in place to **ensure equity and high levels of learning for all students** by:

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When you sign up for this **highly customized** three-year cohort, your district will join a pre-scheduled agenda of training from some of Solution Tree's top experts. You'll share knowledge and network with educators throughout the United States to build proven, sustainable processes for student success.



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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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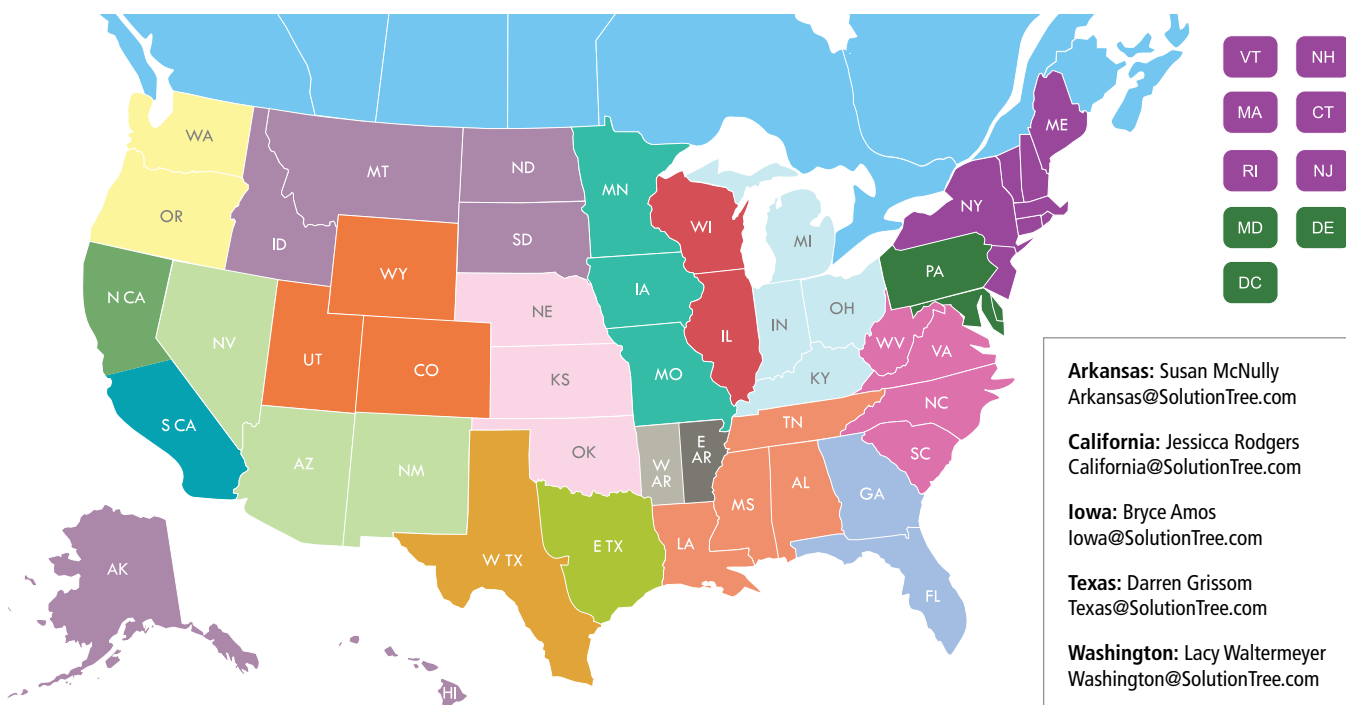


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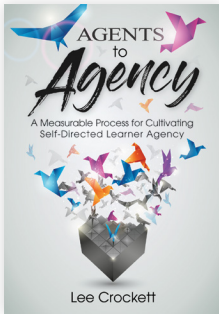


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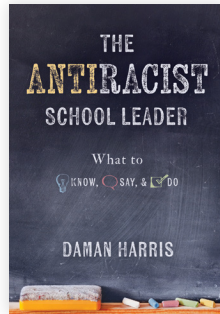
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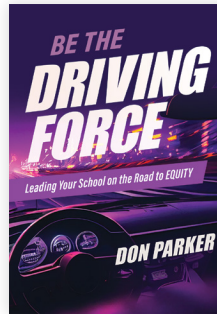
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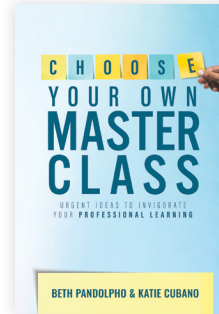
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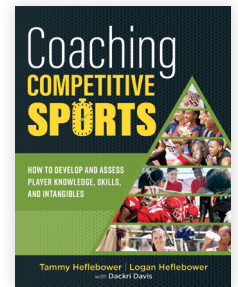
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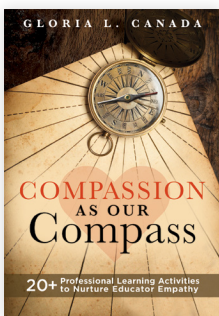
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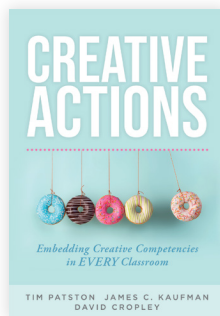
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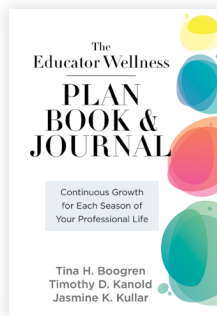
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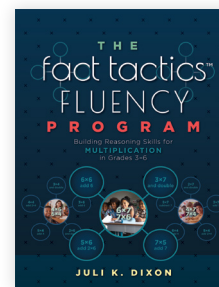
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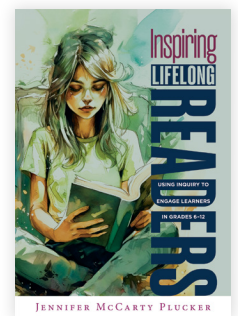
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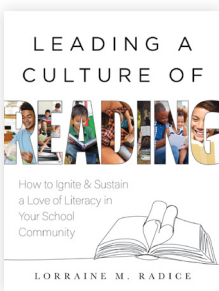
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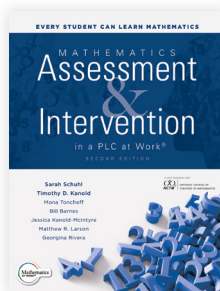
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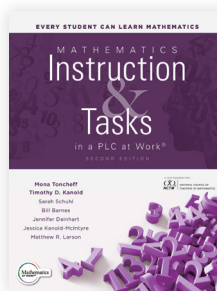
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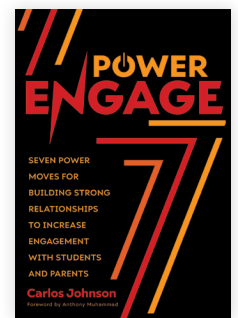
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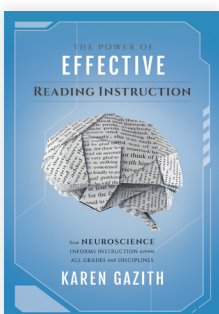
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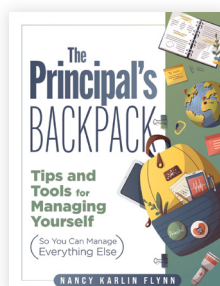
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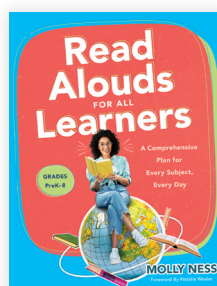
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Acceleration for All **NEW** #1 NEW RELEASE ON AMAZON

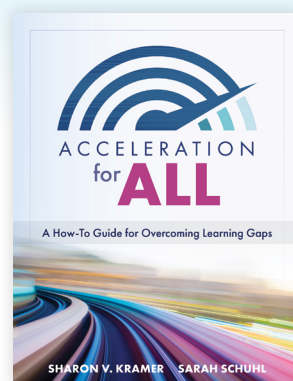
A How-To Guide for Overcoming Learning Gaps

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.

23GCTG-S8A-BKG049 **\$40.95 USD | \$53.50 CAD**
ISBN 978-1-954631-01-4
200 pages



School Improvement for All

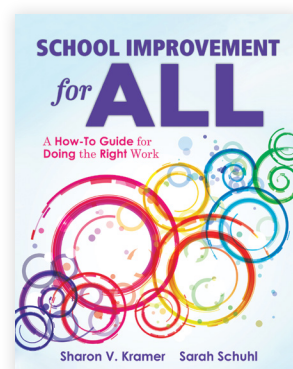
A How-To Guide for Doing the Right Work

By Sharon V. Kramer and Sarah Schuhl

Sustained school improvement only happens when teachers and administrators collectively ensure all students succeed within a professional learning community. With this practical guide, K–12 educators will discover how to target their school's specific needs with an immediate course of action to improve student achievement. Each chapter includes space for teams to determine action steps and questions to bring greater focus to improvement efforts.

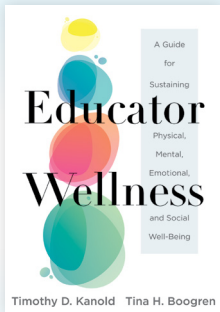
- Learn how to drive increased academic achievement for all students.
- Consider anecdotes from the authors' experiences working with schools that illustrate best practices in action.
- Contemplate your school's reality, and determine what actions you can take to improve student achievement.

23GCTG-S8A-BKF770 **\$40.95 USD | \$53.50 CAD**
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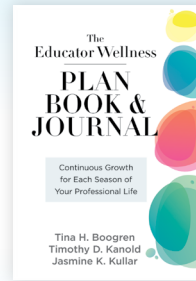


Mini-course available
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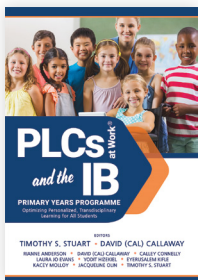
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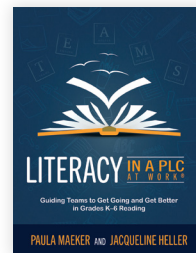
Educator Wellness **BESTSELLER**
A Guide for Sustaining Physical, Mental, Emotional, and Social Well-Being
By Timothy D. Kanold and Tina H. Boogren
Embrace the habits and routines that will have the greatest impact on your well-being with the support of this reflective journal and guidebook.
23GCTG-S8A-BKG053 **\$35.95** USD | **\$47.00** CAD
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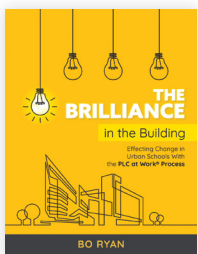
The Educator Wellness Plan Book and Journal **NEW**
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This companion guide to the popular book *Educator Wellness* offers inspirational, practical guidance for teachers committed to wellness practices as they plan throughout the school year.
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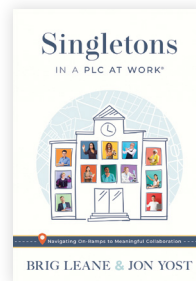
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Edited by Timothy S. Stuart and David (Cal) Callaway
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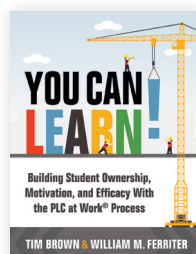
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By Bo Ryan
Written with urban educators in mind, this essential guide shares action steps and ready-to-use tools for supporting successful Professional Learning Communities at Work®.
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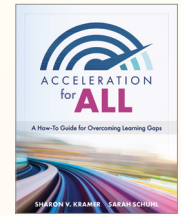
The Big Book of Tools for Collaborative Teams in a PLC at Work®
By William M. Ferriter
Organized around the four critical questions of PLC at Work, this resource provides collaborative teams with tools to become agents of positive change.
23GCTG-S8A-BKF898 **\$43.95** USD | **\$57.50** CAD
ISBN 978-1-947604-85-8
256 pages



You Can Learn!
Building Student Ownership, Motivation, and Efficacy With the PLC at Work® Process
By Tim Brown and William M. Ferriter
With *You Can Learn!*, you will discover intentional and purposeful steps your PLC team can take to increase the self-efficacy of every learner.
23GCTG-S8A-BKG020 **\$35.95** USD | **\$47.00** CAD
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AUTHOR SPOTLIGHT

Featuring Sharon V. Kramer
and Sarah Schuhl



**FEATURED
RESOURCE**

Q: Why was it important to write *Acceleration for All*?

We have spent years working with educators to develop strategies and plans to ensure students learn at high levels. Unfortunately, the COVID-19 pandemic exacerbated the amount of unfinished learning students experienced and created an even greater sense of urgency to accelerate student learning to grade level and

above. In *Acceleration for All* we share research-affirmed and practical strategies educators can immediately use to overcome any learning gaps students may have. The time is now. Until learning gaps in achievement are addressed, learning for all students remains out of reach.

Q: How does a culture of remediation hinder student achievement?

Remediation (going backward to go forward) is often used to address learning when achievement gaps exist. Although remediation results in some learning, often reteaching prior knowledge standards does not grow students' learning to grade-level knowledge and skill proficiency fast enough to catch up with their peers.

Remediation creates a culture of opportunity inequities because some students never experience grade-level expectations. Focusing on student deficits promotes a system of winners and losers rather than a system in which all students are taught, and expected to learn, at high levels.

Q: How does overcoming learning gaps address educational equity?

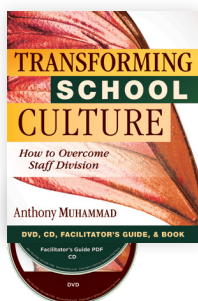
Students must learn grade-level standards (or above) every year to have options and opportunities after high school. Unfortunately, inequities in learning continue to plague the education system, especially when students are given initial instruction in leveled groups or learning expectations are lowered. Acceleration levels up learning

to grade level or higher. Every student engages in grade-level learning every day, creating equity in learning opportunities and expectations. Acceleration is equity in action. ALL students are expected to learn the course or grade-level priority standards with appropriate support and scaffolds.

Q: What are two key takeaways from this book?

We recognize achievement gaps are complex and multifaceted because students are unique in their learning needs. Leveling up learning to grade level or above (1) requires educators to shift deeply ingrained systems and practices and (2) is doable with strategic actions. *Acceleration for All* provides the *why* for each

shift in practice needed and shares concrete, ready to implement *strategies*, for administrators, instructional coaches, teachers, and collaborative teams. There is no time for complacency. This is our moment to ensure learning for ALL when ALL really means ALL.



Transforming School Culture **BESTSELLER**

How to Overcome Staff Division

By Anthony Muhammad

Rely on this powerful book and video set from Dr. Anthony Muhammad to help you build a positive, productive culture.

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70-minute DVD; 40-page Facilitator's Guide
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23GCTG-S8A-BKF683 **\$35.95** USD | **\$47.00** CAD
ISBN 978-1-942496-15-1
152 pages

 Mini-course available
See page 36

In 2017, the Arkansas Division of Elementary and Secondary Education (DESE) launched the Professional Learning Communities at Work® Project to transform education across the state. Follow three schools' journeys along this proven path to educational equity and excellence.



WATCH THE FULL-LENGTH DOCUMENTARY

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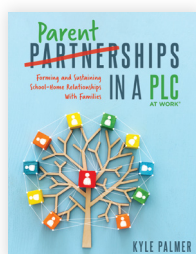
Parentships in a PLC at Work®

Forming and Sustaining School-Home Relationships With Families

By Kyle Palmer

Include parents and guardians in your collaborative culture for student learning. This essential guide is packed with research-backed strategies you can use immediately.

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The Language of Possibility **NEW**

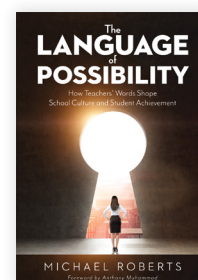
How Teachers' Words Shape School Culture and Student Achievement

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.

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Every Teacher Is a Literacy Teacher series

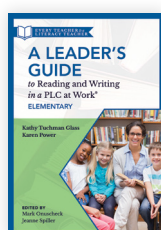
Edited by Mark Onuscheck and Jeanne Spiller

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

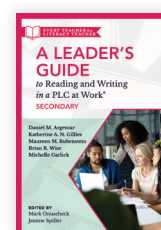
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ISBN 978-1-947604-95-7
Grades K-5; 296 pages



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

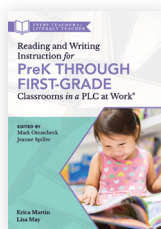
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ISBN 978-1-949539-07-3
Grades 6-12; 160 pages



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By Erica Martin and Lisa May

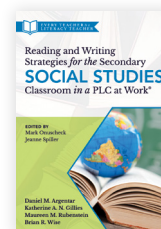
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ISBN 978-1-947604-91-9
Grades preK-1; 320 pages



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

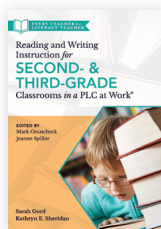
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ISBN 978-1-949539-03-5
Grades 6-12; 232 pages



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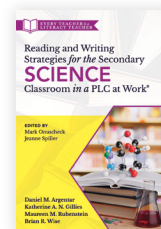
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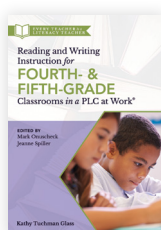
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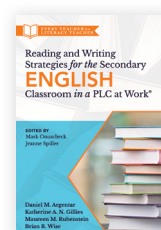
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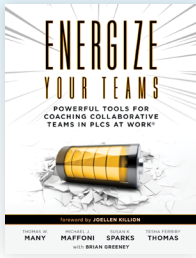
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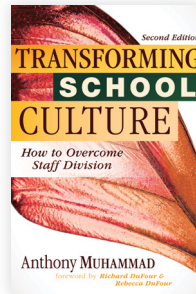
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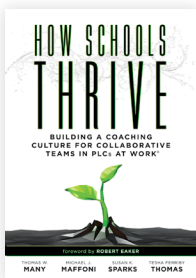
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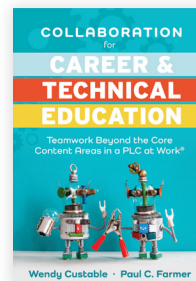
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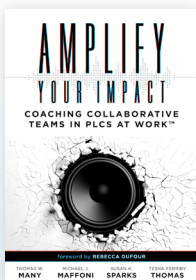
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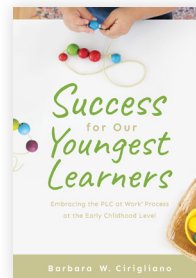


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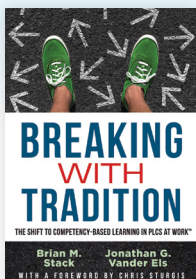


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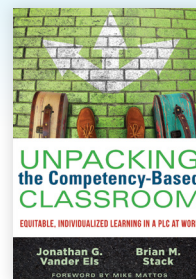
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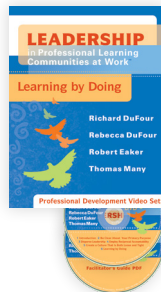
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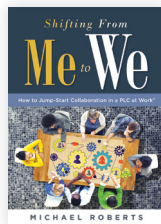
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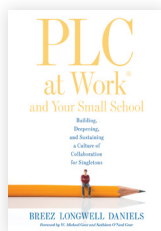
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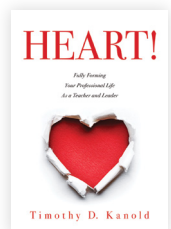
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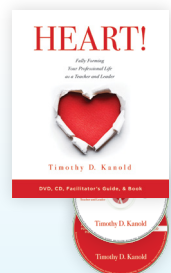
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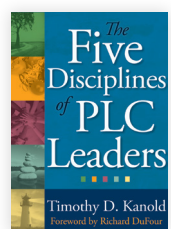
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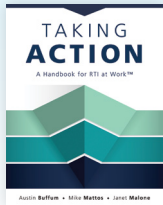
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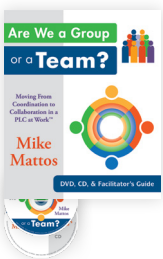


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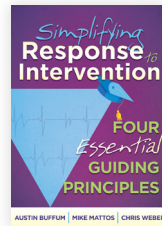
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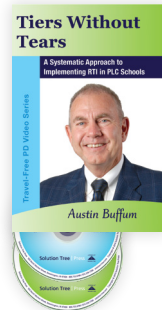
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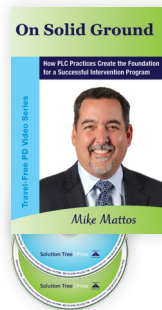
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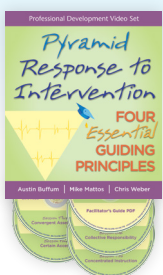
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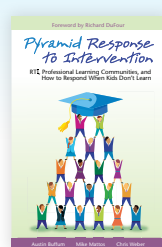
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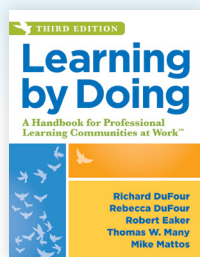
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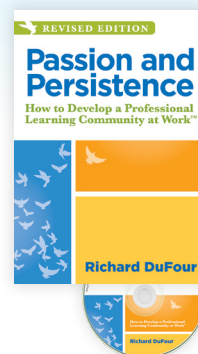
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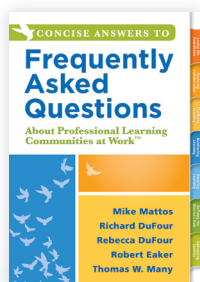
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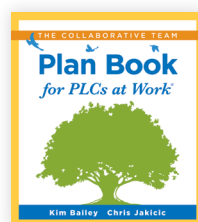
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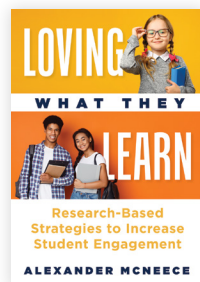
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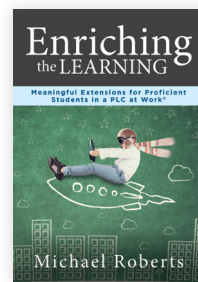
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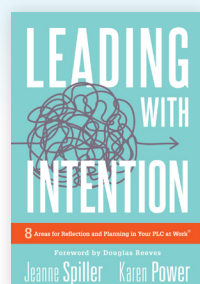
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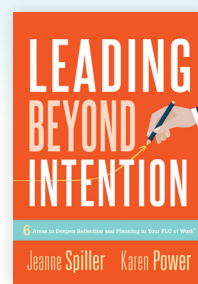
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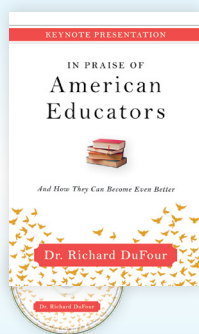
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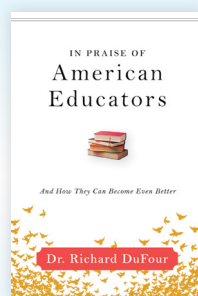
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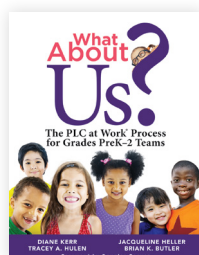


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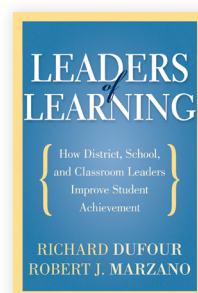
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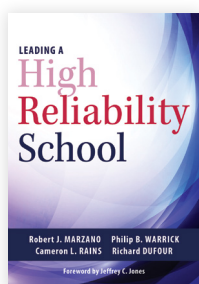
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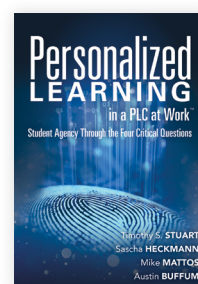
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Foreword by Jeffrey C. Jones

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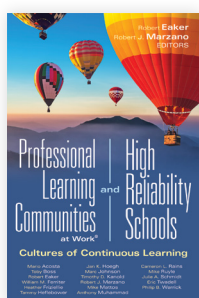
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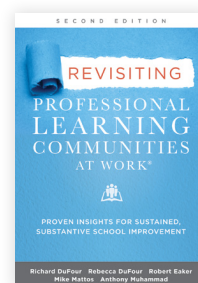
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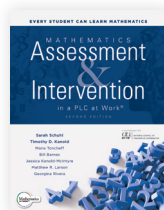
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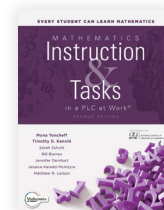


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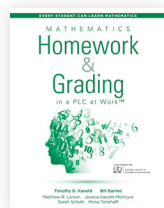


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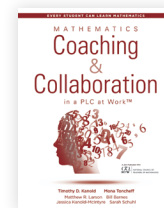


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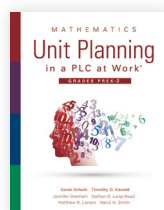


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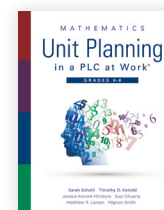


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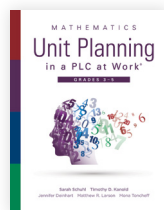


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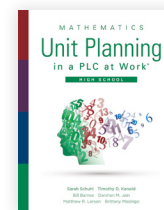


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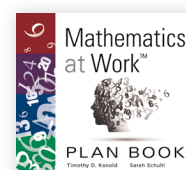
Joint publications with the National Council of Teachers of Mathematics

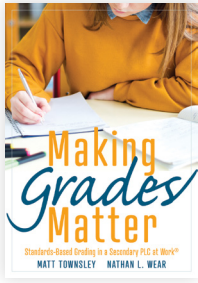
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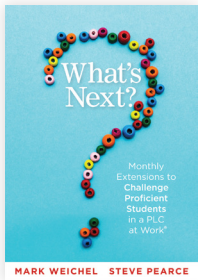
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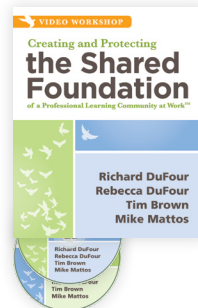
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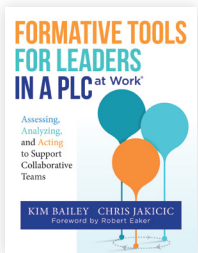


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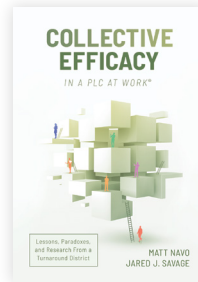
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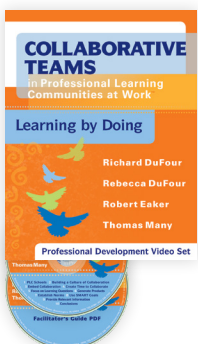
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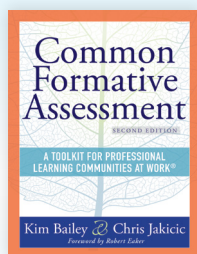
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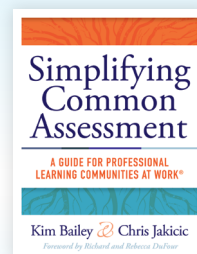
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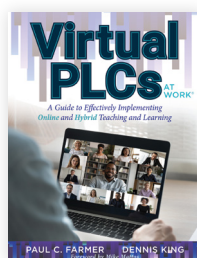
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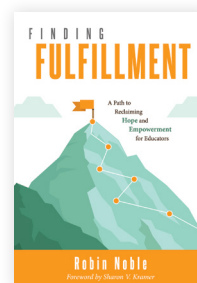
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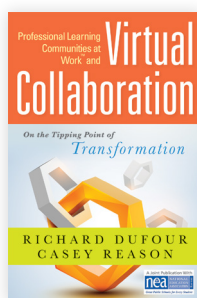
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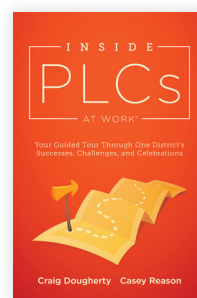
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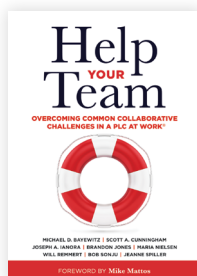
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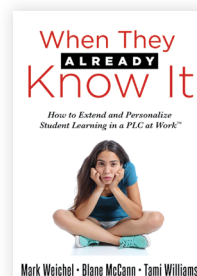
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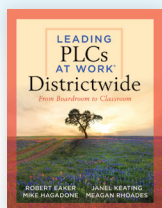
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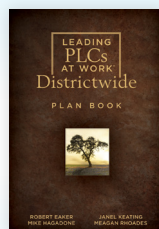
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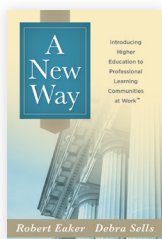


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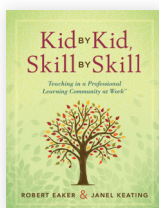
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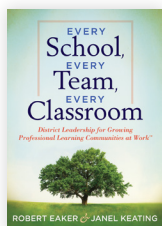
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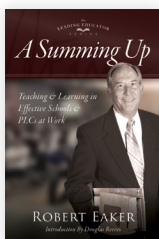
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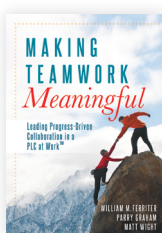
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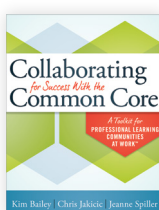
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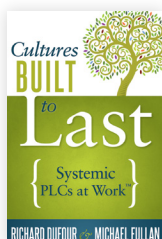
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On Common Ground BESTSELLER

The Power of Professional Learning Communities

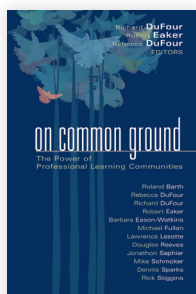
Edited by Richard DuFour, Robert Eaker, and Rebecca DuFour

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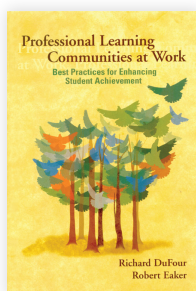
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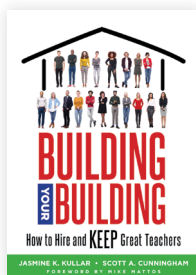
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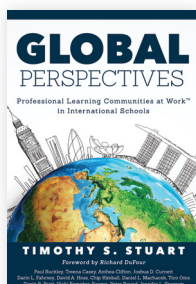
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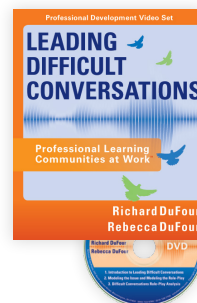
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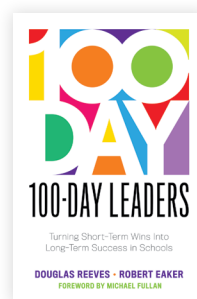
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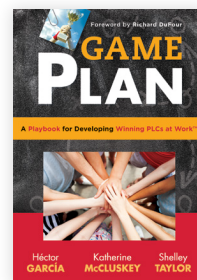
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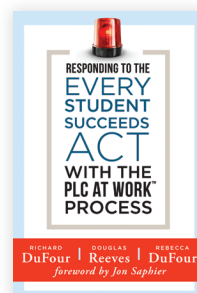
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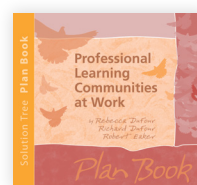
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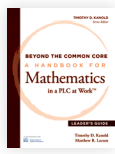


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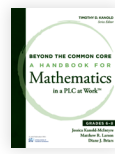
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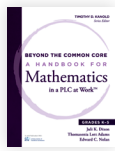
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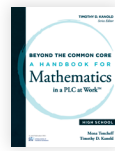
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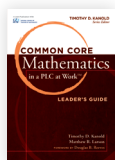
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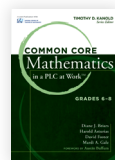
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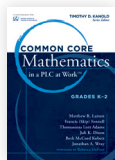
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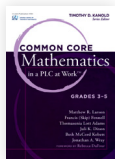
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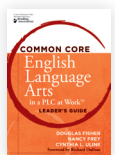


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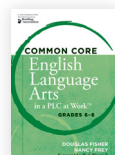
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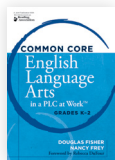
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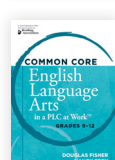
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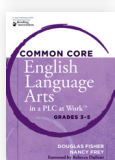
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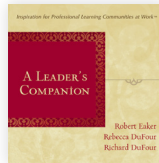
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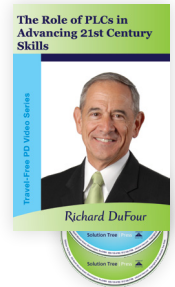


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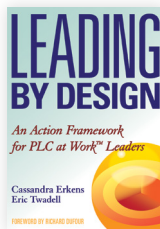
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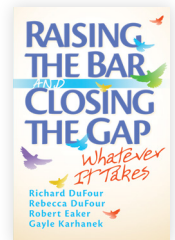
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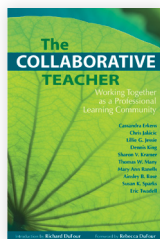
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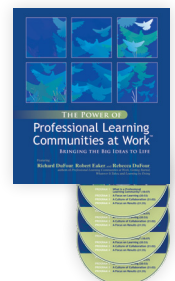
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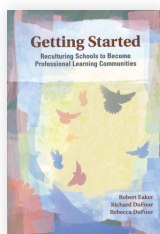
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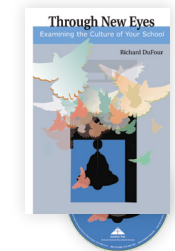
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All training is delivered by a PLC at Work author or certified associate.

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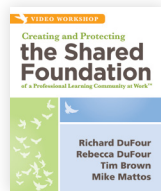
Building Your Skills

1-DAY COMMITMENT

PLC at Work® Overview

Gain an understanding of the PLC at Work process, including the three big ideas of a PLC—focus on student learning, focus on collaboration, and focus on results—and learn how to customize it to meet your needs. You and your team will:

- Understand the benefits of PLCs and how to implement them in a school or district
- Develop and maintain a healthy collaborative culture
- Answer and utilize the four critical questions every PLC must address
- Receive the PLC Toolkit



Recommended Resource

Page 20

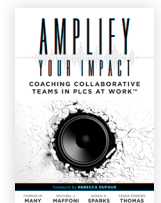
Deepening Your Skills

2-4-DAY COMMITMENT

Coaching Collaborative Teams: Amplify Your Impact in a PLC at Work®

Increase participants' capacity to successfully coach and support collaborative teams as they implement PLC at Work best practices.

- Examine why coaching collaborative teams is so important to successfully implementing the PLC process.
- Engage in hands-on activities to apply the process of coaching teams through a framework of clarity, feedback, and support.



Recommended Resource

Page 14

Sustaining Your Skills

MULTI-DAY COMMITMENT

PLC
AT WORK®

COACHING
ACADEMY

PLC at Work® Coaching Academy

This comprehensive series of professional learning engagements is designed to prepare school, district, and teacher leaders to build a PLC that provides life-changing learning to students.

Research shows that school transformation efforts are most successful and sustainable when there is strong, consistent leadership championing the work.

*One PLC Toolkit for the designated school or team. Ask your professional learning representative for details. Some limitations apply.

Page 15



Virtual Coaching for Principals and District Administrators

Get focused and productive support for whatever challenges you face. This high-touch professional learning service is available exclusively for principals and district administrators looking to address critical issues. By meeting with coaches for 10 online sessions throughout the school year, participants gain access to ongoing counsel from experienced coaches. Our coaches are carefully selected based on their expertise and proven success in leading a PLC. We help leaders work through our framework to capitalize on the skills of their staff and identify the right next steps for their school or district.

REQUEST ON-SITE OR VIRTUAL PLC AT WORK SERVICES at SolutionTree.com/PLCPD or 888.409.1682



Why Priority Schools in a PLC at Work®?

As an educator, you are an integral part of students' lives. Your time with each child will impact their future, no matter what school or district you serve. Schools labeled as low-performing or high-priority struggle with many challenges, and we can help your staff work together to overcome the obstacles that stand in the way of student success. Transform your existing culture of failure into a culture that believes learning is required.

Get better faster

Our experts will work with you to assess the current reality of your school or district and determine what actions you can take to improve student achievement. In addition, we can help you prepare a school improvement plan for the structural changes needed to create a learning-focused culture.



Activate PEOPLE

Engage students, teachers, and teacher teams in a learning-focused culture



Align PROCESSES

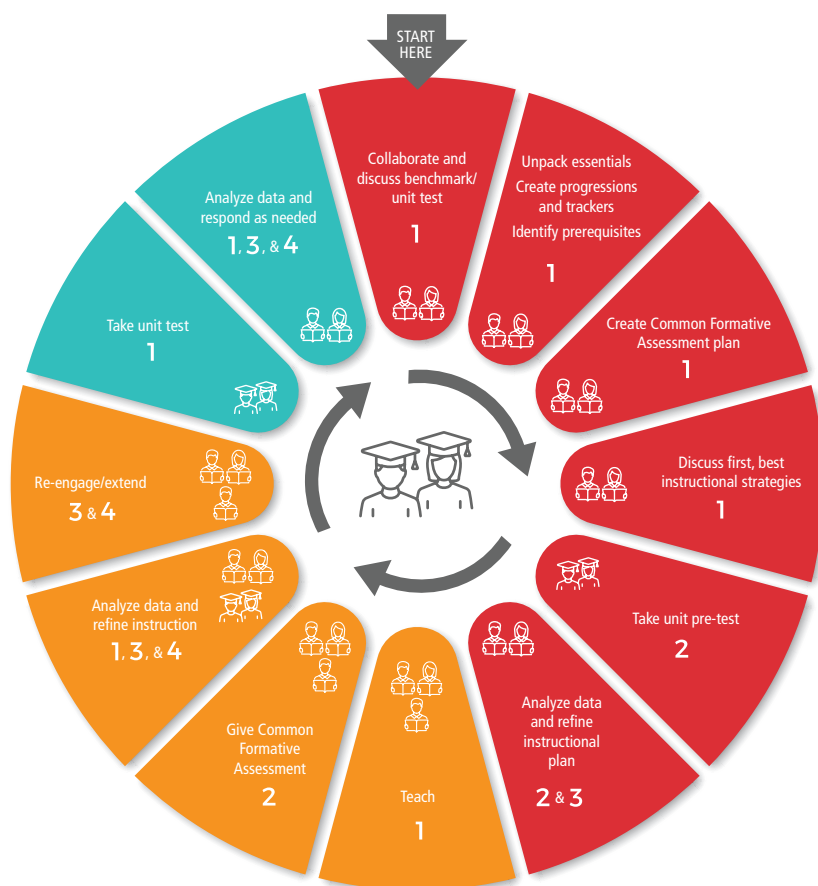
Connect all actions in this cycle to one or more of the four critical questions of PLC at Work®



Create ROUTINES

Work within a consistent routine of preparation, instruction, and analysis

Work quickly to diagnose challenges with our 10-day student-learning cycle



3 Phases of Instruction



Pre-Instruction



Instruction



Post-Instruction

PLC Critical Questions Addressed

- 1 What do we expect students to learn?
- 2 How will we know students are learning?
- 3 How will we respond when students don't learn?
- 4 How will we respond if students already know it?

Activity Performed by



Teacher Teams



Teachers



Students

Charting the Course for Collaborative Teams

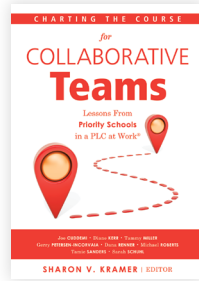
Lessons From Priority Schools in a PLC at Work®

Edited by Sharon V. Kramer

With Joe Cuddemi, Diane Kerr, Tammy Miller, Gerry Petersen-Incorvaia, Dana Renner, Michael Roberts, Tamie Sanders, and Sarah Schuhl

Develop the know-how to work collaboratively within the PLC at Work process to overcome barriers and challenges in your priority school.

23GCTG-S8A-BKF978 **\$40.95** USD | **\$53.50** CAD
ISBN 978-1-951075-57-6
232 pages



Charting the Course for Leaders

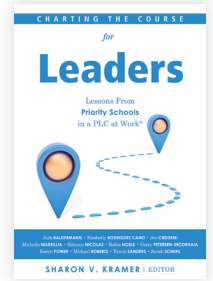
Lessons From Priority Schools in a PLC at Work®

Edited by Sharon V. Kramer

With Jack Baldemann, Kimberly Rodriguez Cano, Joe Cuddemi, Michelle Marrillia, Rebecca Nicolas, Robin Noble, Gerry Petersen-Incorvaia, Karen Power, Michael Roberts, Tamie Sanders, and Sarah Schuhl

This all-encompassing resource offers clear steps priority school leaders can take to turn their school around.

23GCTG-S8A-BKF979 **\$40.95** USD | **\$53.50** CAD
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248 pages



How to Leverage PLCs for School Improvement

By Sharon V. Kramer

Discover how to build a professional learning community that fosters collaboration and collective responsibility to create lasting change and improve student learning schoolwide.

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72 pages



► See page 40 for more books in this series.

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Led by Sharon V. Kramer, our **Priority Schools in a PLC at Work®** experts have proven success with the unique challenges of schools labeled as low-performing.

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Casey R. Ahner



Aspasia Angelou



Jane Ardell



Anisa Baker-Busby



Amy Clark



Michael McWilliams



Karen Power



Tamie Sanders



Sarah Schuhl

Additional experts

Kendra Bell
Joe Cuddemi
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Matt Devan
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Elizabeth Ferguson

Tesha Ferriby Thomas
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Cristi Parsons

Dana Renner
Vanessa Reyes
Michael Roberts
Kimberly Rodriguez Cano
Bo Ryan

Clara Sale-Davis
Regina Stephens Owens
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Priority Schools in a PLC at Work® Services

YOUR PRIMARY GOAL		BUILDING Your Skills	DEEPENING Your Skills	SUSTAINING Your Skills
1-DAY	One day with an expert in your school or district. Your team will gain understanding, inspiration, and strategies to start a professional learning program.			
	Keynote	○		
2-4-DAY	More intensive 2- to 4-day sessions with an expert to guide your entire staff or a smaller team to deepen understanding and further progress.			
	School Improvement for All Workshop		○	
MULTI-DAY COMMITMENT	Work with one or several experts across multiple days to embed key processes, practices, and procedures designed to significantly improve staff performance and student achievement.			
	Needs Assessment			○
	Project Planning			○
	Embedded Coaching			○
	Content-Specific Training			○
	Step Up and Transition Days			○
	Unit Planning			○
	Support Systems for Priority Schools			○

All training is delivered by a Priority Schools in a PLC at Work® author or certified associate.

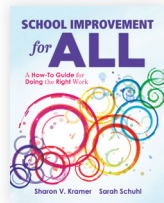
Featured Services

Building Your Skills

1-DAY COMMITMENT

Keynote

An expert author or Priority Schools in a PLC at Work® certified associate will present key ideas for transforming culture and structures that support a learning-focused culture.



Recommended
Resource
Page 9

Deepening Your Skills

2-4-DAY COMMITMENT

School Improvement for All Workshop

Develop a clear path to continuous improvement as teachers and administrators discover how to work together as teams of leaders. Create systematic processes and implement best practices that ensure the learning of every student.

- Learn how to drive increased academic achievement for all students.
- Develop ways to plan for structural changes that improve school cultures.
- Gain steps for creating common assessments that enhance learning and align with state and national standards.
- Determine how collaborative teams can plan for a guaranteed and viable curriculum.
- Explore ways to gather and analyze data to examine instructional practices and inform next steps for learning.
- Create action steps for immediate implementation.

Sustaining Your Skills

MULTI-DAY COMMITMENT

Needs Assessment

Implement systemic change in your school by charting a course focused on increasing student learning. This service examines current practices to significantly improve student achievement.

- Develop an action plan to guide the work of school improvement based on the specific needs of your staff.
- Overcome a lack of progress with content-specific professional development.
- Maximize student performance and increase scores on statewide assessments.

Project Planning

Solidify goals, benchmarks, and timelines for the project with this project planning day.

- Understand the general needs of the school.
- Review data from the Needs Assessment.
- Create a 30/60/90 day plan.
- Plan for successful implementation.

Embedded Coaching

Execute PLC strategies and confront challenges head-on with expert coaching. Our trusted Priority Schools coaches will support you and your staff through every phase of implementation and monitor progress along the way to ensure you hit key benchmarks as you work to achieve sustainable success.

- Effectively lead school turnaround efforts with a framework that supports continuous improvement.
- Align your curriculum, instruction, and assessment practices with high-leverage strategies to increase student achievement.
- Gain strategies for developing a data-gathering plan, including indicators for both student performance and changes in teacher practice.
- Explore the structural changes necessary to increase shared responsibility for the success of every learner.

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PLC AT WORK®

Where are you on your PLC journey?

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

Whether you're just beginning to develop your school's mission, vision, values, and goals or want to deepen your existing PLC practices, our PLC Navigator Quiz can help. Take the quiz to pinpoint your PLC's progress and get customized recommendations for next steps based on the results.

The mission, vision, values, and goals are the building blocks of a PLC, and the Navigator will map where you are on your journey.

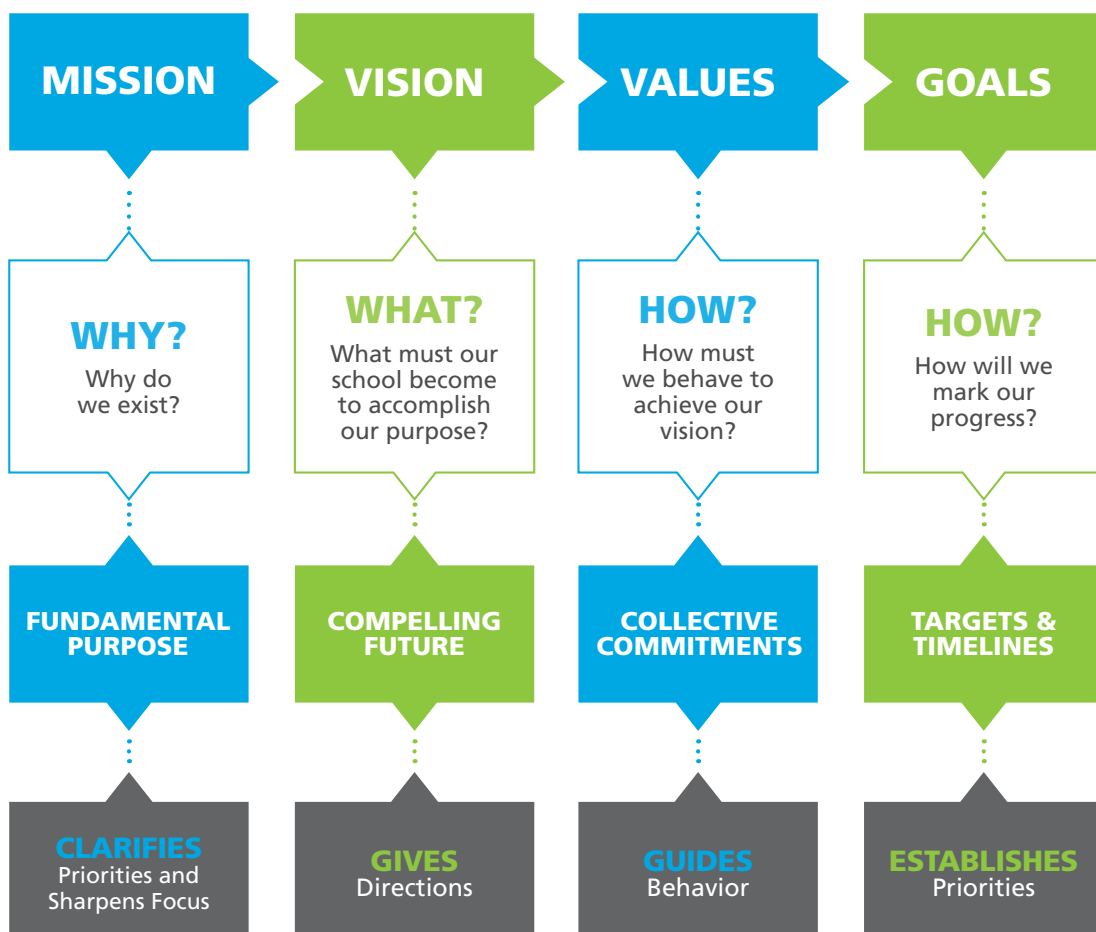


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PLC at Work®

PLC
AT WORK®

**COACHING
ACADEMY**

PROFESSIONAL LEARNING

Ensure your school transformation efforts are successful and sustainable over time with our PLC at Work® Coaching Academy.

This comprehensive series of on-site or virtual professional development engagements will prepare leaders in schools, districts, and classrooms to champion professional learning communities and achieve high levels of learning for all.



PROVIDE HIGH LEVELS OF LEARNING FOR ALL

Learn more at SolutionTree.com/PLCcoaching

COMPANION RESOURCES

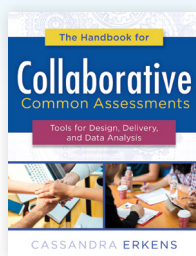
The Handbook for Collaborative Common Assessments

Tools for Design, Delivery, and Data Analysis

By Cassandra Erkens

This practical handbook presents measures that school and district teams can take to improve their collaborative common assessment process.

21GCTG-S8A-BKF716 **\$43.95** USD | **\$57.50** CAD
ISBN 978-1-942496-86-1
264 pages

**Collaborative Common Assessments**

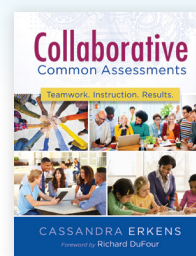
Teamwork. Instruction. Results.

By Cassandra Erkens

Foreword by Richard DuFour

Explore the practical steps teacher teams must take to establish clear, comprehensive assessment systems that guide instruction and strengthen PLCs.

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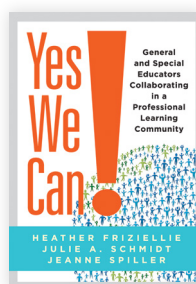
**Yes We Can!** BESTSELLER

General and Special Educators Collaborating in a Professional Learning Community

By Heather Frizellie, Julie A. Schmidt, and Jeanne Spiller

Utilizing PLC practices, general and special educators must develop collaborative partnerships to close the achievement gap and maximize learning for all.

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144 pages



Mini-course available
See page 36

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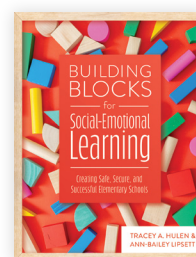
Creating Safe, Secure, and Successful Elementary Schools

By Tracey A. Hulen and Ann-Bailey Lipsett

Foreword by Claudia Gold

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Grades K-5; 376 pages

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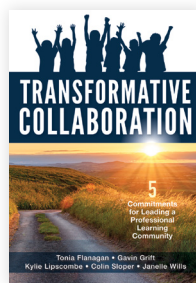
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By Tonia Flanagan, Gavin Grift, Kylie Lipscombe, Colin Sloper, and Janelle Wills

Foreword by Alma Harris and Michelle Jones

Explore five collaboration-based commitments that will help you build a PLC that provides the best possible avenues of learning to students.

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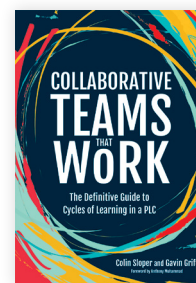
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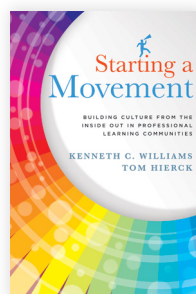
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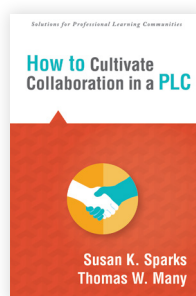


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By Aaron Hansen

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72 pages

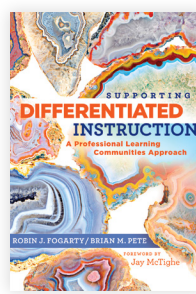


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By Marc Johnson

Through this how-to guide, you'll discover how to expand your leadership capacity in order to drive sustainable progress on your PLC journey.

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Foreword by Jay McTighe

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Transforming School Culture



Model PLC at Work® School
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How to Overcome Staff Division

By Anthony Muhammad

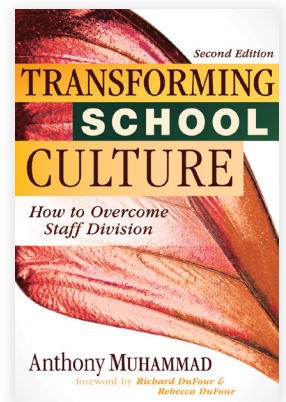
Foreword by Richard DuFour and Rebecca DuFour

Second Edition The second edition of this best-selling resource delivers powerful new insight into the four types of educators—Believers, Fundamentalists, Tweeners, and Survivors—and how to work with each group to create thriving schools. The book also includes Dr. Anthony Muhammad's latest research, as well as a new chapter dedicated to answering frequently asked questions on culture, leadership, and more.

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- Study the author's research and observations of 34 schools—11 elementary schools, 14 middle schools, and 9 high schools—and how each school's staff supported or hindered student achievement.
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192 pages



Mini-course available
See page 36

Transforming School Culture **BESTSELLER**

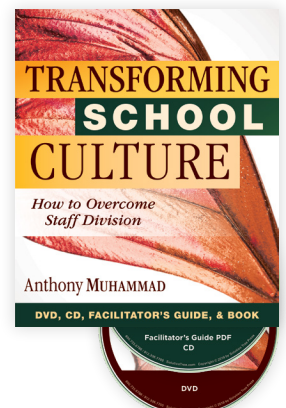
How to Overcome Staff Division

By Anthony Muhammad

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 **Mini-course available**
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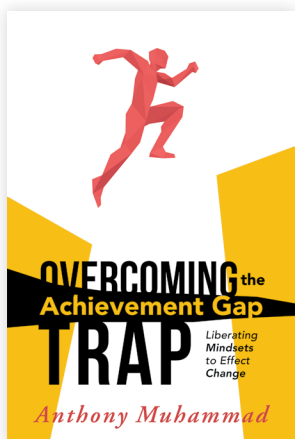
Four Essential Skills for Transformational School and District Leaders

By Anthony Muhammad and Luis F. Cruz

Transformational leaders have four distinctive skills: strong communication, the ability to build trust, the ability to increase the skills of those they lead, and a results orientation. *Time for Change* offers powerful guidance for those seeking to develop and strengthen these skills. This authoritative guide shares concrete tools and strategies to prepare you to lead your school toward lasting, meaningful change.

- Develop an understanding of educational leadership and change management as skills that can be practiced and improved.
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- Learn about the *technical* and *cultural* dimensions of change and the ways in which both must be addressed.

23GCTG-S8A-BKF683 **\$35.95** USD | **\$47.00** CAD
ISBN 978-1-942496-15-1
152 pages



Overcoming the Achievement Gap Trap **BESTSELLER**

Liberating Mindsets to Effect Change

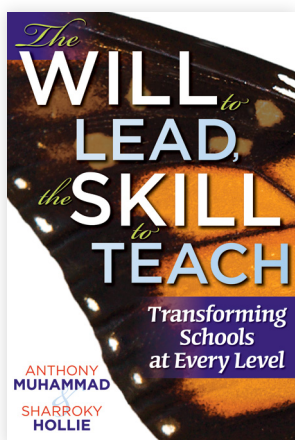
By Anthony Muhammad

Ensure learning equality in every classroom. Investigate previous and current policies designed to help close the achievement gap. Examine predominant mindsets that contradict school missions to promote equal academic opportunities, and consider the psychological impact this has on students. Explore strategies for adopting a new mindset that frees educators and students from negative academic performance expectations.

- Delve into the factors that impact achievement inequality.
- Consider the importance of mindsets and frameworks related to the achievement gap.
- Discover real-world case studies from three schools that have achieved great results from embracing principles of the liberation mindset.

23GCTG-S8A-BKF618 **\$30.95** USD | **\$40.50** CAD
ISBN 978-1-935763-27-6
168 pages

► **2-DAY WORKSHOP AVAILABLE.** Learn more on page 44.



The Will to Lead, the Skill to Teach **BESTSELLER**

Transforming Schools at Every Level

By Anthony Muhammad and Sharroky Hollie

School improvement begins with self-examination and honest dialogue about socialization, bias, discrimination, and cultural insensitivity. The authors acknowledge both the structural and sociological issues that contribute to low-performing schools and offer multiple tools and strategies to assess and improve classroom management, increase literacy, establish academic vocabulary, and contribute to a healthier school culture.

- Reflect on current practices, and identify areas for improvement.
- Spot the factors that can be harmful to school cultures.
- Identify your school as high will/low skill, high skill/low will, low will/low skill, or high will/high skill.

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Dr. Anthony Muhammad's Transforming School Culture approach identifies the root causes of staff resistance to critical change and provides immediate, accessible strategies for continuous improvement. Featuring presenters such as Tina H. Boogren, Geoffrey Fenelus, Alexander McNeece, Don Parker, Yetunde Reeves, and Dr. Anthony Muhammad himself, you will:

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- Learn how to create shared commitment for student success
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 Keynote speakers



Tina H. Boogren



Carlos Johnson



Alexander McNeece



Anthony Muhammad



Don Parker



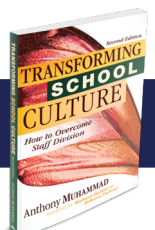
Yetunde Reeves



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with your registration





2-DAY WORKSHOPS

Come with a **vision**.
Leave with a **plan**.

Overcoming the Achievement Gap Trap

Presenter: Anthony Muhammad

December 6–7 Atlanta, Georgia

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Time for Change

Presenter: Luis Cruz

October 23–24 Minneapolis, Minnesota

Presenter: Anthony Muhammad

November 13–14 San Francisco, California



Dive deep into four distinctive leadership behaviors

Presenters: Luis F. Cruz and Anthony Muhammad

60-DAY ACCESS TO FOUR TARGETED SESSIONS

Becoming an agent of change is more important today than ever before because **the stakes for students are higher than they have ever been**. In our Time for Change Portable Event Package, Anthony Muhammad and Luis F. Cruz provide school leaders with the necessary tools to **bring out the best in both faculty and students** to create an environment where parents are pleased to send their children to school.

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- Strengthen staff commitment and enthusiasm for school improvement
- Consider how to build trust with discouraged or demotivated staff members

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For a complete list of experts, go to SolutionTree.com/TSCPD

Transforming School Culture Services

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BUILDING
Your Skills

DEEPENING
Your Skills

SUSTAINING
Your Skills

1-DAY COMMITMENT	One day with an expert in your school or district. Your team will gain understanding, inspiration, and strategies to start a professional learning program.			
	Keynote	<input type="radio"/>		
	Transforming School Culture Framework	<input type="radio"/>		
	Basics of School Culture	<input type="radio"/>		
	Time for Change	<input type="radio"/>		
	School Culture Audit	<input type="radio"/>		
2-4-DAY	More intensive 2- to 4-day sessions with an expert to guide your entire staff or a smaller team to deepen understanding and further progress.			
	The Will to Lead, the Skill to Teach		<input type="radio"/>	
MULTI-DAY	Work with one or several experts across multiple days to embed key processes, practices, and procedures designed to significantly improve staff performance and student achievement.			
	Embedded Coaching			<input type="radio"/>
	Customized Services			<input type="radio"/>
	Global PD Teams			<input type="radio"/>

All training is delivered by a Transforming School Culture author or certified associate.

Featured Services

Building Your Skills

1-DAY COMMITMENT

Time for Change

Transformational leadership is a skill that can be practiced and improved. Receive powerful, authoritative guidance as you work with your team to develop and strengthen the four distinctive skills of exceptional leaders and prepare to lead your school or district toward lasting, meaningful change.



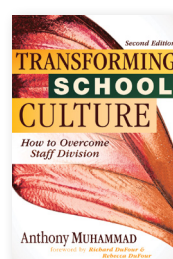
Recommended Resource

Page 42

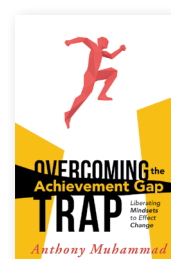
School Culture Audit

The School Culture Audit is a comprehensive look at the existing policies, practices, and procedures in place in a school and the impact these have on student learning. Recommendations for changes to policies, practices, and procedures are included in the formal report, which is provided to the school principal.

Recommended Resources



Page 41



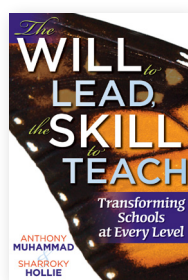
Page 42

Deepening Your Skills

2-4-DAY COMMITMENT

The Will to Lead, the Skill to Teach

In his coauthored work *The Will to Lead, the Skill to Teach*, Anthony Muhammad guides educators through the four critical transformations that are necessary to build a healthy school culture. This four-part series provides research and application for each transformation. Key topics include aligning the organizational philosophy, challenging damaging stereotypes, creating a shared mission and vision, and action planning.



Recommended Resource

Page 42

Sustaining Your Skills

MULTI-DAY COMMITMENT

Global PD Teams

Empower your teams to best support student success. Global PD Teams is your one-stop digital resource for professional learning by renowned experts in preK-12 education.

With one building-wide site license, every team member can access practical strategies and professional guidance that will strengthen their collaborative work to ensure high levels of learning for all.



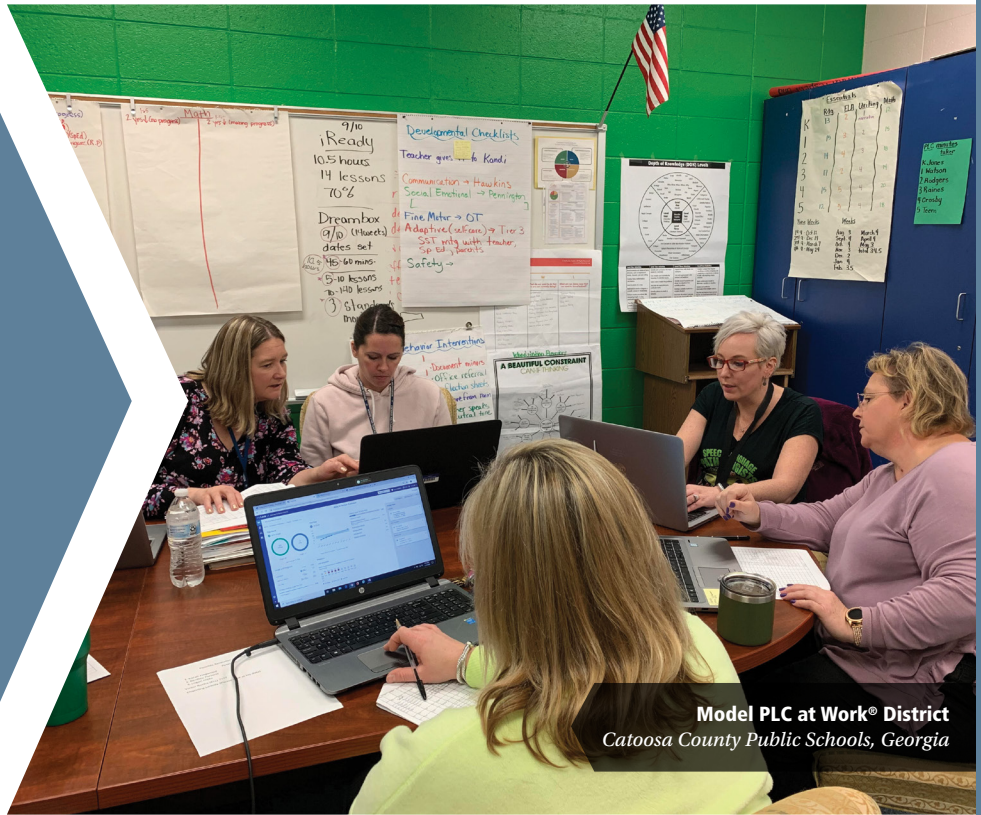
Learn more. See page 36.

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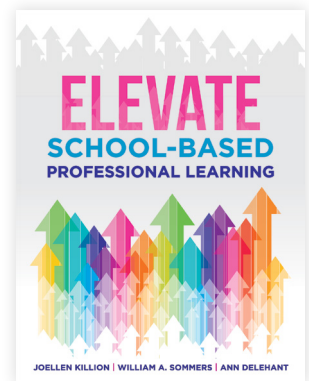
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Collaborative staff development in education is the vehicle to student success, and research shows that the closer professional learning is to daily practice, the more meaningful and impactful it will be. Written with deep respect for the work educators do in their classrooms each day, this practical resource illustrates the importance of school-based professional learning and offers guidance on how to implement it.

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- Conduct professional learning and skill application in tandem.
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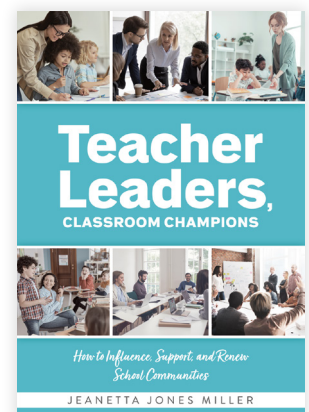
How to Influence, Support, and Renew School Communities

By Jeanetta Jones Miller

This book shares a vision of teacher leadership not as teachers who lead other teachers but as those who take responsibility in supporting other teachers, students, and families in a variety of ways. With templates and tools to record next steps in every chapter, teachers will have a clear path to activate school improvement from within their own classrooms.

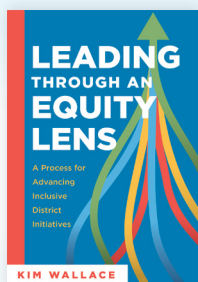
- Learn how to make incremental but significant changes in classrooms.
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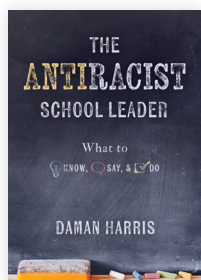
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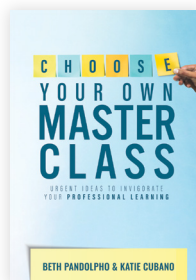
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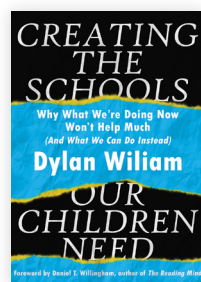
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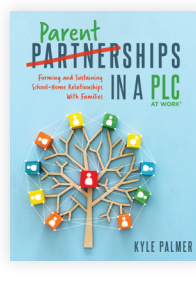
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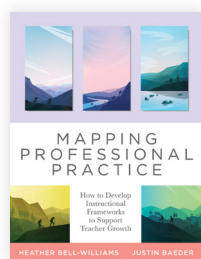
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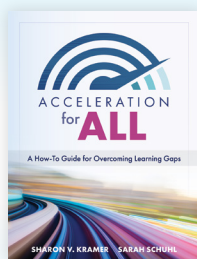
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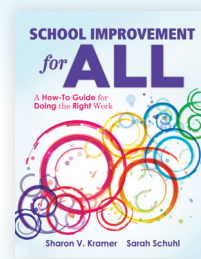
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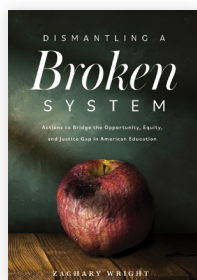
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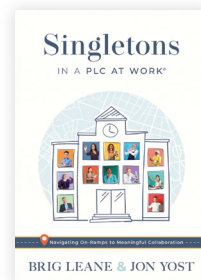
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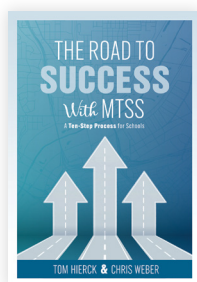
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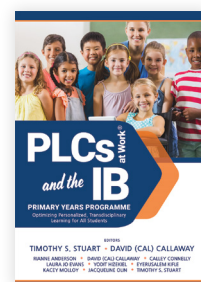
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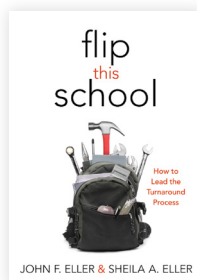
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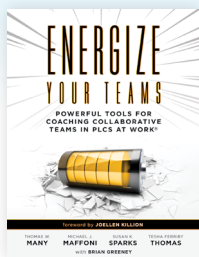
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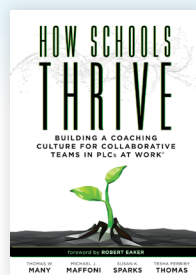
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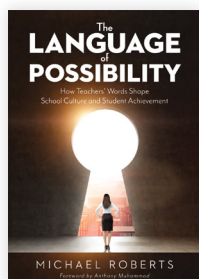
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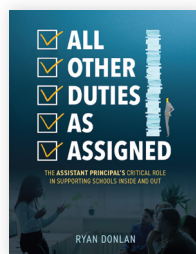
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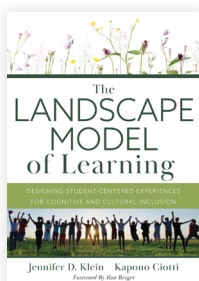
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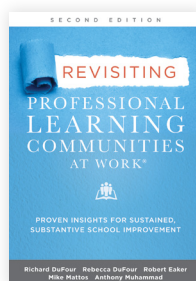
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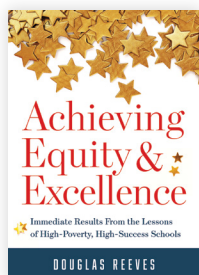
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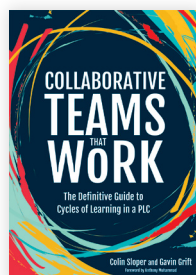
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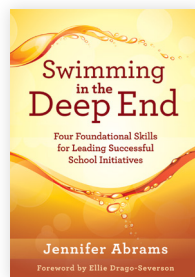
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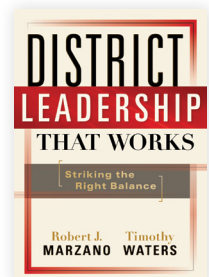
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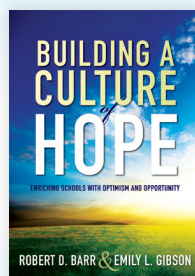
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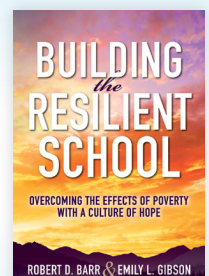
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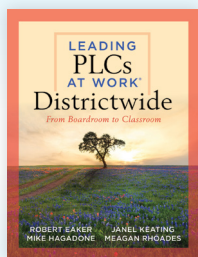
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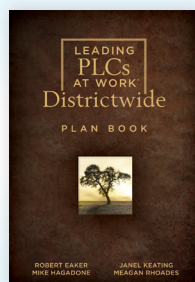
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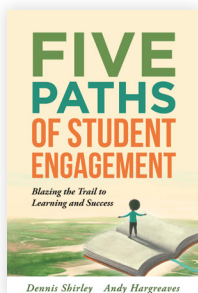


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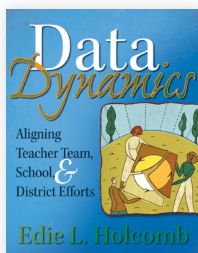
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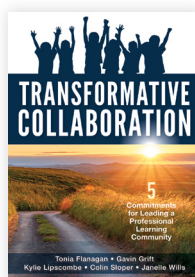
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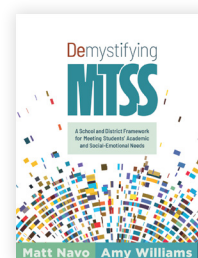
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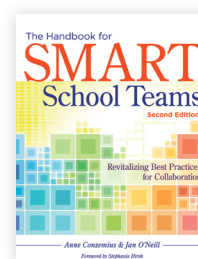
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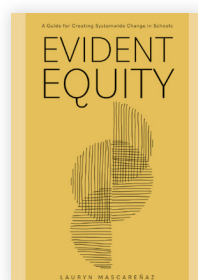
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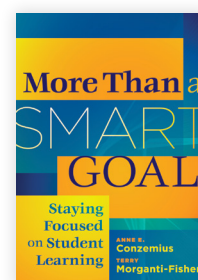
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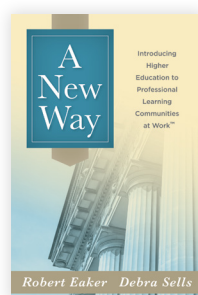
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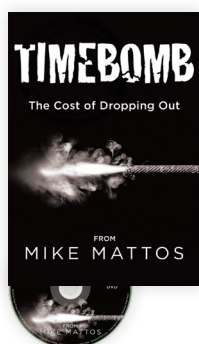
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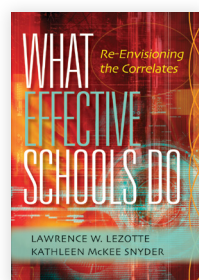
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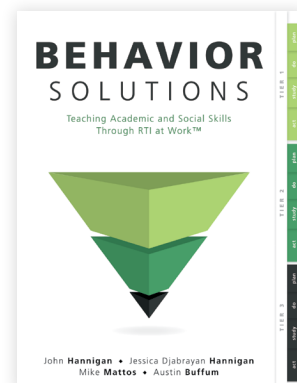
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By John Hannigan, Jessica Djabrayan Hannigan, Mike Mattos, and Austin Buffum

When students' behavioral, emotional, and social needs are met, they excel better in school and in life. Take strategic action to begin closing the systemic behavior gap with the guidance of *Behavior Solutions*. This user-friendly resource outlines how to utilize the PLC at Work® and RTI at Work™ processes to create a three-tiered system of supports that is collaborative, research-based, and practical.

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280 pages



Mini-course available
See page 36

Targeting Behavior and Academic Interventions **BESTSELLER**

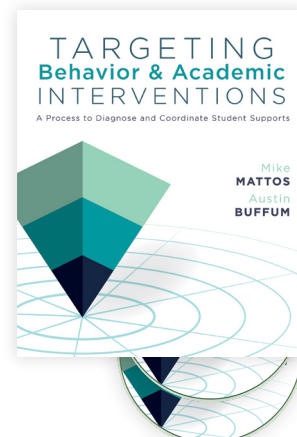
A Process to Diagnose and Coordinate Student Supports

By Mike Mattos and Austin Buffum

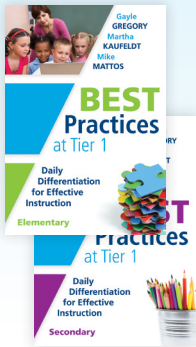
Students at risk of not acquiring essential academic skills also often experience behavior problems. But how can schools coordinate and combine their academic and behavioral interventions into a united system? In this unscripted video workshop from RTI at Work™ co-creators Austin Buffum and Mike Mattos, teacher teams address this dilemma using the Pro-Solve Process, five questions that help determine the causes and potential solutions.

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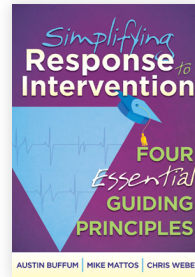
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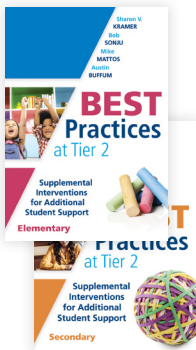
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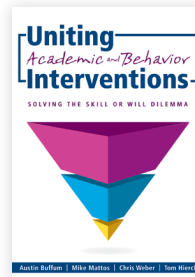
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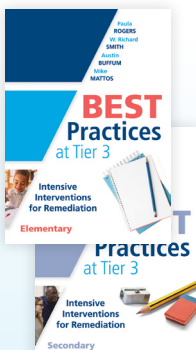
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COMPANION RESOURCES

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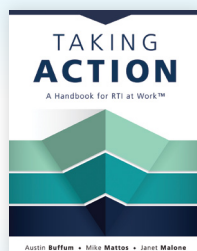
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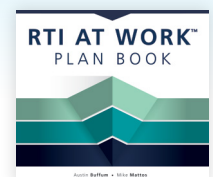
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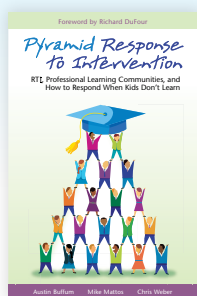
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Foreword by Richard DuFour

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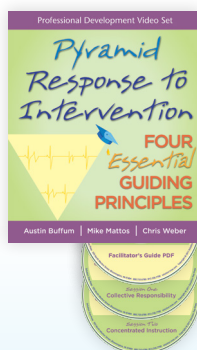
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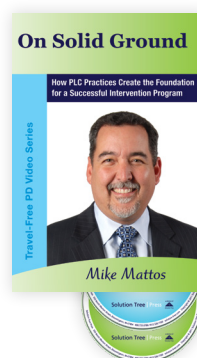
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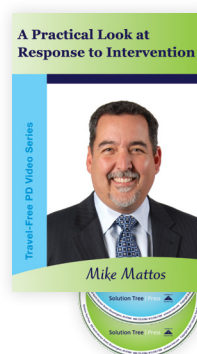
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Foreword by Richard DuFour

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Grades 6–12; 344 pages

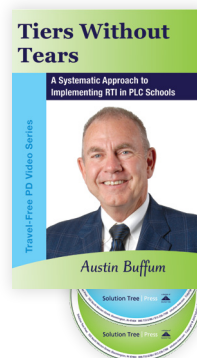
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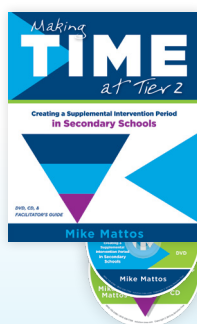
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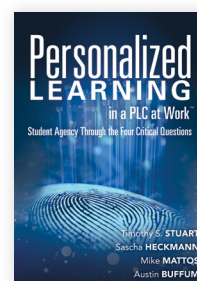
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How do you respond when students don't learn?

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Presenter: Aaron Hansen

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Presenter: Mike Mattos

November 9 & 16

Behavior Solutions



Presenters: Jessica Djabrayan Hannigan and John Hannigan

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Built on the PLC at Work® framework, RTI at Work™ is the best answer we know to Critical Questions 3 and 4: *“How will we respond when some students do not learn it?”* and *“How will we extend the learning for students who have demonstrated proficiency?”*



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Your Skills**DEEPENING**
Your Skills**SUSTAINING**
Your Skills

1-DAY	One day with an expert in your school or district. Your team will gain understanding, inspiration, and strategies to start a professional learning program.			
	Keynote	<input type="radio"/>		
	RTI at Work™ Overview	<input type="radio"/>		
2-4-DAY COMMITMENT	More intensive 2- to 4-day sessions with an expert to guide your entire staff or a smaller team to deepen understanding and further progress.			
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	RTI at Work™ 2-Day Workshop		<input type="radio"/>	
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	Behavior Solutions: Function as a PLC and Assign RTI Behavior		<input type="radio"/>	
MULTI-DAY COMMITMENT	Work with one or several experts across multiple days to embed key processes, practices, and procedures designed to significantly improve staff performance and student achievement.			
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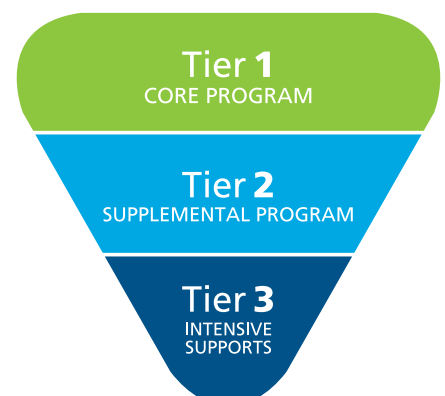
All training is delivered by an RTI at Work author or certified associate.

The 4 Cs of RTI at Work™

- 1 Collective responsibility**
A shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every student
- 2 Concentrated instruction**
A collaborative process that focuses teacher teams on the skills and knowledge most important to the student and his or her future
- 3 Convergent assessment**
An ongoing process of collecting targeted information to add depth and breadth to the understanding of each student's individual needs, obstacles, and points of learning leverage
- 4 Certain access**
A systematic process that guarantees every student will receive the time and support he or she needs to learn at high levels

The Third Critical Question
in a PLC at Work®:

How will we respond when some students do not learn it?



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RTI at Work™ Overview

This on-site workshop provides a comprehensive overview of the RTI at Work process. You and your team will be introduced to the essential elements needed to create a highly effective multitiered system of supports (MTSS) to ensure all students learn at high levels. This includes how to:

- Build effective teams to know when and how to respond to students
- Prioritize essential learning outcomes for optimal focus on what students should learn
- Target assessments to help identify what they have learned or not
- Systematically respond when students need remediation and enrichment

Included Resource: The RTI Toolkit (Page 66)

Deepening Your Skills

2-4-DAY COMMITMENT

Behavior Solutions: Function as a PLC and Assign RTI Behavior

Take strategic action to close the systemic behavior gap and build a comprehensive systematic response for behavior and social-emotional learning (SEL) with the support of Behavior Solutions. Foster positive behavior and 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 and social needs.



Recommended Resource
Page 55

Sustaining Your Skills

MULTI-DAY COMMITMENT

Embedded Coaching

Give your staff on-site RTI training from an expert with firsthand experience. Your coach will provide specific direction based on your team's unique challenges and goals—from establishing a multitiered system of supports to making time for quality interventions without compromising core instruction. This targeted support will empower educators at all levels to take the necessary daily steps to ensure they meet every student's academic and behavioral needs.

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With one building-wide site license, every team member can access practical strategies and professional guidance that will strengthen their collaborative work to ensure high levels of learning for all.



Learn more. See page 36.

REQUEST ON-SITE OR VIRTUAL PD SERVICES at SolutionTree.com/RTIPD or 888.409.1682

Sustaining Your Skills

MULTI-DAY COMMITMENT

RTI

AT WORK™

COACHING ACADEMY



Mike Mattos
RTI at Work™ creator

Our yearlong RTI at Work™ Coaching Academy provides the most in-depth professional learning solution for practitioners who want comprehensive training on RTI concepts, practical applications, and sustainability. This integrated instructional design maximizes learning the whole year through and includes:

- A research-based curriculum designed to adapt to the RTI needs of any school or district
- Six days of on-site training (three sessions, two days each) and two interactive web sessions led by expert facilitators
- RTI at Work resources that will assist in initiating and sustaining an open exchange of ideas and advance educator knowledge
- Yearlong support by phone, email, or both, to help with individual questions

Throughout the duration of the academy, your team will:

- Deepen its understanding of essential RTI at Work concepts
- Acquire processes utilized by schools that have successfully built a culture of shared knowledge and responsibility
- Design and execute a plan of action for implementing a multitiered system of supports
- Gain strategies and tools for leading and sustaining the work

Each participant receives:

- Training Guide
- *Taking Action* (Page 56)
- *Uniting Academic and Behavior Interventions* (Page 56)

Each school represented receives:

- The RTI Toolkit* (Page 66)



*One RTI Toolkit for the designated school or team. Ask your professional development representative for details. Some limitations apply.

REQUEST MORE INFORMATION at SolutionTree.com/RTIAcademy or 888.409.1682

Success Story

John F. Kennedy High School

FREMONT, CALIFORNIA

► DEMOGRAPHICS

- **1,406** students
- **42%** free and reduced lunch
- **13%** multilingual learners
- **18%** special education

► RACIAL/ETHNIC PERCENTAGES

- **18.91%** White
- **8.84%** Black
- **35.42%** Hispanic
- **24.66%** Asian
- **1.13%** Native Hawaiian or Pacific Islander
- **0.36%** American Indian or Alaska Native
- **5.4%** Multiracial
- **5.28%** Other

John F. Kennedy High School is a public high school located in Fremont, a part of Alameda County and California's San Francisco Bay Area. The school was established in 1965 and serves grades 9–12. JFK is committed to the education of a diverse population that meets the changing demands of a global society.



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► CHALLENGE

John F. Kennedy High School had a reputation for being an underachieving school where parents did not want to send their students. Major concerns were student safety, exposure to violence, very little school pride, and a low, under 30% A-G eligibility. The A-G rate emphasizes how many students will graduate and be ready to attend a four-year college or university.

The school also experienced over 300 student suspensions in one school year alone. Parents and students wanted to see much lower suspension numbers, particularly from students of color. Then in 2017, JFK's English department gave a reading assessment to every 9th grader. The results showed that 58% of students read three or more grades below grade level; 23% of students read one to two grades below grade level; and only 19% of students read at grade level.

► IMPLEMENTATION

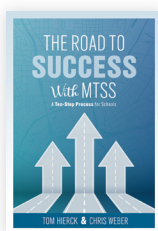
JFK leaders and educators knew a change was needed. Principal Eddie Velez worked with staff to review the PLC at Work® process and introduce Response to Intervention (RTI) into their curriculum planning. The team attended a two-day RTI at Work™ Institute with Mike Mattos and, over the next four years, JFK used Title I funding to create opportunities for professional development, technology, and collaboration time to tailor RTI to fit students' needs.

In the first two years, JFK staff established norms and developed foundational practices: essential standards and formative assessments. In year three, they voted to include interventions in the school day. Each day, staff offered 50 to 60 different sessions for intervention and enrichment. Students were also exposed to more than two hours within the school day to extend their learning or receive immediate intervention.

► RESULTS

As a result of implementing RTI, educators at JFK have seen a tremendous change in student achievement and investment. After just six months of deliberate instruction and intervention, the number of 9th-grade students reading at grade level doubled to 38%. In 2018–2019, 27 students were re-designated as English proficient as a result of targeted intervention and support. And the number of suspensions dropped each year as well, from 130 in 2017 to just 25 at the start of the 2021 school year. The most rewarding piece of data for JFK, according to Velez, is the fact that 75% of African American students met or exceeded grade level in ELA.

"Simply put, when students are all given what they need (clear expectations, structure, support), when they need it (at the beginning of the school year and reinforced throughout the year) and with urgency (when they exhibit negative behaviors), you eliminate guessing games and build a culture of equity and understanding," he said.



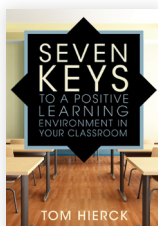
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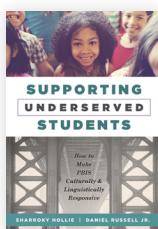


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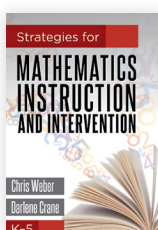
Supporting Underserved Students

How to Make PBIS Culturally and Linguistically Responsive

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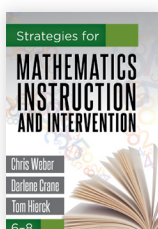


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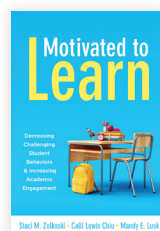


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By Chris Weber, Darlene Crane, and Tom Hierck

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Foreword by Wayne Hullett

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ISBN 978-1-936765-06-5
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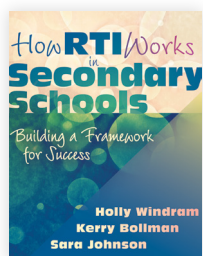
Demystifying MTSS

A School and District Framework for Meeting Students' Academic and Social-Emotional Needs

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This essential guide offers school improvement teams a customizable framework for multitiered system of supports, as well as dozens of doable actions for effective implementation.

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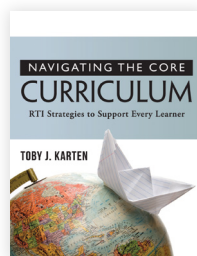
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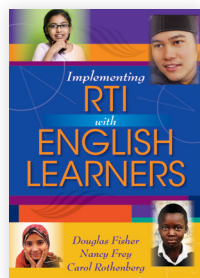
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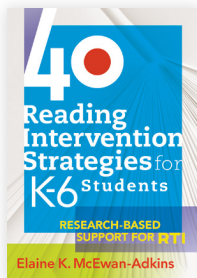


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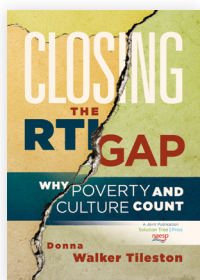
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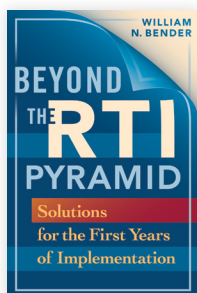
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Success Story
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FEATURED BOOKS

COMPANION RESOURCES

Common Formative Assessment **NEW**

A Toolkit for Professional Learning Communities at Work®

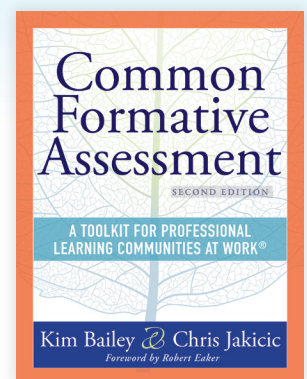
By Kim Bailey and Chris Jakicic

Foreword by Robert Eaker

Second Edition In the second edition of this pivotal work by Kim Bailey and Chris Jakicic, you will discover updated and improved resources to use formative data to support higher levels of student learning. Data-driven techniques and new tools will guide you in improving collaboration and student engagement throughout the assessment process. Teams can use the ideas, templates, and protocols in this practitioner-friendly resource.

- Identify successful assessment tools for implementation.
- Understand the role of assessments in advancing student learning.
- Reflect on assessment processes and the standards driving instruction.

23GCTG-S2A-BKG097 **\$40.95 USD | \$53.50 CAD**
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184 pages



Mini-course available
See page 36

Simplifying Common Assessment

A Guide for Professional Learning Communities at Work®

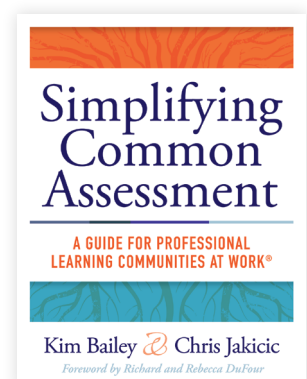
By Kim Bailey and Chris Jakicic

Foreword by Richard DuFour and Rebecca DuFour

Built on the process featured in *Common Formative Assessment: A Toolkit for PLCs at Work®*, this book demonstrates how educators can develop effective and efficient assessments. The authors simplify assessment development to give teacher teams the confidence to write and use team-designed common formative assessments that help ensure all students master essential skills and concepts.

- Learn the different purposes that wide-angle questions and close-up questions serve in reaching assessment goals.
- Understand different types of assessments and what the data gained from each of them can reveal.
- Frame assessment and feedback methods to pursue the end goal of learning for all.

23GCTG-S8A-BKF750 **\$35.95 USD | \$47.00 CAD**
ISBN 978-1-943874-45-3
160 pages



Success Story

Mildred M. Hawk Elementary School

CORINTH, TEXAS



► DEMOGRAPHICS

- **730** Students
- **9%** Free and reduced lunch
- **2%** English learners
- **8%** Special education
- **5%** African American
- **12%** Hispanic
- **4%** Asian/Pacific Islander
- **1%** Native American/Alaska Native
- **5%** Multiracial

Hawk Elementary School is located in Corinth, Texas, a suburban area north of the Dallas-Fort Worth metroplex. It is currently the largest elementary school in the Denton Independent School District. The elementary schools in the district are designed to serve up to 650 students, but in recent years, Hawk's enrollment has reached as high as 830 students.

► CHALLENGE

As Hawk Elementary staff worked to become a professional learning community (PLC), they tackled tough conversations about assessment practices. In 2010, they began working with assessment expert Cassandra Erkens. Focusing on the question, "How do we know when students have learned it?" teachers began digging deeply into how to identify mastery. What they found was a lack of alignment between assessing and recording mastery of essential standards.

This misalignment impacted student learning. Third-grade students were demonstrating a lack of readiness for state assessments. They also routinely underperformed in comparison with fourth- and fifth-grade students, especially in math. To address this, vertical teacher teams were created to collectively assess student problem-solving and thinking.

Other areas of focus included how to better prepare rigorous common assessments and how to report on them to all stakeholders, including students, parents, and colleagues. As staff began to read and study more about effective use of assessment, they realized they needed tools to help guide instruction.

► IMPLEMENTATION

Hawk Elementary staff received customized on-site coaching. Specific guidance given during PLC team meetings focused on effective practices for engaging students with learning targets, writing rubrics to measure proficiency, and engaging students in collaboration to make student-friendly rubrics. One of the most powerful strategies teams learned was to score student work collaboratively.

In addition, teachers have worked together to unpack the state standards; evaluate each standard for its relevance in the areas of endurance, leverage, and readiness; and identify the most essential standards to measure for mastery. Once the essentials were

identified, the teachers designed a standards-based report card to communicate these standards to all stakeholders.

Each standard reported has a common assessment designed to assess for student mastery. Each assessment has an accompanying rubric designed to communicate expectations to students and measure performance when the task is complete. Teachers then work as teams to develop common formative assessments to use throughout instruction to monitor student learning from day to day. Teachers use weekly PLC meetings to review formative and summative assessments and make decisions about interventions.

“Working with Cassandra Erkens allowed me, as the campus leader, to pull together a variety of best practices and research for the teachers I serve. I felt confident this was the most effective training to support student learning.”

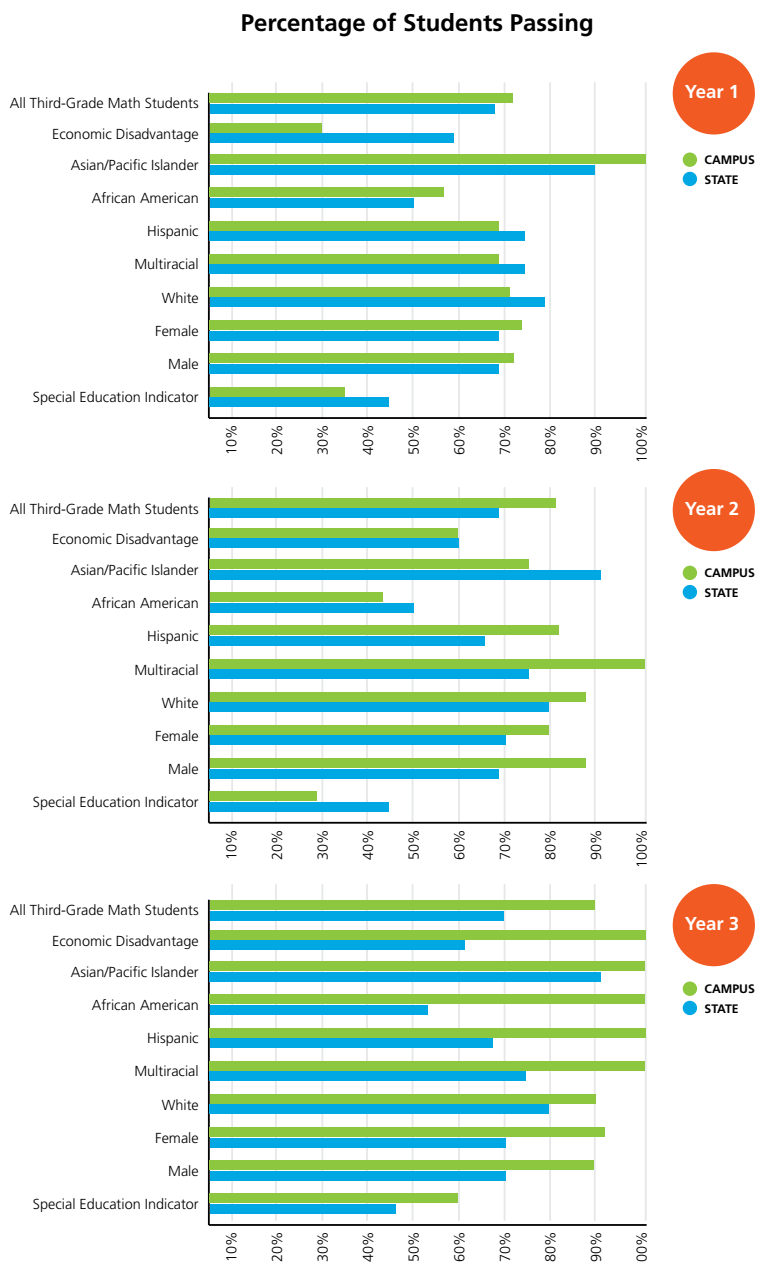
—Susannah O’Bara, former principal, Hawk Elementary School, Texas

► RESULTS

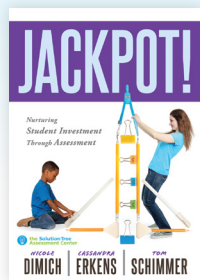
After Hawk Elementary initiated a standards-based grading and reporting system, the entire district worked to transition to this system. All elementary schools in the Denton ISD currently use a standards-based report card, and all secondary schools are implementing standards-based grading. This change in grading and reporting has clarified learning objectives for staff, students, and the community.

Although Hawk Elementary transitioned to a more rigorous state assessment, the practices they learned enabled them to maintain high student achievement. Students have learned to take ownership of their education by using feedback and tracking their progress through a variety of tools developed by teachers with the support of Solution Tree experts.

“Cassandra Erkens provided us the tools needed to dig deeply into the standards, break them apart, and collaboratively determine proficiency of these standards,” says former principal Susannah O’Bara. “She also guided us in becoming an assessment-literate campus. Now, we facilitate deep learning of rigorous standards for our students. All teachers work in teams to design common formative assessments, and they use these assessments to guide instruction and maximize student achievement daily.”



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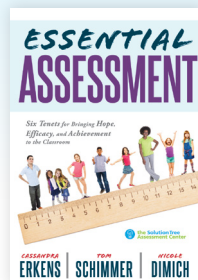
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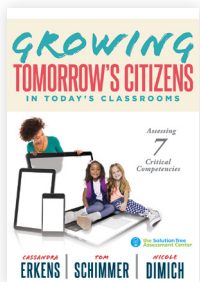
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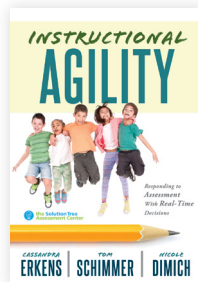
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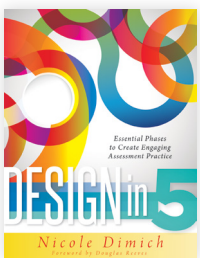
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Design in Five **BESTSELLER**

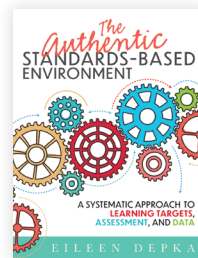
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By Nicole Dimich

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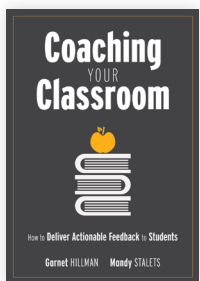
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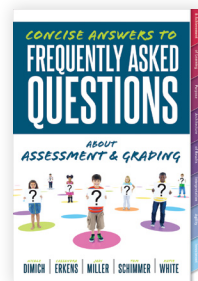
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COMPANION RESOURCES

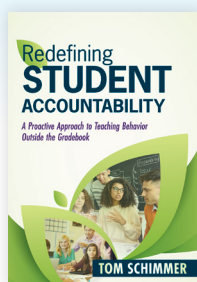
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By Tom Schimmer

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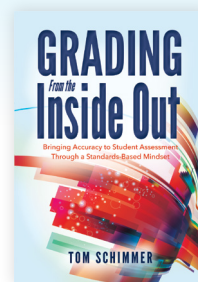
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By Tom Schimmer

The time for grading reform is now. Discover the steps your team can take to implement standards-based practices that transform grading and reporting schoolwide.

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216 pages



► **2-DAY WORKSHOP AVAILABLE.** Learn more on page 36.

COMPANION RESOURCES

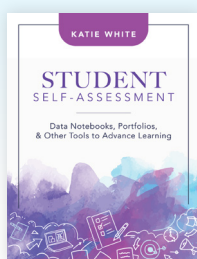
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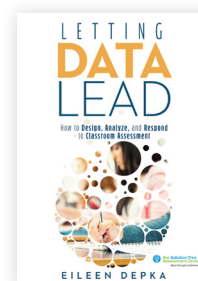
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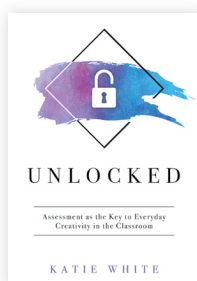
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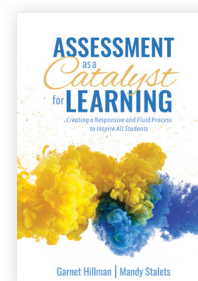
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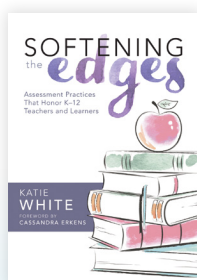
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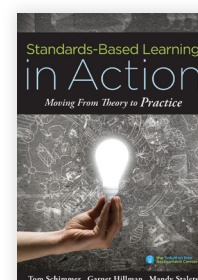
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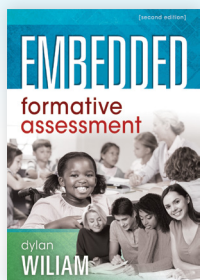
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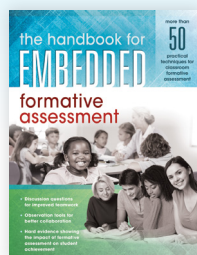
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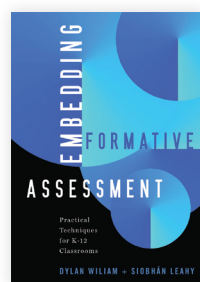


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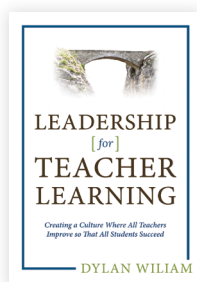
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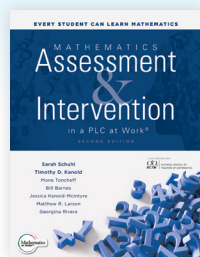
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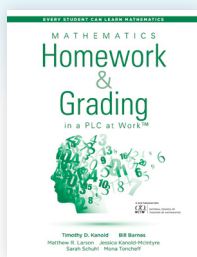
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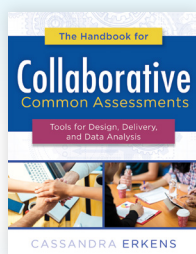
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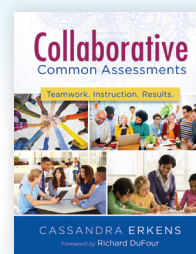
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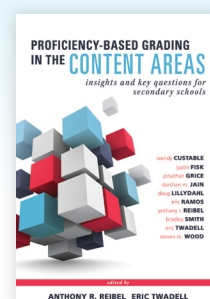
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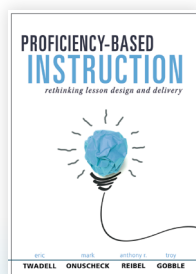
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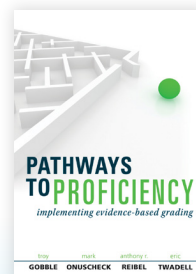
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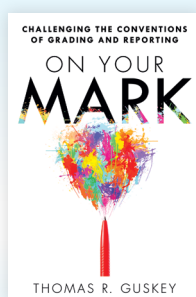
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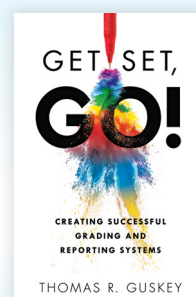
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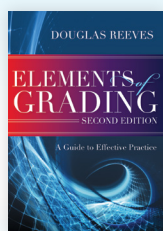
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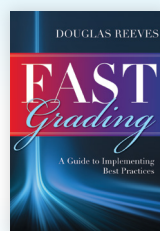
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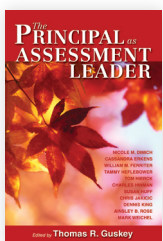
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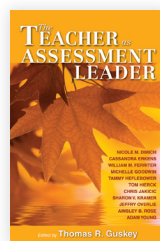
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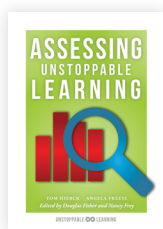
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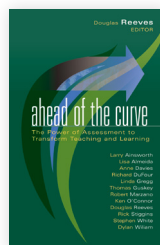
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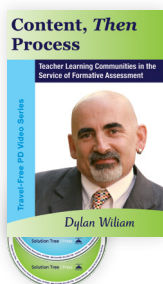
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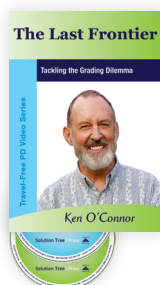
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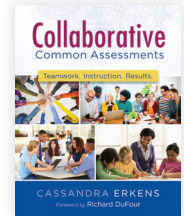
Educators will explore the need for change in assessment practices and develop a clear vision for internal assessment practices.

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Collaborative Common Assessments

Explore the loose and tight structure of collaborative common assessments. Gain tools, protocols, and strategies to design and effectively employ quality assessments that enable teams to collect meaningful instructional data.



Recommended Resource

Page 73

- Identify the process of designing and the practice of employing a robust and balanced assessment system at the classroom level.
- Focus on the keys to accurate design and effective use of collaborative common assessments.
- Gain supportive tools, such as planning templates and protocols.

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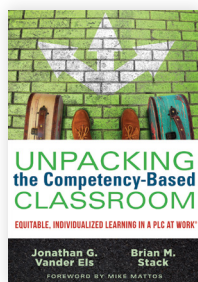
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Foreword by Mike Mattos

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Rebooting Assessment

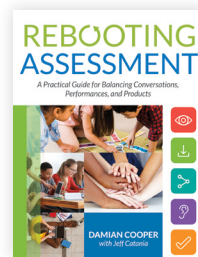
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With Jeff Catania

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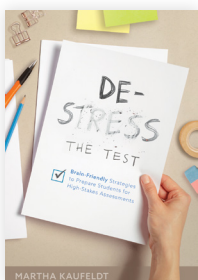
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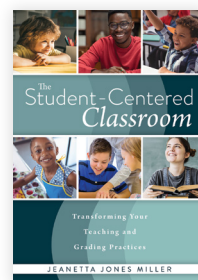
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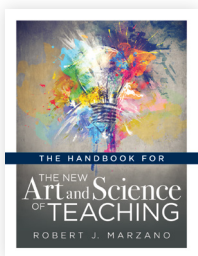
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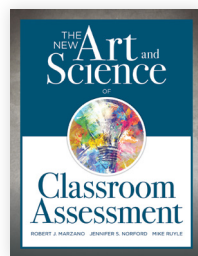
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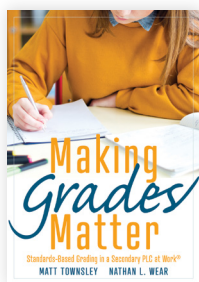
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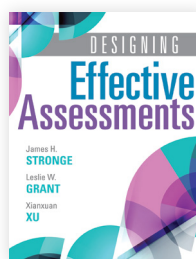


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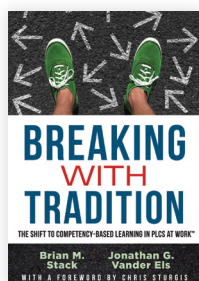


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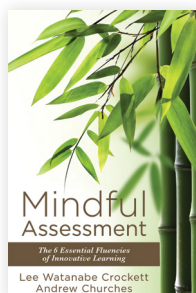
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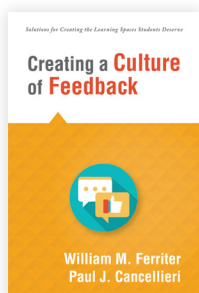
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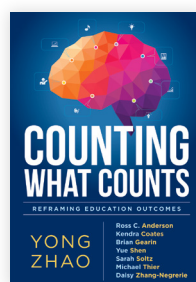
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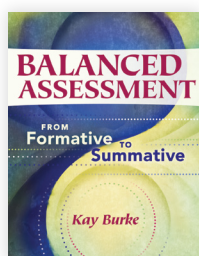
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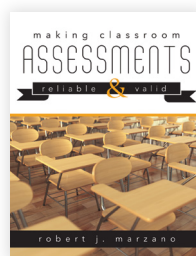
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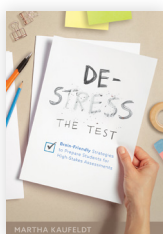
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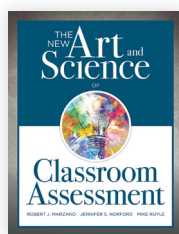
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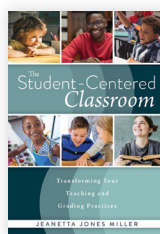
Recommended Resources



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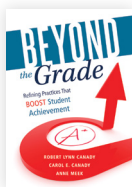
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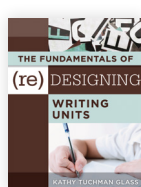
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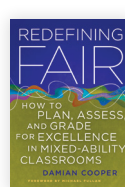
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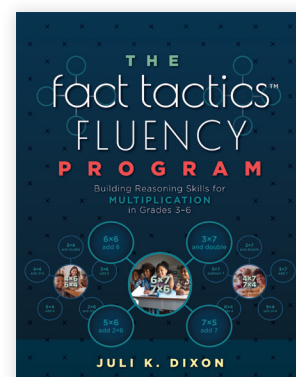
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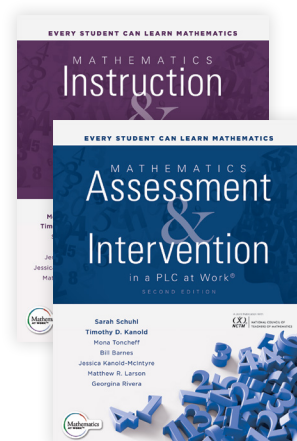


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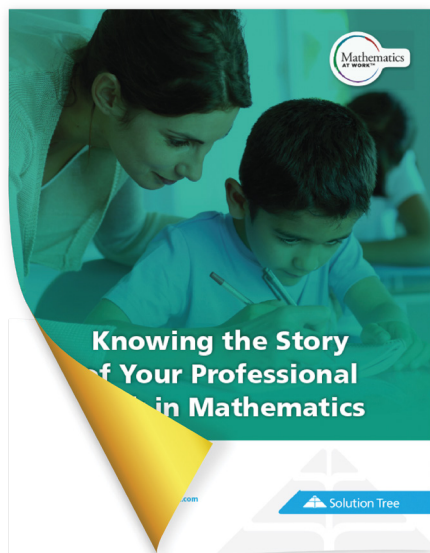
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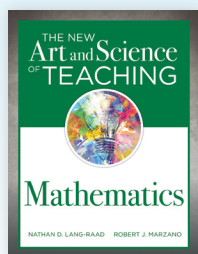
Dr. Timothy D. Kanold developed Mathematics at Work™ to offer a comprehensive Professional Learning Communities at Work® approach to achieving mathematics success in K–12 classrooms.

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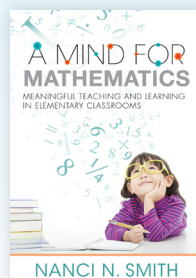
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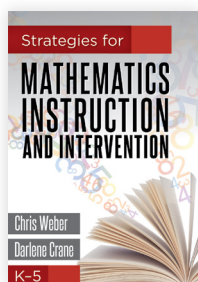
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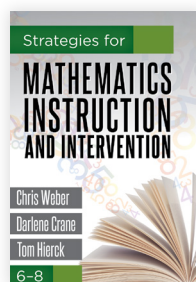


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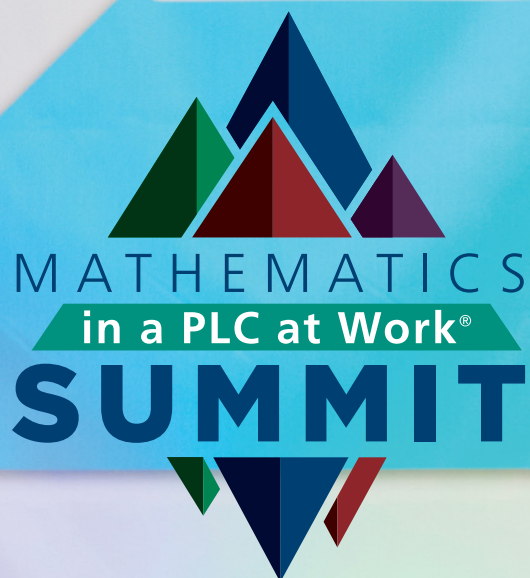


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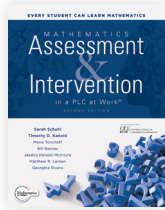


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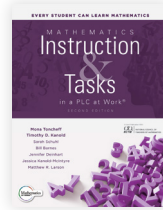


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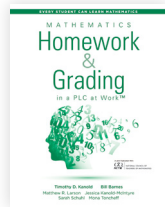


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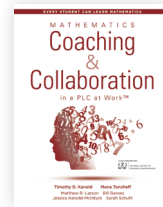


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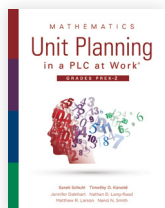


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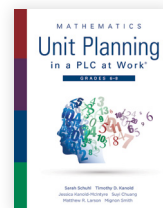


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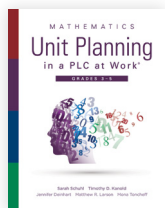


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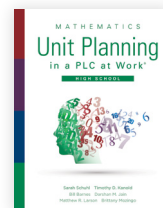


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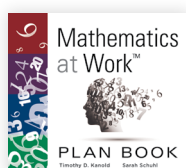
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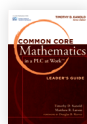
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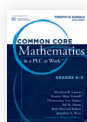
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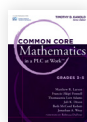
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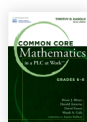
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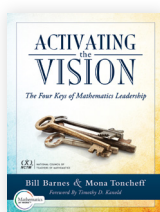
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Foreword by Timothy D. Kanold

To build a successful mathematics program, mathematics leaders must establish a cohesive vision for teaching and learning and put it into action.

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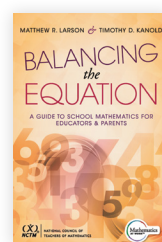
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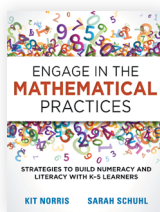
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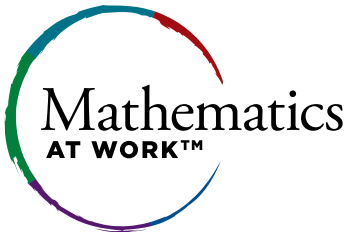
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By Kit Norris and Sarah Schuhl

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Mathematics at Work™ provides and models tools, mathematics content, instruction, and assessment strategies that support your school or district one teacher and teacher team at a time.



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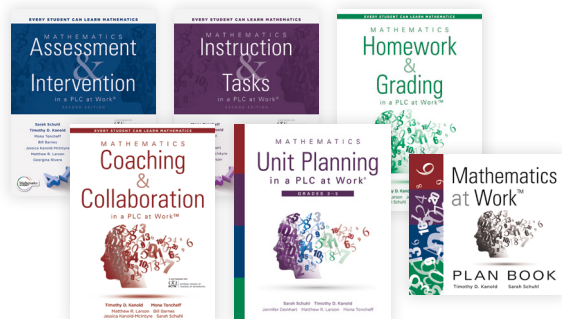
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YOUR PRIMARY **GOAL****BUILDING**
Your Skills**DEEPENING**
Your Skills**SUSTAINING**
Your Skills

1-DAY COMMITMENT	One day with an expert in your school or district. Your team will gain understanding, inspiration, and strategies to start a professional learning program.			
	Keynote	<input type="radio"/>		
	Effective Mathematics Assessment and Intervention in a PLC at Work®	<input type="radio"/>		
	Effective Mathematics Instruction and Tasks in a PLC at Work®	<input type="radio"/>		
	Effective Mathematics Homework and Grading in a PLC at Work®	<input type="radio"/>		
	Effective Mathematics Coaching and Collaboration in a PLC at Work®	<input type="radio"/>		
2-4-DAY	More intensive 2- to 4-day sessions with an expert to guide your entire staff or a smaller team to deepen understanding and further progress.			
	Mathematics PLC District-Embedded Content and Processes		<input type="radio"/>	
	Mathematics PLC Unit Planning and Curriculum Mapping		<input type="radio"/>	
MULTI-DAY	Work with one or several experts across multiple days to embed key processes, practices, and procedures designed to significantly improve staff performance and student achievement.			
	Mathematics PLC School Site-Embedded Content and Processes			<input type="radio"/>
	Customized Services			<input type="radio"/>
	Global PD Teams			<input type="radio"/>

All training is delivered by a Mathematics at Work™ author or certified associate.

Featured Resources See page 86



"Sustained equity and improvement in mathematics requires:

- 1. A focus on student agency and confidence in doing mathematics*
- 2. Teachers to focus on research-affirmed instructional design criteria in mathematics*
- 3. Teachers to possess mathematics assessment literacy, including intervention and grading routines coherent from teacher to teacher and homework routines that effectively engage students in necessary practice*

The Every Student Can Learn Mathematics series provides the teacher team actions necessary to achieve these ambitious expectations."

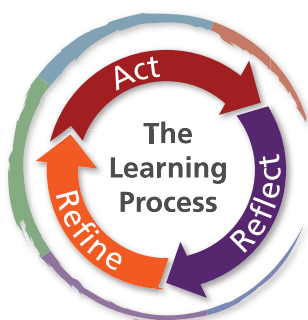
—Timothy D. Kanold, author

Featured Services

Building Your Skills 1-DAY COMMITMENT

Keynote

An expert author or Mathematics at Work™ certified associate will educate and motivate your team to support high levels of mathematics teaching and learning.



The Reflect, Refine, and Act Cycle

Persevere

Ask: Do I seek to understand my own learning?

Work the Task

Ask: Is this the best solution strategy?

Receive FAST Feedback

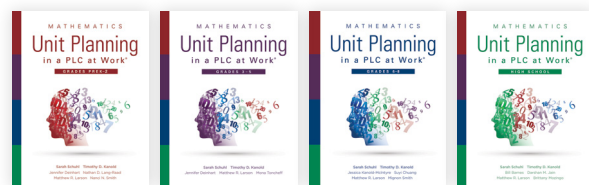
Ask: Do I embrace my errors?

Deepening Your Skills 2-4-DAY COMMITMENT

Mathematics PLC Unit Planning and Curriculum Mapping

Discover how to answer the first critical question of the PLC at Work® process: What do we want students to know and be able to do? Our mathematics experts will provide targeted support for curriculum mapping and guide every teacher and teacher team through the unit planning process.

- Explore the seven elements of effective unit planning.
- Receive custom guidance for specific grade bands: preK–2, 3–5, 6–8, and 9–12.
- Learn from your coach between on-site visits via phone and email support.



Recommended Resources

Page 86

Sustaining Your Skills MULTI-DAY COMMITMENT

Global PD Teams

Empower your teams to best support student success. Global PD Teams is your one-stop digital resource for professional learning by renowned experts in preK–12 education.

With one building-wide site license, every team member can access practical strategies and professional guidance that will strengthen their collaborative work to ensure high levels of learning for all.

 Learn more. See page 36.

Customized Services

Work with us to develop a custom learning plan designed to help teachers of mathematics improve student performance and engagement. Through a targeted mix of on-site professional learning and virtual training, your team will receive the support it needs to implement best practices in mathematics instruction, assessment, intervention, homework, and grading.

REQUEST ON-SITE OR VIRTUAL SERVICES at SolutionTree.com/MathAtWorkPD or 888.409.1682



Our experts provide a deep dive into relevant mathematics content, effective pedagogical actions, appropriate classroom norms, meaningful assessment, and collaborative teacher team efforts.

TQE Process



In their work with teachers and leaders, DNA Mathematics authors and certified experts emphasize three key aspects of the teacher's role—**tasks, questions, and evidence**—which form the **TQE Process**.



Juli K. Dixon, Edward C. Nolan, and Thomasenia Lott Adams—creators of DNA Mathematics

Bring our experts to your school



Janet B. Andreasen



Guy Barmoha



Emily Bonner



Melissa D. Boston



Amber G. Candela



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YOUR PRIMARY GOAL

BUILDING
Your Skills

DEEPENING
Your Skills

SUSTAINING
Your Skills

1-DAY COMMITMENT	One day with an expert in your school or district. Your team will gain understanding, inspiration, and strategies to start a professional learning program.			
	Keynote	<input type="radio"/>		
	Big-Picture Shifts in Content and Instruction	<input type="radio"/>		
	Meeting the Needs of Each and Every Student	<input type="radio"/>		
2-4-DAY COMMITMENT	More intensive 2- to 4-day sessions with an expert to guide your entire staff or a smaller team to deepen understanding and further progress.			
	Content Institutes		<input type="radio"/>	
	Closing the Gender Gap in Mathematics Grades K–5		<input type="radio"/>	
	Content Workshops		<input type="radio"/>	
	Instructional Quality Workshops		<input type="radio"/>	
	TQE Learning Lab and Lesson Study		<input type="radio"/>	
	School Walkthroughs		<input type="radio"/>	
MULTI-DAY	Work with one or several experts across multiple days to embed key processes, practices, and procedures designed to significantly improve staff performance and student achievement.			
	On-Site Support			<input type="radio"/>
	Customized Services			<input type="radio"/>
	Global PD Teams			<input type="radio"/>

All training is delivered by a DNA Mathematics author or certified associate.



Making Sense of Mathematics for Teaching series Page 96

This user-friendly series presents an authentic look inside real mathematics classrooms and invites teachers to become learners of mathematics.

- Learn to apply the TQE Process (tasks, questions, and evidence) to improve the teaching of mathematics.
- Explore how to develop, select, and modify mathematics tasks in order to engage students and balance cognitive demand.



Making Sense of Mathematics for Teaching Facilitator's Guide and DVD series Page 96

These facilitator's guides equip workshop leaders to build on the Making Sense of Mathematics for Teaching series through the TQE Process.

Featured Services

Building Your Skills

1-DAY COMMITMENT

○ Keynote

A DNA Mathematics expert will engage your team to explore, examine, and implement effective mathematics teaching and learning strategies.

○ Big-Picture Shifts in Content and Instruction

Successful leaders of mathematics teaching must know what to look for and promote in instruction. Explore content-based strategies to transform teaching and advance learning. Participants will investigate shifts in planning, instructing, and assessing to focus on deeper content-based instruction. Create a shared image of successful classrooms, and generate a plan for targeted professional improvement in mathematics teaching.

Deepening Your Skills

2-4-DAY COMMITMENT

○ TQE Learning Lab and Lesson Study

Practice and refine mathematical tasks with a DNA Mathematics expert who will facilitate team discussions and provide feedback. Our associates will coach administrators and instructional coaches on look-fors as they observe teachers in action. During the TQE Learning Lab, participants dive deep into tasks as grade- or course-alike pairs. Pairs will first develop a shared task for small groups, and then teach the task, observe each other, revise, deliver again, and reflect. With the Lesson Study, available upon request, we will coach one participant through planning a lesson and facilitate team reflection. A second teacher will then deliver a revised lesson based on the reflection.

○ School Walkthroughs

By observing instruction in select classrooms in your school, a DNA Mathematics associate will determine areas of strength and areas of growth for each lesson observed based on the TQE Process. Action items will be developed and shared with the teacher based on desired outcomes in instructional shifts.

Sustaining Your Skills

MULTI-DAY COMMITMENT

○ On-Site Support

Strengthen practices and processes with just-in-time, in-class support. Participants will observe model teaching, engage in collaborative planning, and receive guidance during teacher observations and evaluations to move mathematics instruction forward.

○ Customized Services

Work with us to develop a custom learning plan designed to help teachers of mathematics improve student performance and engagement. Through a targeted mix of on-site professional learning and virtual training, your team will receive the support it needs to implement best practices in mathematics instruction, assessment, intervention, homework, and grading.

REQUEST ON-SITE OR VIRTUAL SERVICES at SolutionTree.com/DNAPD or 888.409.1682

Success Story

Hacienda La Puente Unified School District

LOS ANGELES COUNTY, CALIFORNIA

► DEMOGRAPHICS

- **18,860** Students
- **72%** Free and reduced lunch
- **19%** English learners
- **10%** Special education
- **79.6%** Hispanic
- **1%** African American
- **3.3%** Caucasian
- **13.1%** Asian
- **0.1%** Native American
- **0.3%** Pacific Island
- **0.5%** Multiracial
- **2.1%** Other

Hacienda La Puente Unified School District (HLPUSD) is located in Los Angeles County. HLPUSD is one of the largest districts in the San Gabriel Valley and serves students in Hacienda Heights, La Puente, and City of Industry.

► CHALLENGE

Mathematics had been a challenge at HLPUSD. Fewer than 30 percent of students were proficient in mathematics, and only 12 percent of 11th-grade students demonstrated college readiness on the Early Assessment Program (EAP). District leadership decided to provide teachers with ongoing, intensive professional development to increase rigor and student achievement in mathematics.

► IMPLEMENTATION

District leaders made the decision to bring Dr. Juli K. Dixon to HLPUSD to lead a one-day training for principals and teachers. Afterward, teachers were asked if they would be interested in summer professional development—the answer was an overwhelming yes.

HLPUSD began partnering with Solution Tree's DNA Mathematics experts to drive excellence in mathematics instruction. Leadership scheduled a variety of training opportunities over several years to ensure teachers at all grade levels increased their content knowledge and depth of understanding. Mathematics became a constant part of the district's academic conversation and focus, with staff developing a sincere commitment to the mindset that all students have the ability to achieve in mathematics.

"The strength of the professional development is the real-life examples they bring to the table," explained assistant superintendent Judy Fancher.

"What teachers like the most is that they learn the strategies in action. The workshops are interactive, with the use of manipulatives, participant-created charts, and technology."

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

After working with Solution Tree's mathematics experts, the percentage of students meeting or exceeding mathematics standards increased from 31 percent to 38 percent in three years.

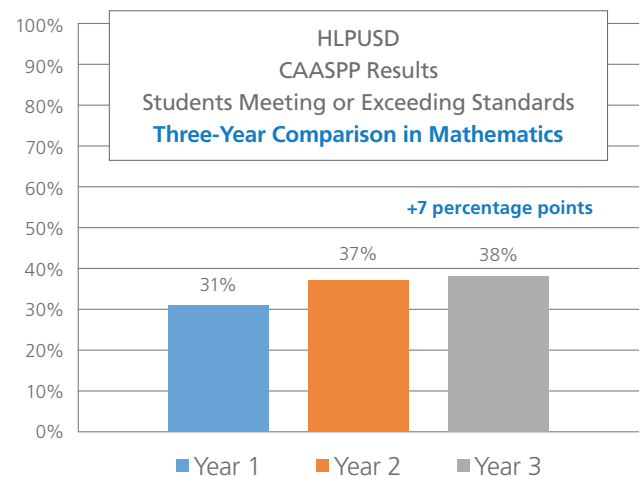


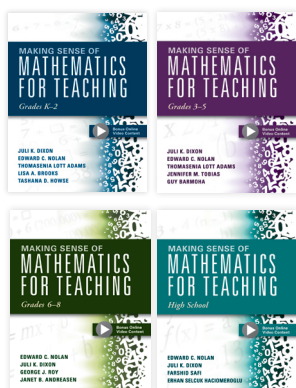
► RESULTS

HLPUSD's long-term goal is for all students to complete four years of high school college-preparatory mathematics. Since partnering with Solution Tree, the district has seen consistent growth from year to year and continues to build capacity at the site and district levels.

"We face the moral imperative to provide all students an opportunity to learn and apply mathematics," said Dr. Fancher.

"As the global economy evolves, students, more than ever, require sophisticated math skills to increase opportunities for postsecondary education and careers."





Making Sense of Mathematics for Teaching series

By Juli K. Dixon, Edward C. Nolan, Thomasenia Lott Adams, Janet B. Andreasen, Guy Barmoha, Lisa A. Brooks, Erhan Selcuk Haciomeroglu, Tashana D. Howse, George J. Roy, Farshid Safi, and Jennifer M. Tobias

This user-friendly series presents an authentic look inside real mathematics classrooms, inviting teachers to become learners. Explore strategies and techniques to effectively learn and teach significant mathematics concepts, and provide every student with the experiences needed to achieve academic success in mathematics.

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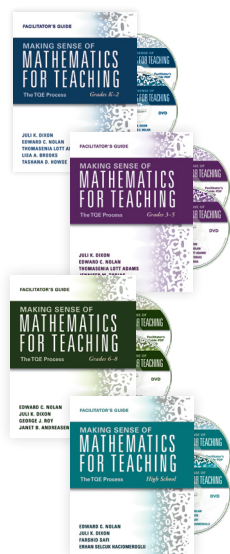
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Making Sense of Mathematics for Teaching Facilitator's Guide and DVD series

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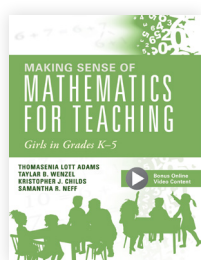
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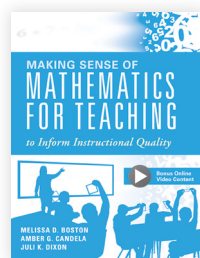


Making Sense of Mathematics for Teaching Girls in Grades K-5

By Thomasenia Lott Adams, Taylor B. Wenzel, Kristopher J. Childs, and Samantha R. Neff

Close the gender achievement gap in mathematics across K-5 classrooms. Throughout this practical resource, the authors provide a variety of tools, tips, short exercises, and reflection questions that will help you strengthen girls' experiences as learners of mathematics.

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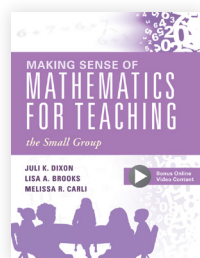


Making Sense of Mathematics for Teaching to Inform Instructional Quality

By Melissa D. Boston, Amber G. Candela, and Juli K. Dixon

Discover a clear path for improving your instructional strategies for teaching mathematics at any grade level. Designed for individuals or collaborative teams, this practical resource delivers a toolkit of rubrics, strategies, and videos that readers can rely on to help guide reflections, conversations, feedback, and planning.

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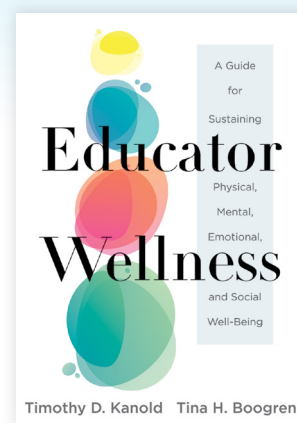
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The Educator Wellness Plan Book and Journal **NEW**

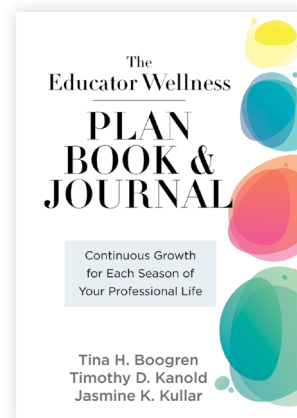
Continuous Growth for Each Season of Your Professional Life

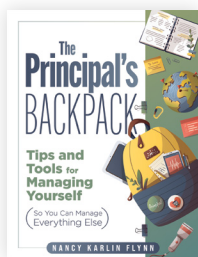
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Educators' daily stressors can easily accumulate without intentional wellness actions in place. Designed as both a plan book and journal, this companion resource to *Educator Wellness: A Guide for Sustaining Physical, Mental, Emotional, and Social Well-Being* offers inspirational, practical weekly routines and reflections for teachers committed to improving their wellness practices throughout the school year.

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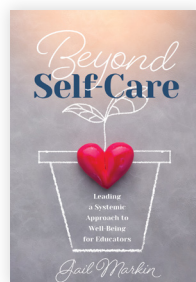
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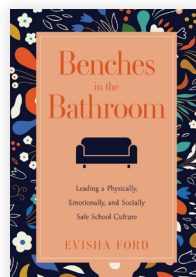
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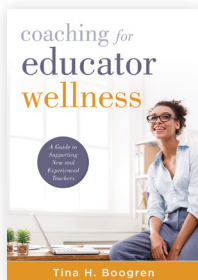
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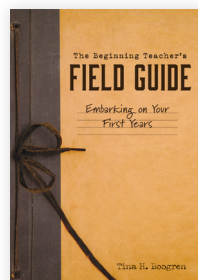
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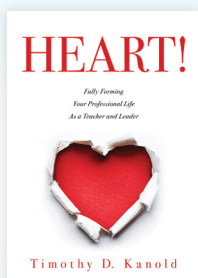
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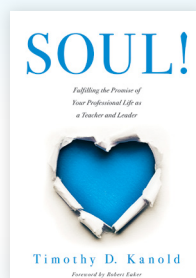
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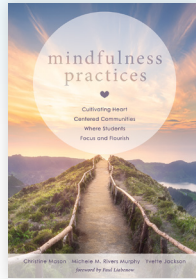
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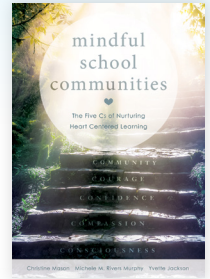
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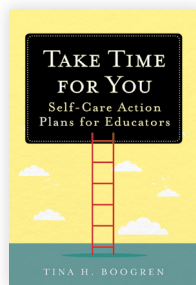
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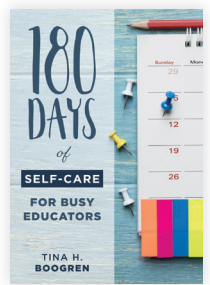
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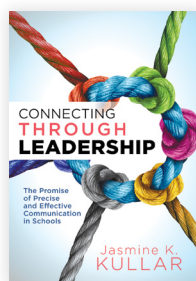
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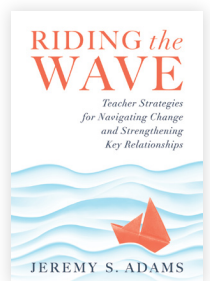
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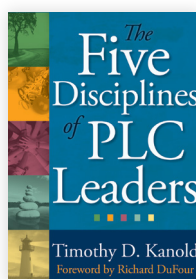
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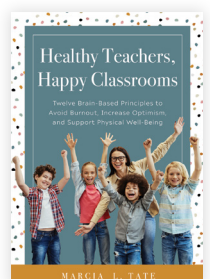
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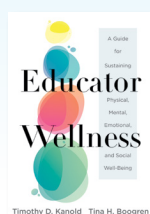
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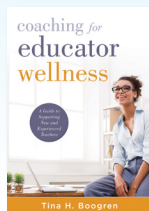
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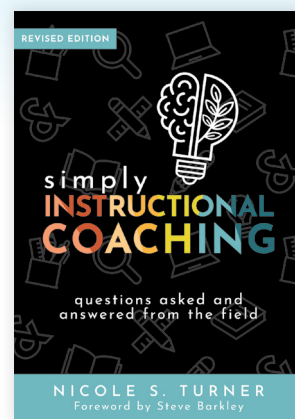
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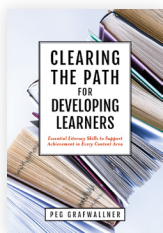
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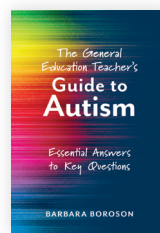
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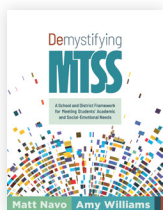
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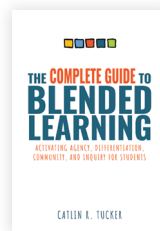
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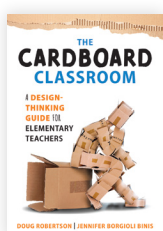
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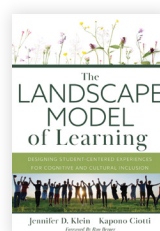
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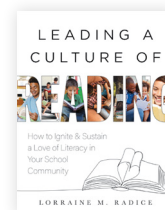
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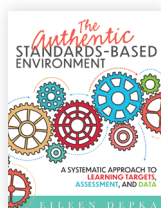
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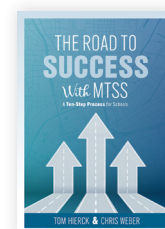
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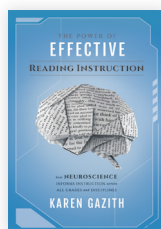
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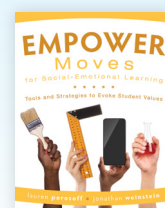
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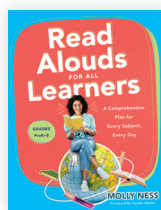
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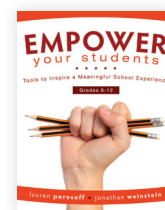
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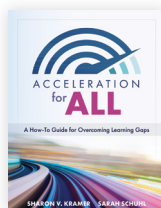
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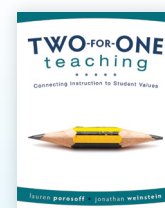
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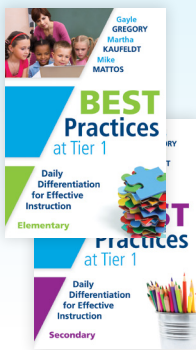
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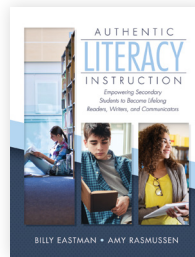
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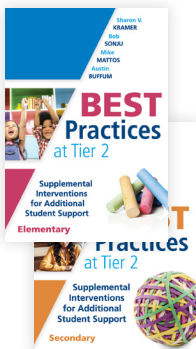
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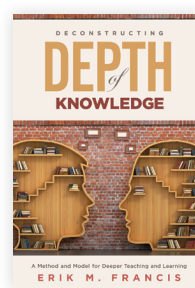
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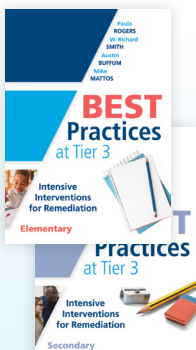
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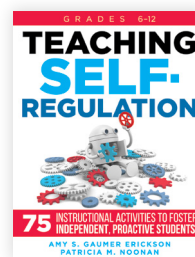
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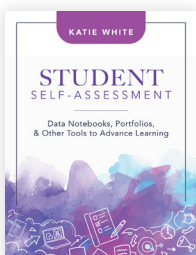
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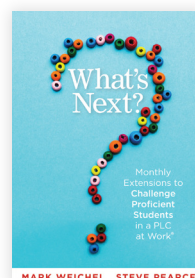
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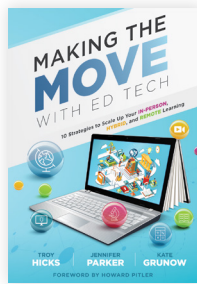
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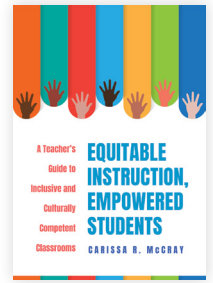
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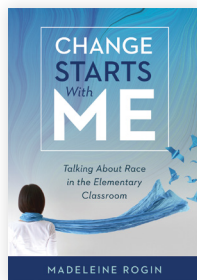
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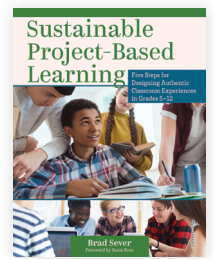
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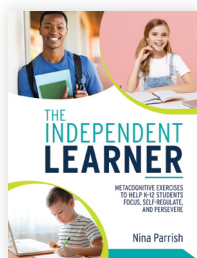
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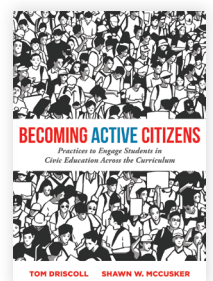
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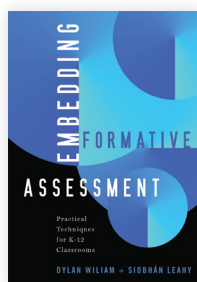
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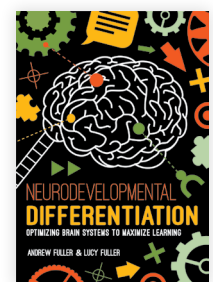
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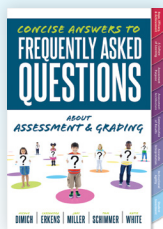
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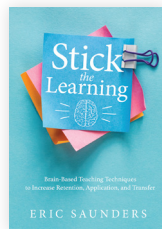


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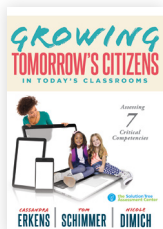
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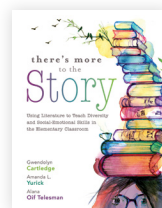
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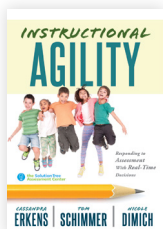
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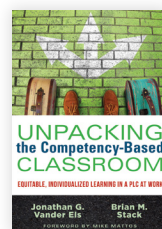
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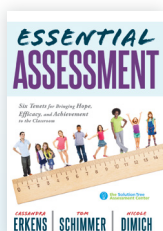
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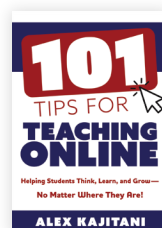
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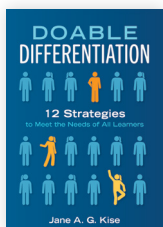
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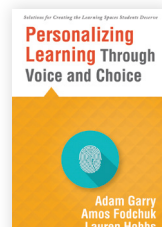
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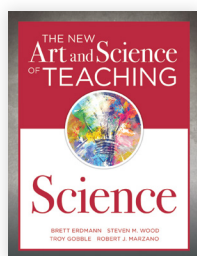
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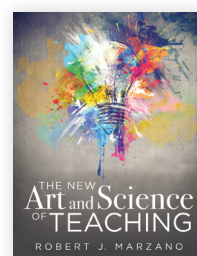


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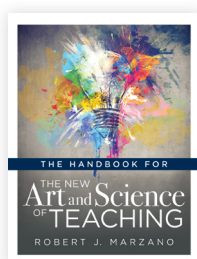
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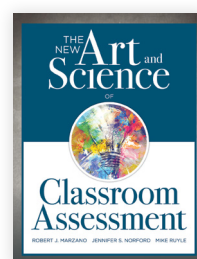


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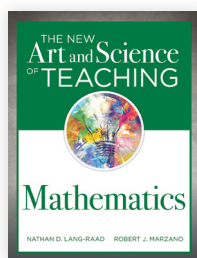


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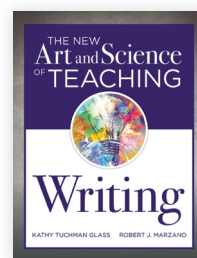


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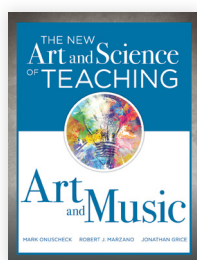


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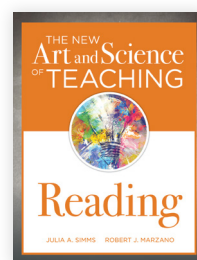


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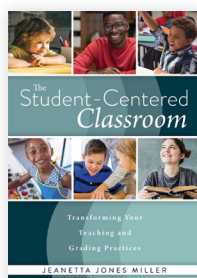
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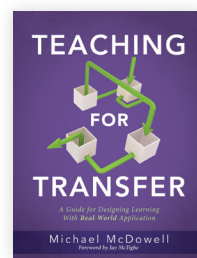
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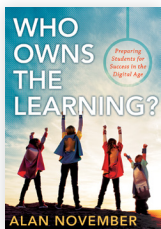
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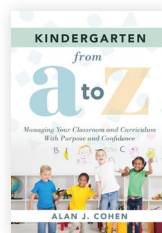
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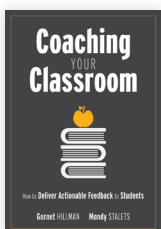
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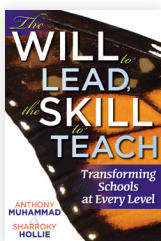
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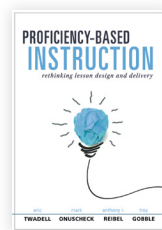
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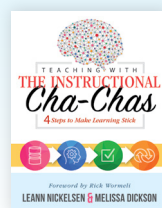
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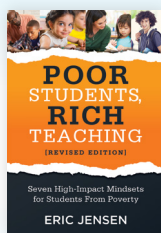
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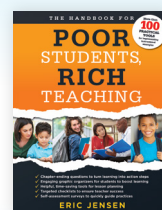
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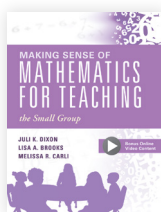
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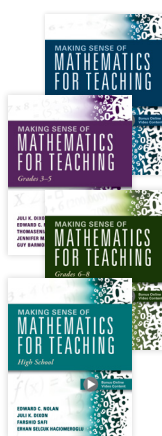
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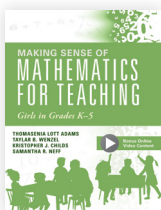
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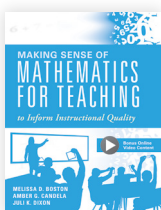
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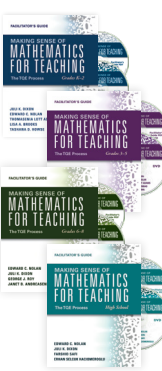
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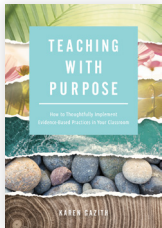
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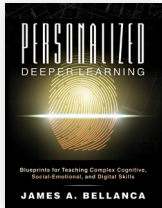
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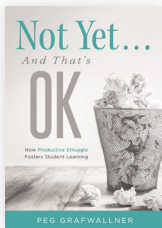
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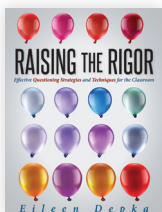
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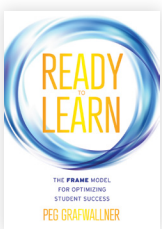
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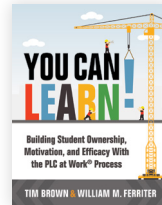
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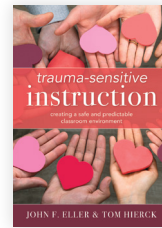
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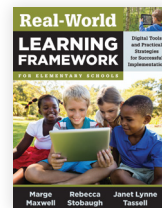
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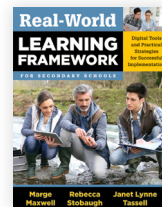
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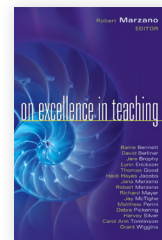
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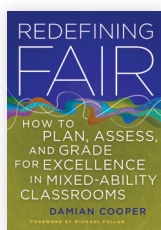
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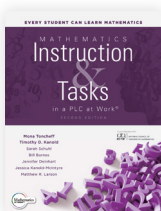
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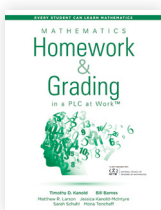
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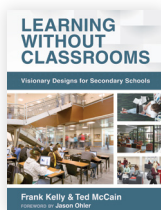
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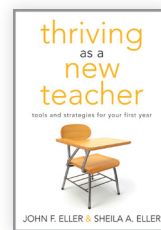
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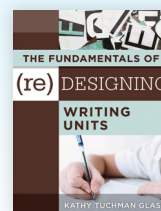
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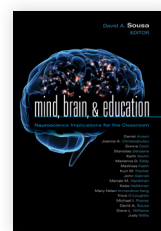
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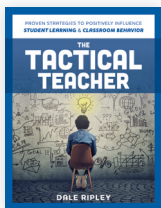
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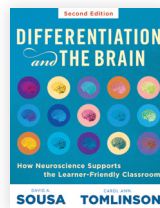
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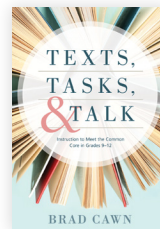
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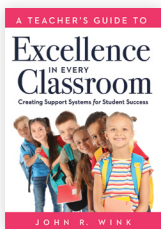
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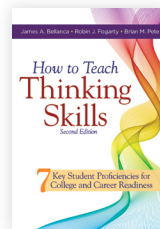
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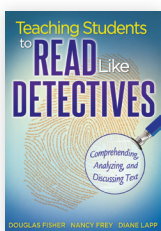
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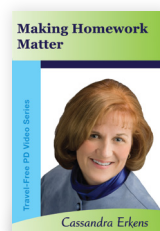
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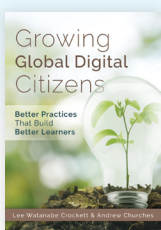
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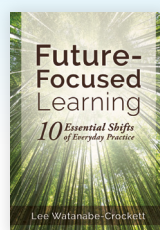
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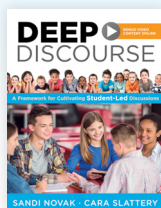
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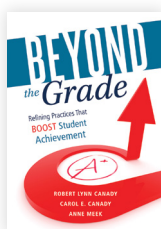
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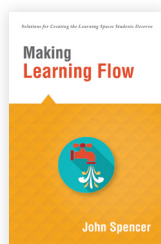
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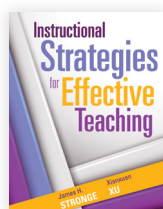
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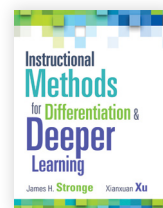


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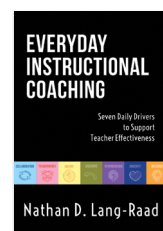
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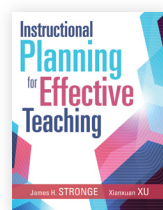


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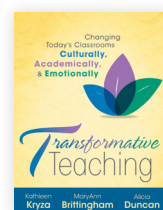
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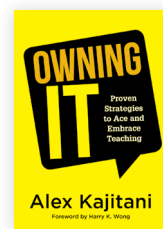
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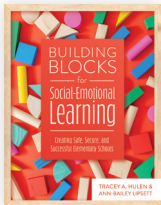
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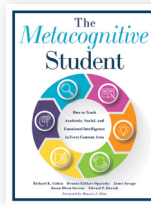
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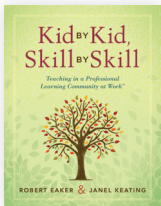
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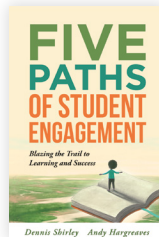


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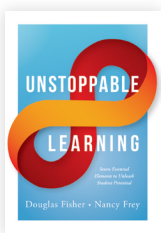
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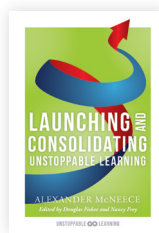
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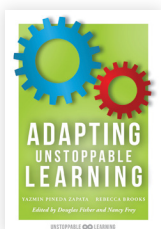
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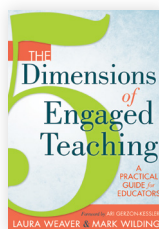
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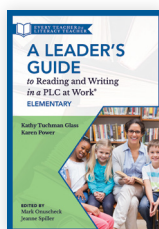
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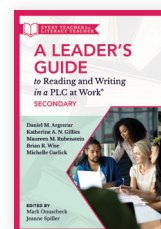
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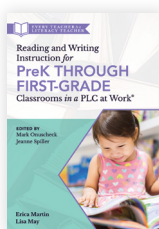
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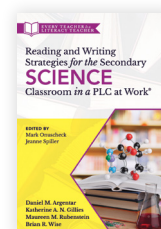
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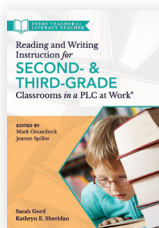
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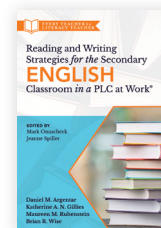
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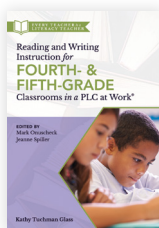
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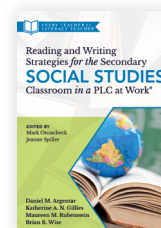
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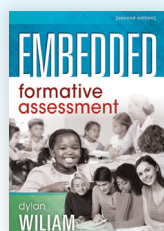
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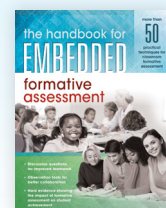


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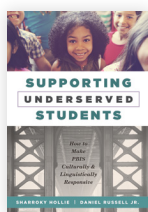
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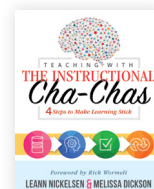
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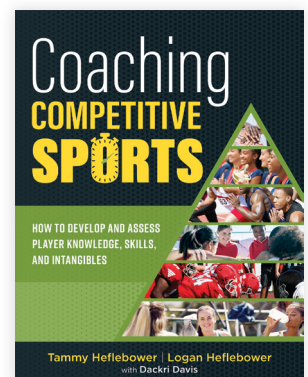
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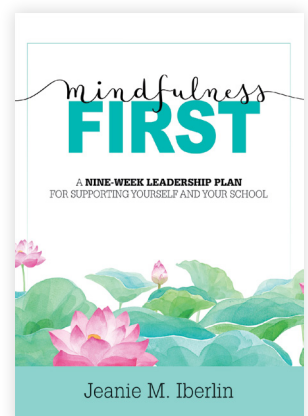
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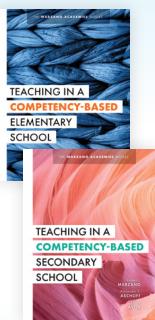
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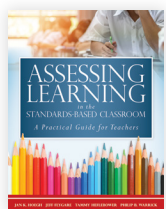
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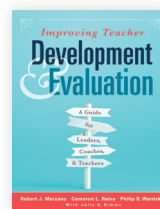
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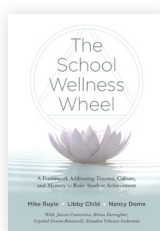


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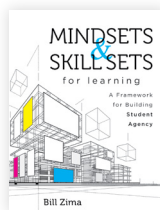
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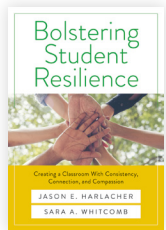
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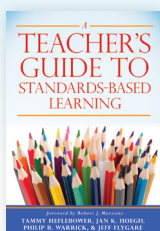
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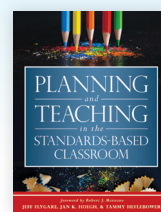
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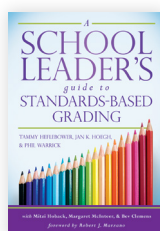
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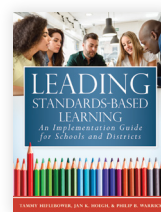
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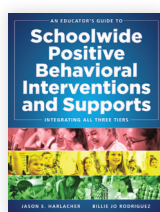
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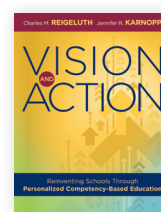
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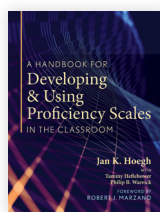
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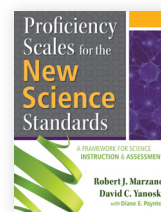
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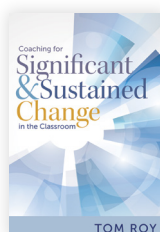
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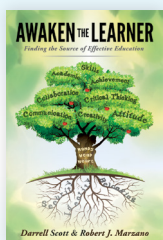
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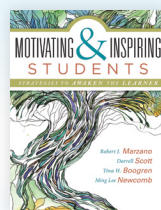
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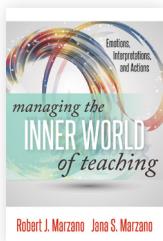
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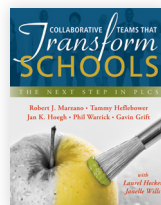
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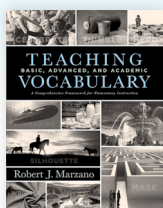
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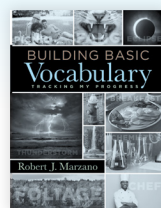
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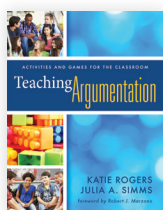
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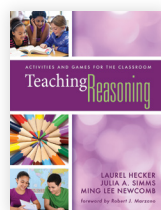
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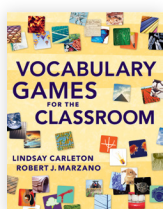
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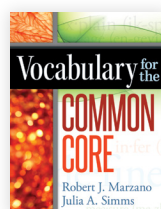


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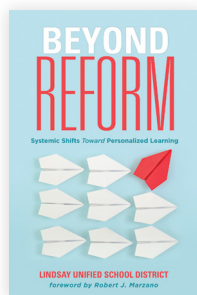
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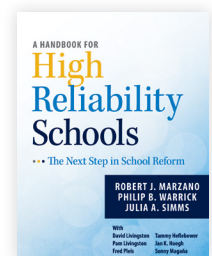
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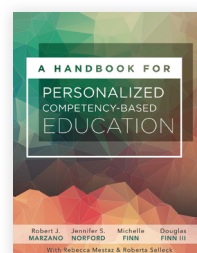
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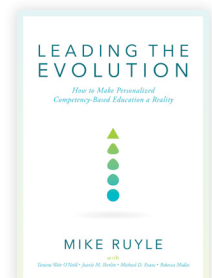
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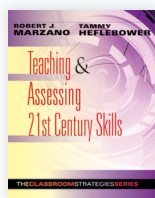
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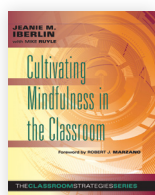
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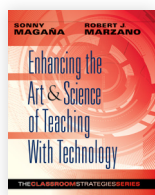
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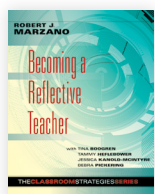


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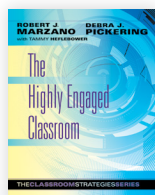
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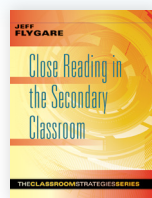
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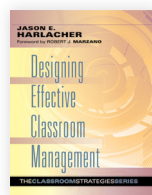


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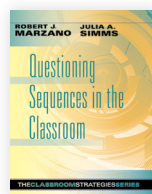
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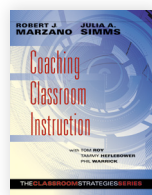


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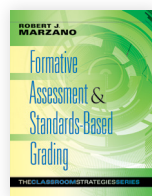
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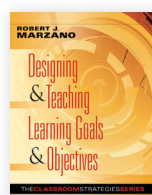


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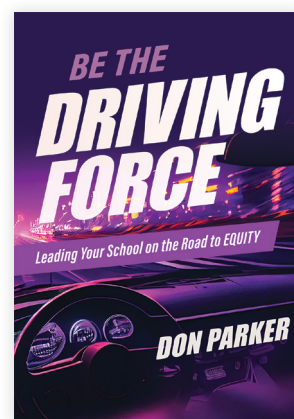
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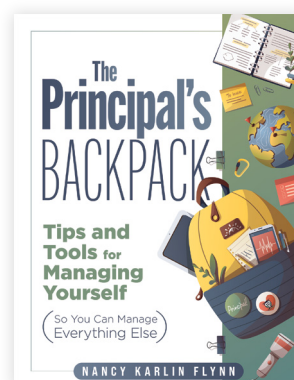
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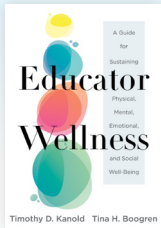
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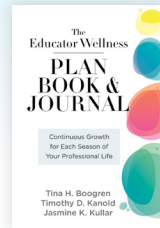
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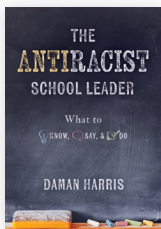
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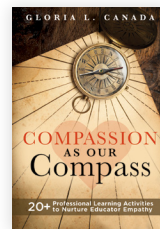
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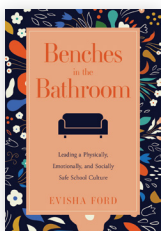
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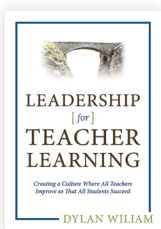
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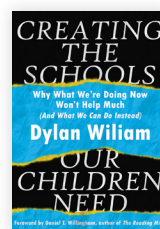
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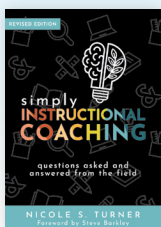
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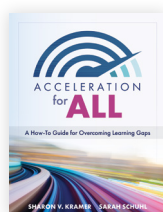
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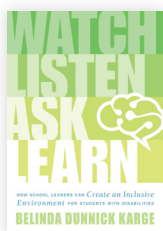
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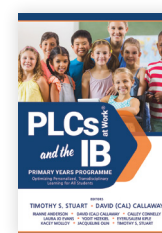
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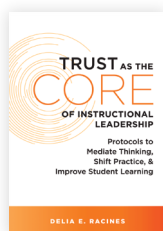
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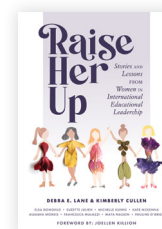
By Debra E. Lane and Kimberly Cullen

With Kimberly Cullen, Elsa Donohue, Suzette Julien, Michelle Kuhns, Debra E. Lane, Kate McKenna, Aleasha Morris, Francesca Mulazzi, Maya Nelson, and Pauline O'Brien

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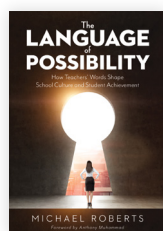
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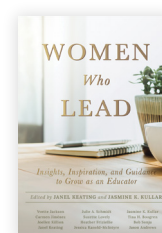
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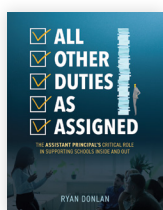
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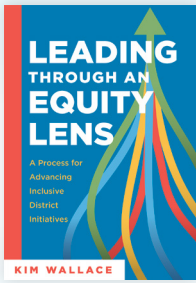
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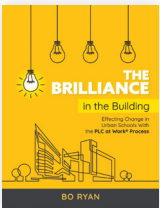
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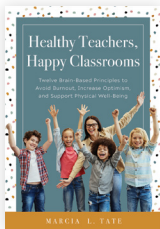
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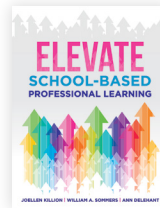
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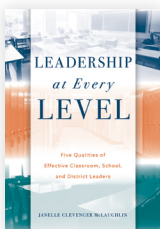


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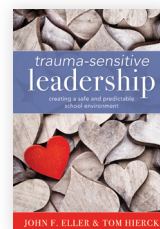
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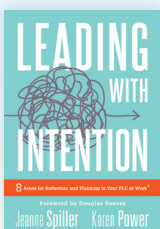
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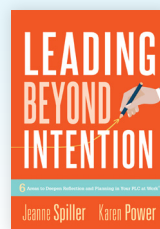
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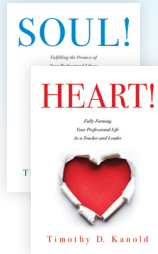
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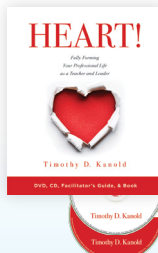
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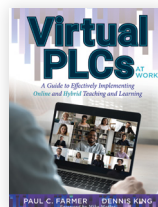
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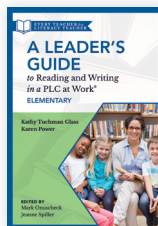
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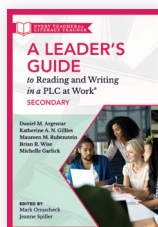
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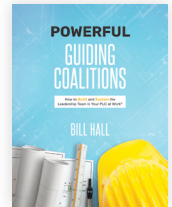
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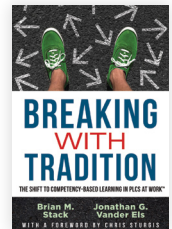
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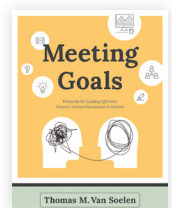
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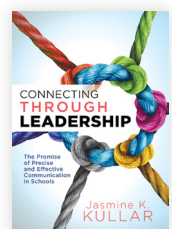
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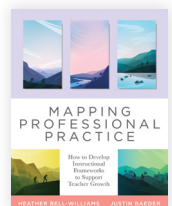
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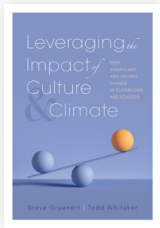
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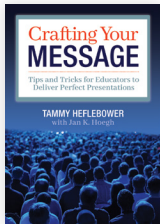
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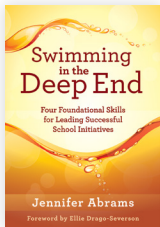
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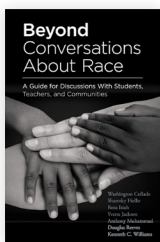
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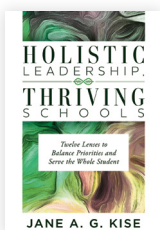
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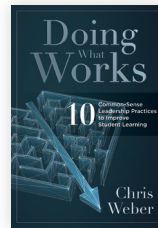
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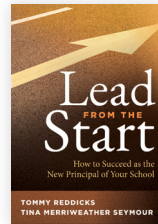
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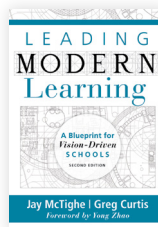
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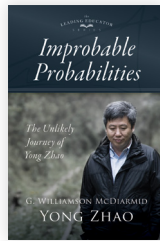
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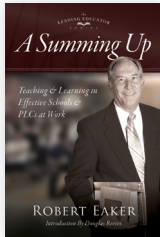
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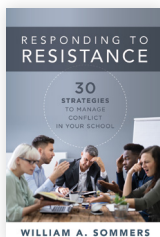
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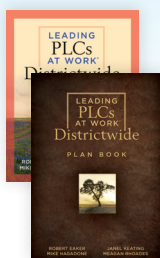
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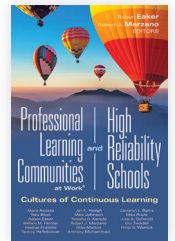
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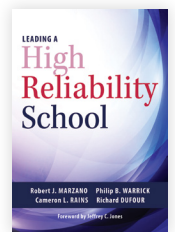
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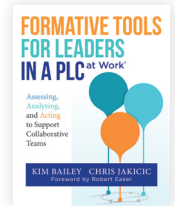
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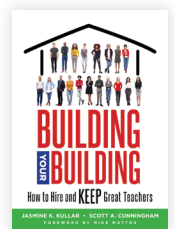
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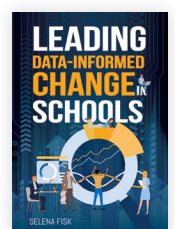


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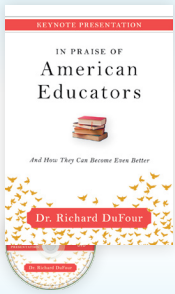
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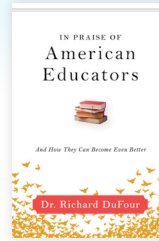


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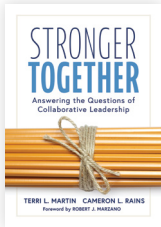
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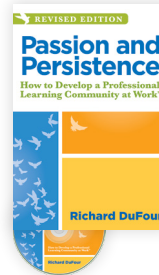
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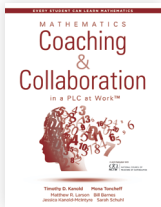
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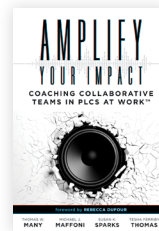


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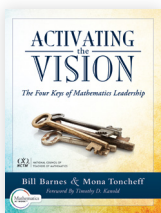
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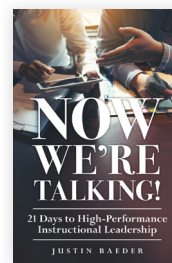
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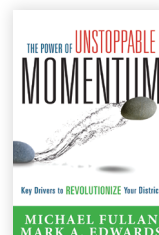
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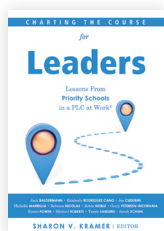
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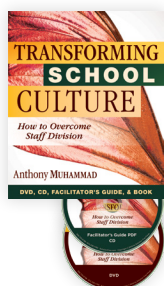
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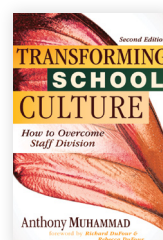
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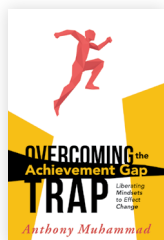
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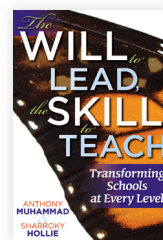
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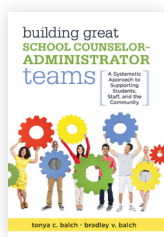
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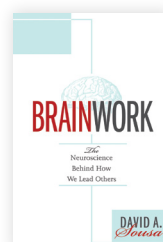
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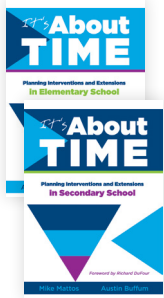
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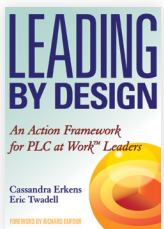
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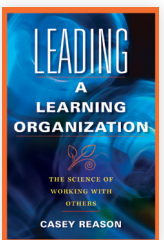
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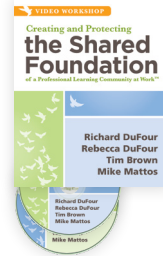
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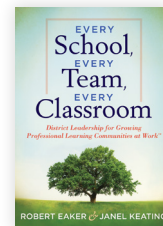


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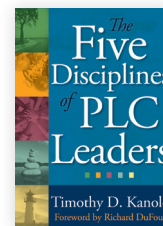
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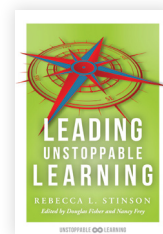
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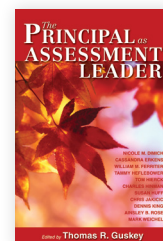
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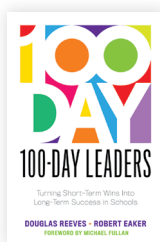
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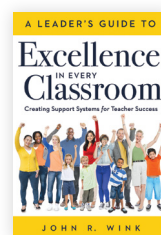
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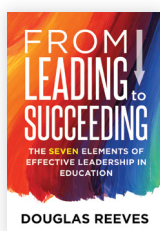
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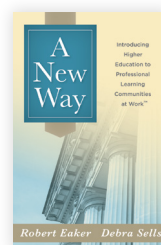
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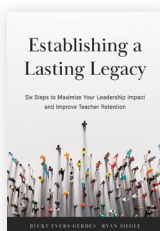
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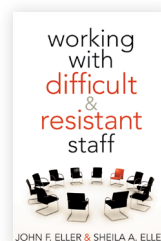


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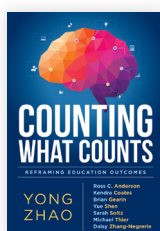
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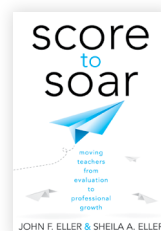
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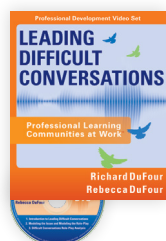
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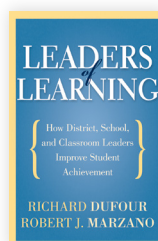
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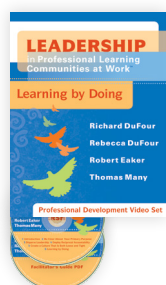
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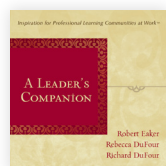
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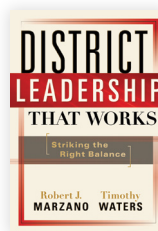
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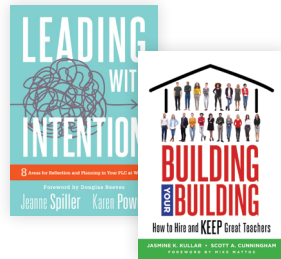
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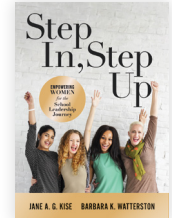
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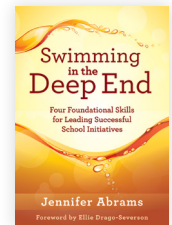
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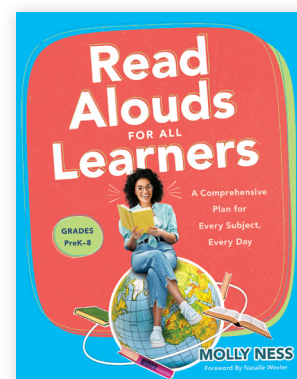
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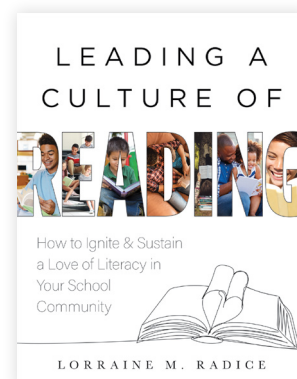
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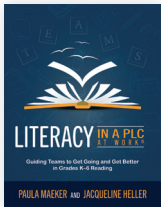
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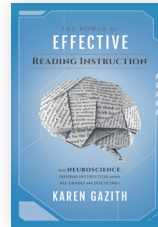
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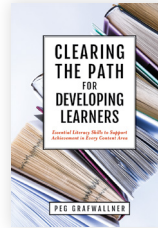
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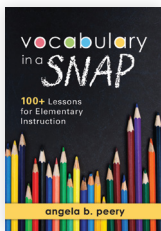
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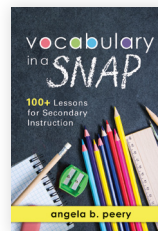
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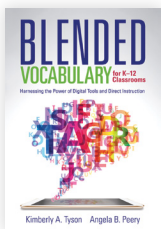
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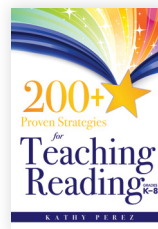
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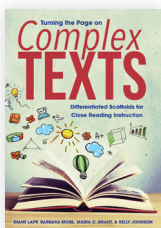


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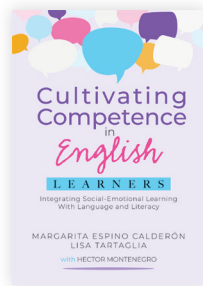
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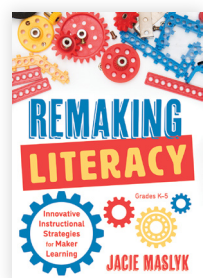
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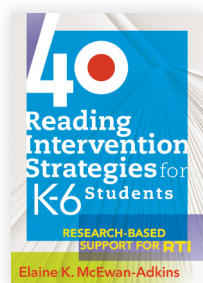
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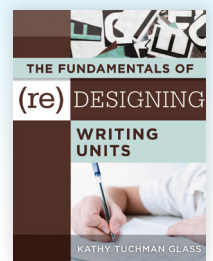
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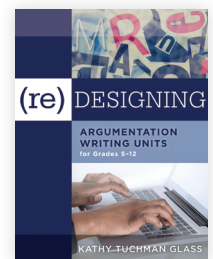
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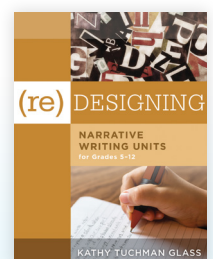
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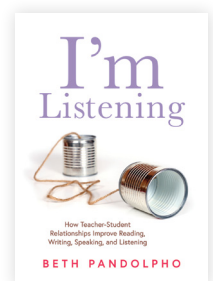
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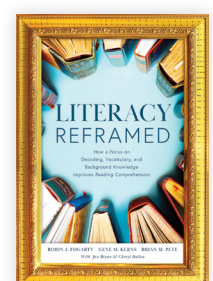
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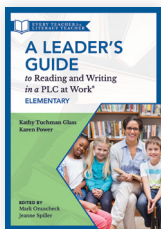
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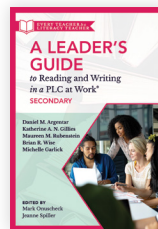
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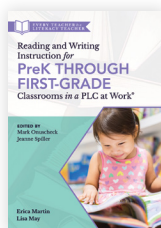


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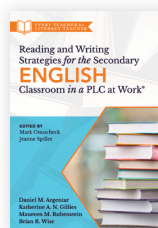


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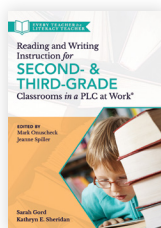


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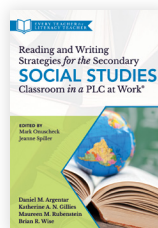


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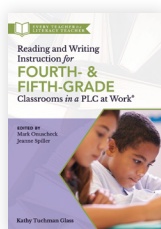


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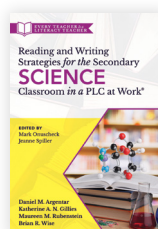


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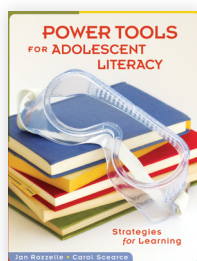
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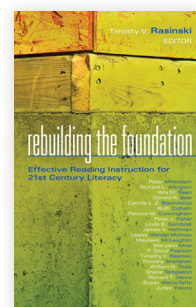
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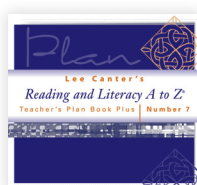
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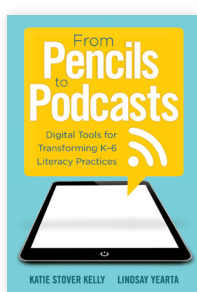


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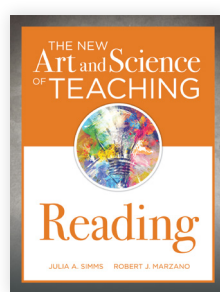
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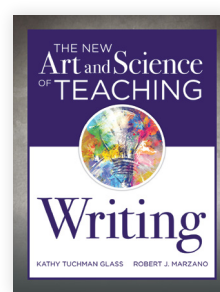
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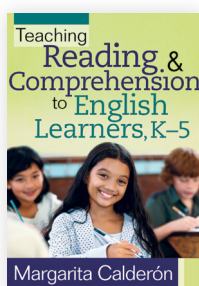
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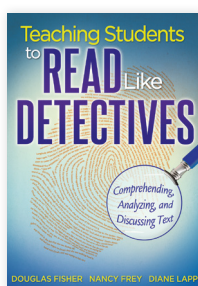
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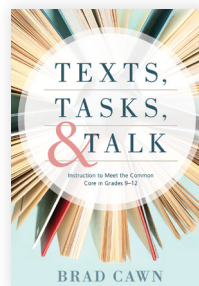
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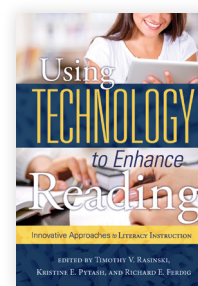
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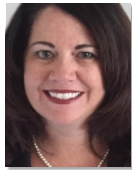
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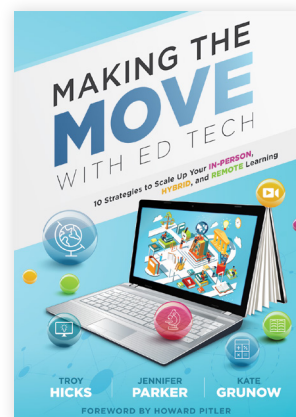
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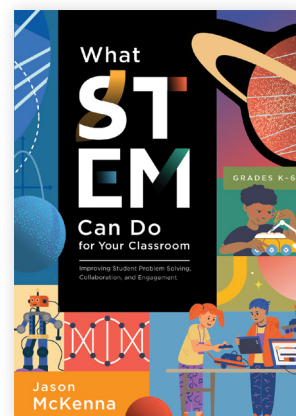
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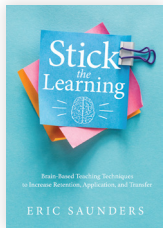
By Jason McKenna

Author and educator Jason McKenna describes how teaching STEM education in his elementary school changed his classroom and his life, improving his students' and his own approaches to problem solving, collaboration, and general motivation to learn. Offering examples, tried and tested classroom projects, and collaborative strategies, this innovative resource opens up STEM education in K–6 classrooms in exciting and expansive new ways.

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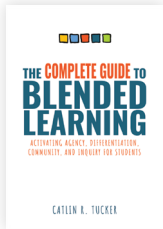
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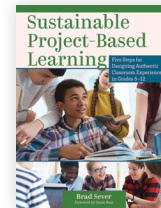
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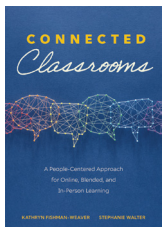
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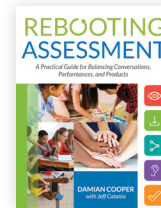
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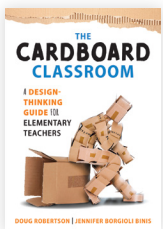
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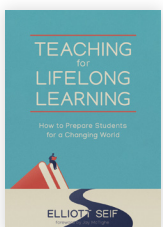
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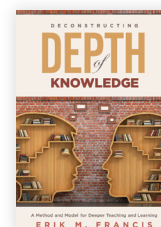
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By Erik M. Francis

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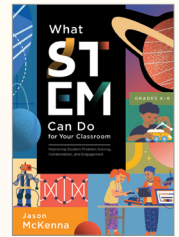
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RESOURCE**

Q: What inspired you to write this book?

I am a firm believer that schools cannot outpace the capacity of their teachers. Therefore, if you want to improve schools, invest in teachers. Make sure they have the training and equipment to

teach effectively. I hope that my book can be a means to help teachers with STEM—whether they are just getting started or they have been teaching STEM for years.

Q: What challenges will this book help educators overcome?

STEM can be challenging—teachers are often asked to implement STEM in addition to everything else being asked of them. Hopefully, my book provides them with clear pathways to get started with STEM no matter their budget or experience level. Additionally, I hope the

book clears up some misconceptions around STEM learning principles and STEM pedagogy. For example, it is important for our teachers to recognize that ALL students have the capacity to be creative.

Q: What excites you most about the content of this book?

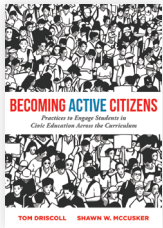
One of my favorite parts of the book is the section that talks about creating a classroom of risk-takers. How do we create activities where failure is the goal? Why should failure be the

goal? How does this prepare students to work in a knowledge-based economy? This section tries to address all of these questions and more.

Q: If educators take one thing away from reading this book, what would you hope that would be?

Any teacher can be a STEM teacher and any student can be a STEM learner.

Digital Learning & 21st Century Skills



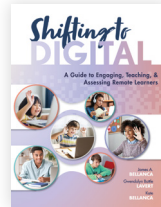
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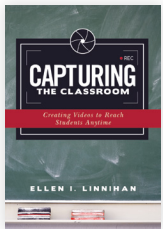
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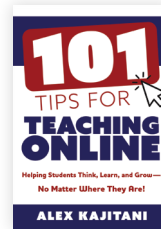
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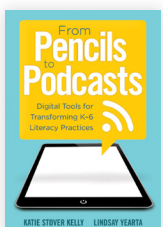
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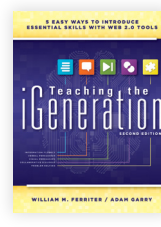
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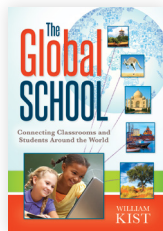
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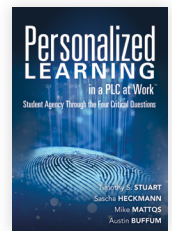
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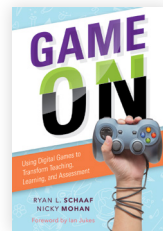
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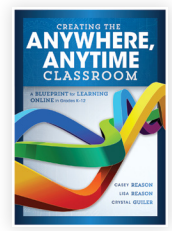
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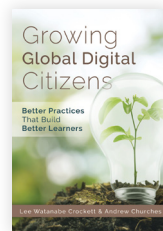
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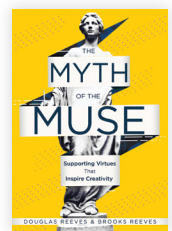
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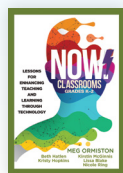
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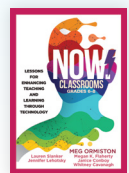
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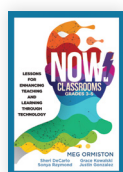
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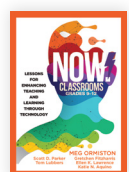
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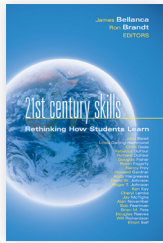
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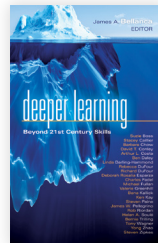
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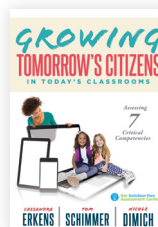
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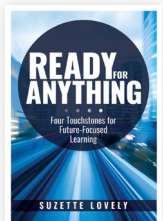
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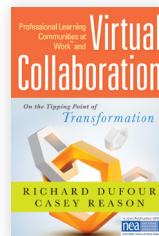
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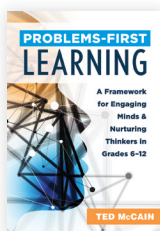
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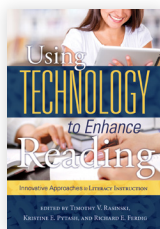
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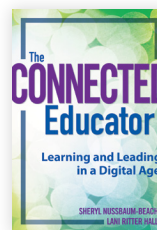
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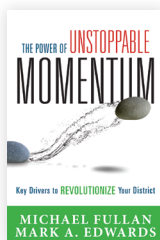
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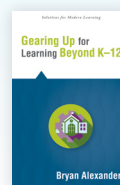
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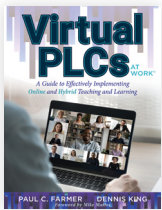
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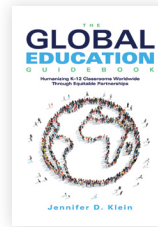
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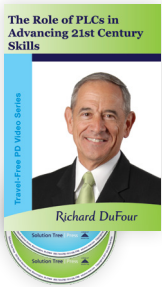
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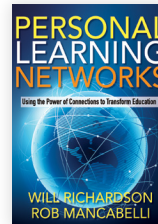


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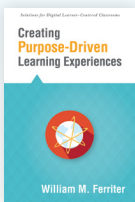
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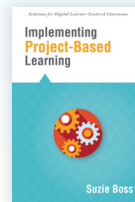
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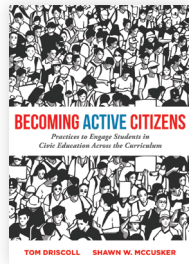
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- Recognize the evolving nature of modern citizenship and civic engagement
- Understand the core characteristics of high-quality civics education
- Leverage educational technologies to amplify best practices in civics instruction
- Effectively integrate civics instruction across curriculum areas



Recommended Resource

Page 150

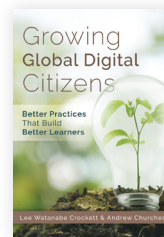
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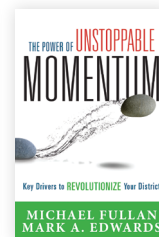
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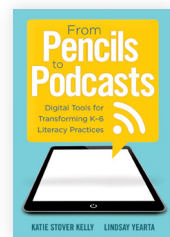
Recommended Resources



See page 151



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Share your specific challenges, and we'll design and deliver a customized learning experience. Available for on-site support as well as virtual training, our experts can guide your team through every phase of implementing a digital learning program, from developing digital policies and procedures to incorporating BYOD, 1:1, and blended learning practices into classrooms.

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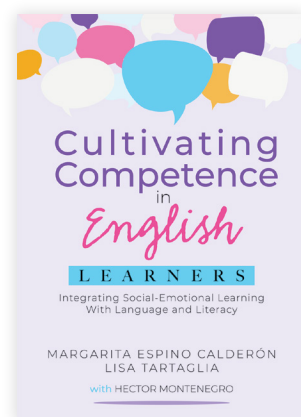
By Margarita Espino Calderón and Lisa Tartaglia

With Hector Montenegro

For busy classroom teachers, integrating instruction for English learners with literacy, reading, discourse, and social-emotional learning (SEL) may seem daunting. This research-backed guide offers evidence-based strategies core content teachers can use immediately to improve daily practice. The authors explore the importance of SEL application to the English learning process and how to connect essential instructional elements to cultivate active, engaged learners.

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- Improve student SEL competencies.

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Coaching Teachers in Bilingual and Dual-Language Classrooms

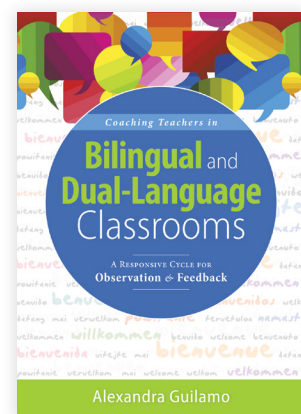
A Responsive Cycle for Observation and Feedback

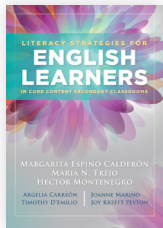
By Alexandra Guilamo

Gain the skills you need to coach teachers in bilingual and dual-language classrooms. In this practical guide, you will discover a proven process for creating a fair and effective observation and feedback cycle to help support teachers in this important work. Author Alexandra Guilamo offers pertinent coaching theory and accessible coaching strategies sourced directly from her firsthand experiences in the field.

- Explore the dual-language programs currently used in classrooms and schools and their unique qualities and benefits.
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- Gain best practices you can utilize in your work as a coach and observer of dual-language teachers.

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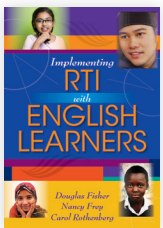
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By Margarita Espino Calderón, Maria N. Trejo, and Hector Montenegro

With Argelia Carreón, Timothy D'Emilio, Joanne Marino, and Joy Kreeft Peyton

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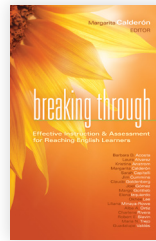


Implementing RTI With English Learners

By Douglas Fisher, Nancy Frey, and Carol Rothenberg

Learn why RTI is the ideal framework for supporting English learners. Follow the application and effectiveness of RTI through classroom examples and the stories of four representative students of varying ages, nationalities, and language proficiency levels.

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Breaking Through

Effective Instruction & Assessment for Reaching English Learners

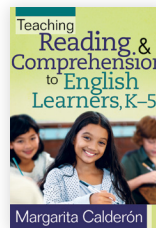
Edited by Margarita Espino Calderón

With Barbara D. Acosta, Laura Alvarez, Kristina Anstrom, Margarita Espino Calderón, Sarah Capitelli, Jim Cummins, Claude Goldenberg, Joel Gómez, Margo Gottlieb, Elena Izquierdo, Okhee Lee, Liliana Minaya-Rowe, Alba A. Ortiz, Charlene Rivera, Robert E. Slavin, Maria N. Trejo, and Guadalupe Valdés

This book provides educators with a whole-school approach to helping English learners achieve academically while they learn English.

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By Margarita Espino Calderón

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Grades K–5; 176 pages

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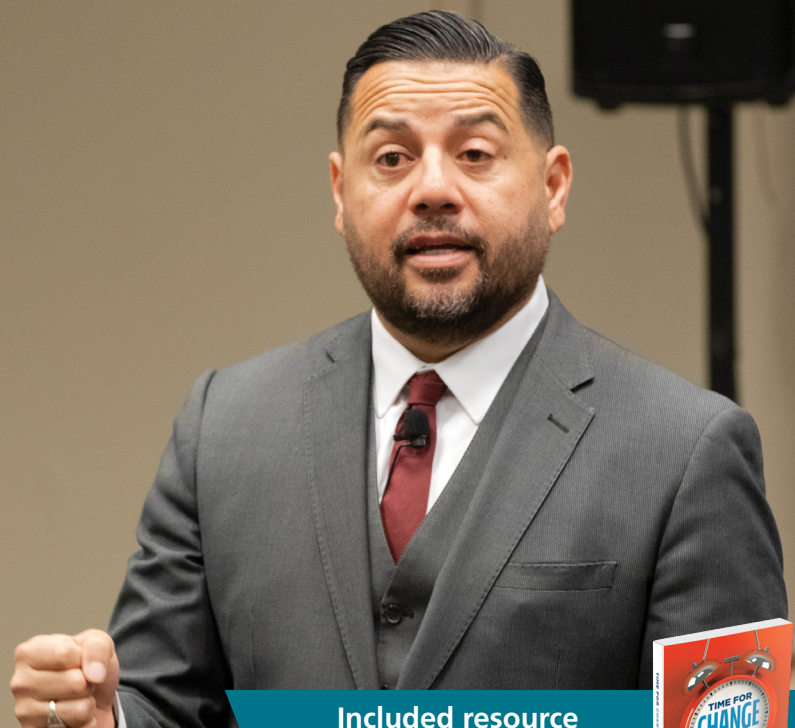
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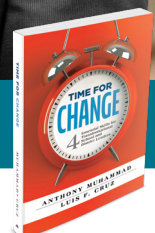
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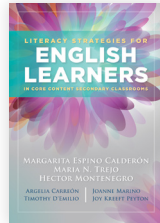
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Building Your Skills

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Keynote

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Recommended Resource
Page 158

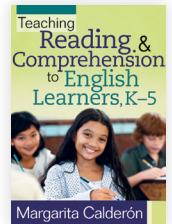
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- Acquire lesson templates that will help integrate vocabulary, reading comprehension skills, and writing strategies into math, science, social studies, and language arts.



Recommended Resource
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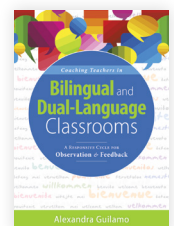
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- Learn the seven essential elements of an effective coaching and feedback cycle.
- Gain best practices you can utilize in your work as a coach and observer of dual-language teachers.
- Study the characteristics of high-quality feedback.



Recommended Resource
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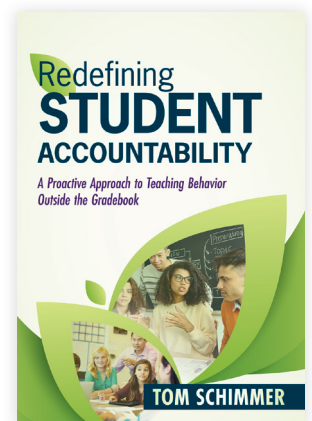
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By Tom Schimmer

The time has come to separate academic achievement from student behavior attributes. Author and trusted assessment expert Tom Schimmer shares a three-tiered framework and trauma-informed, restorative, and schoolwide approaches to teaching responsibility, nurturing student accountability, and addressing student behavior in a way that teaches students the life skills they need to thrive in the classroom and in the larger world.

- Learn how to create trauma-informed, restorative, and schoolwide approaches to teaching the skills of responsibility to students.
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23GCTG-S8A-BKG002 **\$35.95** USD | **\$47.00** CAD
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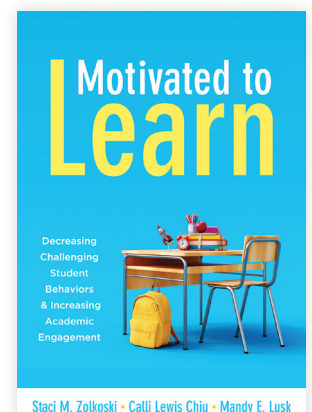
Decreasing Challenging Student Behaviors and Increasing Academic Engagement

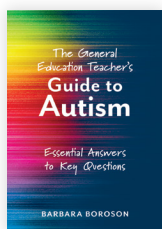
By Staci M. Zolkoski, Calli Lewis Chiu, and Mandy E. Lusk

Imagine a day in the classroom where you can devote all your energy to student learning instead of battling challenging behavior. In *Motivated to Learn*, you will gain evidence-based approaches for engaging students and equipping them to better focus in the classroom. With this book's straightforward strategies, you can learn to motivate all your students to actively participate in learning.

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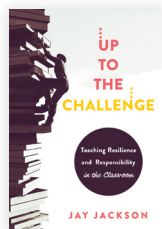
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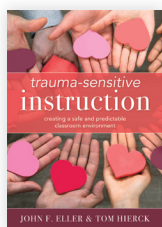
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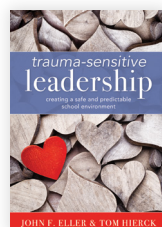
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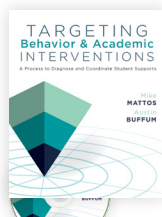
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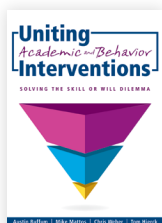
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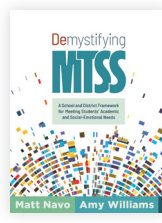
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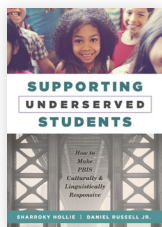
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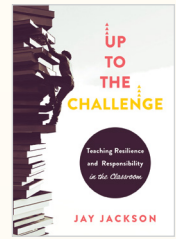
By Sharroky Hollie and Daniel Russell, Jr.

Discover a clear road map for aligning PBIS with culturally and linguistically responsive teaching in your school or district.

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AUTHOR SPOTLIGHT

Featuring Jay Jackson



**FEATURED
RESOURCE**

Q: What inspired you to write *Up to the Challenge*?

I became interested in incorporating performance character concepts in my class, because that's what I want to teach. When I teach a world history class, the content's very important, but I also think performance character—commitment, courage, grit, those things—are all very important as well. I began striving to teach performance character in conjunction with content.

Take comfort zones, for example. I have a diagram that illustrates comfort zones and then I have a discussion with the kids about why it might be important to get out of your comfort zones. If it's a French Revolution

unit, I'll have them do an eight act interpretive dance of the French Revolution, where they work in a group and they come up with an interpretive dance they're going to do in front of class. That's teaching them content and also pushing them outside their comfort zone.

The principal at Irvington High School where I teach heard positive things about what I was doing and it grew from there. I wanted to write a research-based book on how to incorporate performance character into instruction to both help me learn more about best practice and then share that knowledge with others.

Q: When you integrate performance character with academics, does it tend to focus on physical movement?

No. Performance character applies to any challenge you're facing. It started in sports psychology, but it also helps students take on challenges in relationships, at

a job, or in school. For example, building courage as a performance character helps students who are fearful when taking an assessment or talking in front of class.

Q: How will this book help educators in their classrooms?

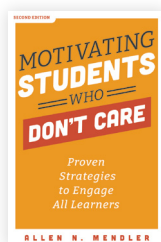
The book presents a seamless and simple way to bring these ideas into class. I share simple diagrams that a teacher can write right on their board along with example questions they can ask or come up with on their own.

In an integrity unit, I give the background on integrity and then introduce the diagram from the book. You've got honorable and dishonorable, success and failure. I illustrate combinations of these qualities and outcomes in four quadrants and then begin asking questions to kickstart ideas. I can add my opinion, but it's just one voice in the discussion.

And then you can test them on how they would apply their thoughts on integrity in real life situations—like a relay race. Did anyone win by starting early or anything like that? How does that align with the discussion they just had on integrity? Have them reflect as a group or write in a journal.

This book is my way of helping a teacher introduce these concepts to a class seamlessly. It doesn't take much time away from class and you see the impact on students long after. It's time well spent.

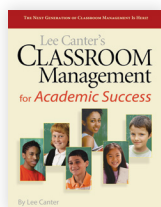
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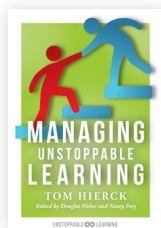


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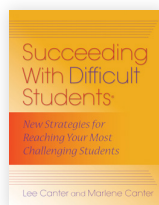
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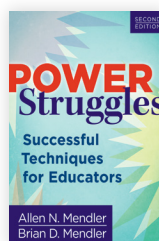
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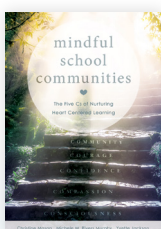
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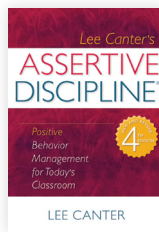
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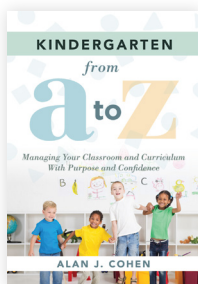
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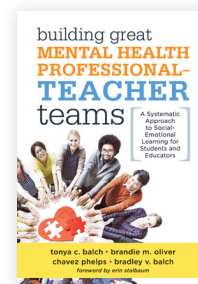
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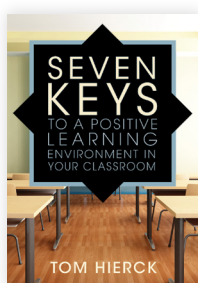


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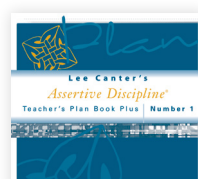
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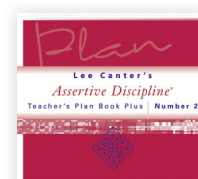
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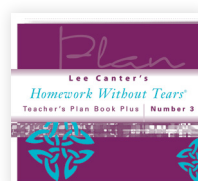
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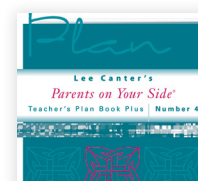
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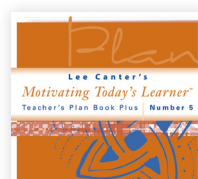
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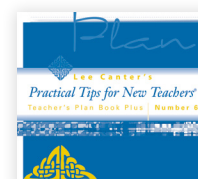
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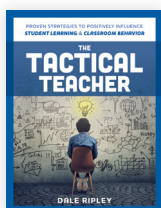
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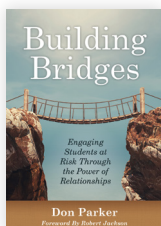
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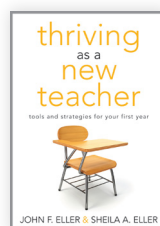
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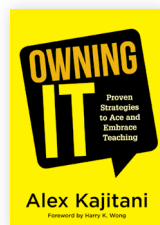
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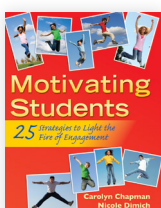
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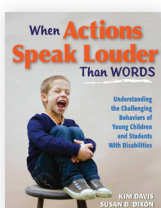
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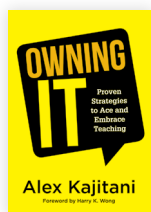
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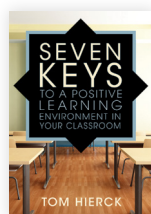
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Page 166

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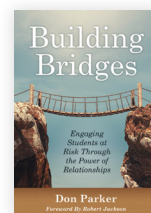
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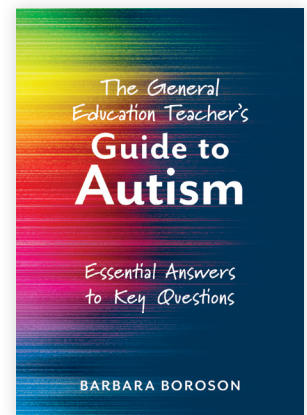
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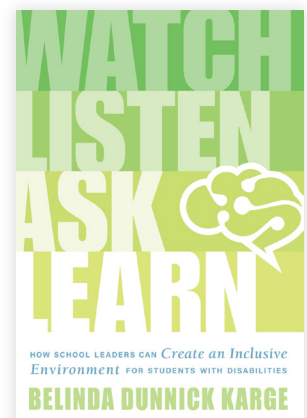
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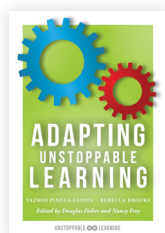
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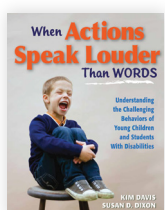
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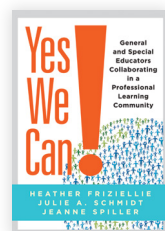
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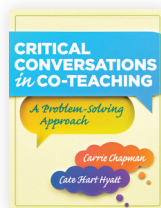


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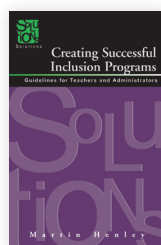
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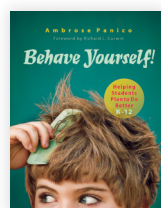
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Special Needs Services

YOUR PRIMARY **GOAL**

BUILDING
Your Skills

DEEPENING
Your Skills

SUSTAINING
Your Skills

1-DAY	One day with an expert in your school or district. Your team will gain understanding, inspiration, and strategies to start a professional learning program.			
	Adapting Instruction for Diverse Populations			
2-4-DAY	More intensive 2- to 4-day sessions with an expert to guide your entire staff or a smaller team to deepen understanding and further progress.			
	Collaborative and Inclusive Partnerships Between General and Special Educators			
	General and Special Educators Collaborating in a Professional Learning Community			
MULTI-DAY	Work with one or several experts across multiple days to embed key processes, practices, and procedures designed to significantly improve staff performance and student achievement.			
	Embedded Coaching			
	Customized Services			

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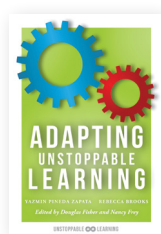
Building Your Skills

1-DAY COMMITMENT

Adapting Instruction for Diverse Populations

Provide effective differentiated instruction to students with varying needs, from disabilities to twice-exceptionality.

- Learn how to adjust curriculum in ways that maintain appropriate levels of rigor for all students.
- Consider the importance of collaboration and communication in learning adaptations.
- Access sample activities that can be used in classrooms immediately.



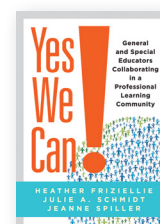
Recommended Resource
Page 170

Deepening Your Skills

2-4-DAY COMMITMENT

General and Special Educators Collaborating in a Professional Learning Community

Achieve dramatic results in student learning in both general and special education classrooms through the framework of a PLC. This service aims to foster collaboration among educators, change instructional practices to improve student results, and discuss the conditions that make special education services most effective.



Recommended Resource
Page 170

- Use the key ideas and four critical questions of a PLC to maximize learning for all students.
- Determine priority standards, and study the steps for unpacking these standards into learning targets.
- Discover what tailored instruction does and does not mean.

Sustaining Your Skills

MULTI-DAY COMMITMENT

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Execute proven strategies and confront special education challenges head-on with expert coaching. Our trusted special education coaches will support you and your staff through every phase of implementation and monitor progress along the way to ensure you hit key benchmarks as you work to achieve sustainable success.

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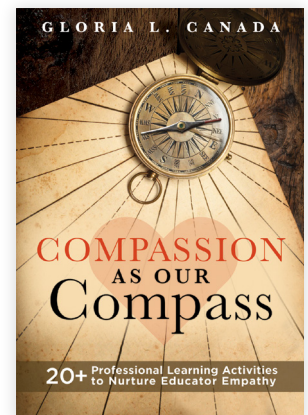
20+ Professional Learning Activities to Nurture Educator Empathy

By Gloria L. Canada

Thoughtfully addressing students' varying needs and perspectives in a meaningful way is challenging. By intentionally incorporating best practices, educators learn to facilitate honest dialogue, cultivate inclusion, build trust, and form a sense of emotional safety for students. Using field-tested, research-backed activities, Gloria L. Canada provides strategies, personal stories, and lessons learned to help educators create a compassionate, empathic school culture.

- Transition the professional learning lessons into lessons or activities educators can use with students.
- Address the importance of building connections with students to foster a sense of trust and safety.
- Examine the various roles educators play and ways they are called on to step up to build student rapport.

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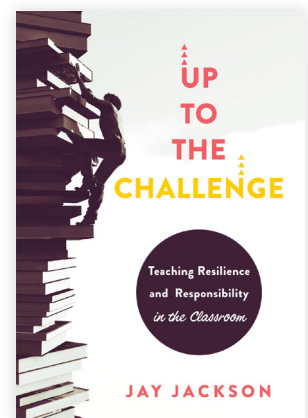
Teaching Resilience and Responsibility in the Classroom

By Jay Jackson

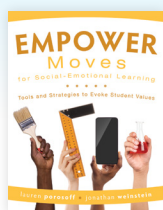
Drive students to confront life's challenges and move toward excellence. This timely resource lets educators take a deep dive into self-awareness, integrity, courage, commitment, and grit to explore how a deliberate commitment to building character informs student success. With passion and purpose, author Jay Jackson blends personal challenges and achievements to equip teachers with tools to improve their students' resilience.

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- Empower students in the face of challenges.
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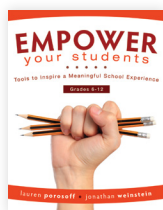
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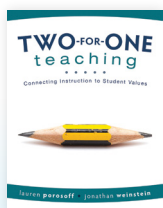
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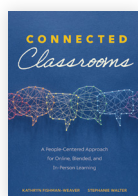
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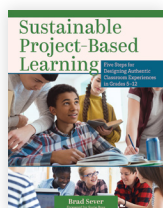
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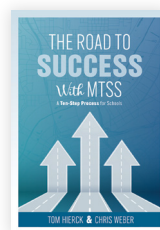
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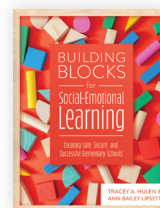
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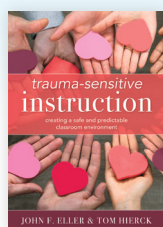
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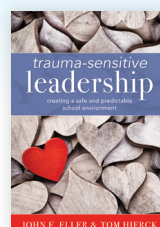
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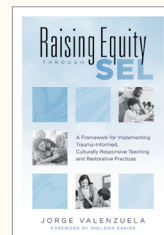
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AUTHOR SPOTLIGHT

Featuring Jorge Valenzuela



**FEATURED
RESOURCE**

Q: What inspired you to write *Raising Equity Through SEL*?

The current social-emotional learning (SEL) needs of teachers and students inspired me to write this book. Many of our colleagues and learners are hurting because of the pandemic of 2020, as well as other reasons. This book doesn't claim to be a

panacea for the problems educators face. Instead, it is an evergreen resource designed to help educators create a plan for navigating difficulties and helping their students do the same.

Q: What challenges will this book help educators overcome?

The book strives to help educators and their learners improve their emotional intelligence (EQ) skills over time. The framework I offer is designed to prepare adults for activating SEL by meeting kids where they are emotionally and academically. Moreover, it's a versatile framework that logically addresses EQ skills and provides strategies for improving students'

academic and social experiences by honoring their diverse needs and points of view. Additionally, this book uplifts practices from other pedagogies, such as trauma-informed teaching, culturally responsive teaching, and restorative justice, to help educators update their SEL plans as needed.

Q: What are some strategies, tools, and templates you offer in the book?

The foundation for the concepts and practices found in the book is the five-step Equity and SEL Integration Framework.

1. Learn the basics of the CASEL 5 and emotional intelligence.
2. Assess your unconscious biases and beliefs about students.

3. Improve your knowledge of your students.
4. Help students develop emotional intelligence skills.
5. Activate SEL in your lessons (curriculum).

Each step of the framework is strengthened with specific strategies, tools, and templates educators can use as they move through each step.

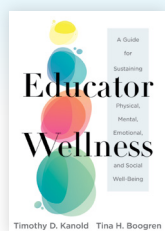
Q: What is the one thing you would like educators to take away from the book?

It's always possible to improve our own SEL. Until we do, it won't be possible to help others with theirs. Thriving schools and classrooms are a collaborative effort between adults and young people. I'm not

saying this book outlines the only way to raise equity through SEL, but it's a proven way to see change within ourselves and our kids by applying the advice found in the pages.

Social-Emotional Learning

COMPANION RESOURCES



Educator Wellness **BESTSELLER**

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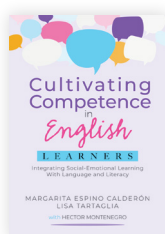
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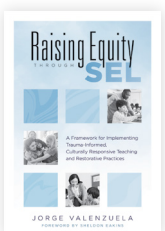
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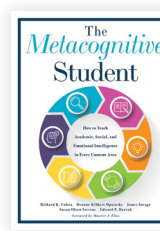
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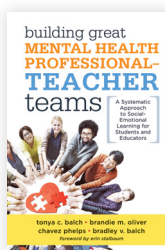
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Foreword by Erin Stalbaum

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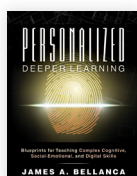
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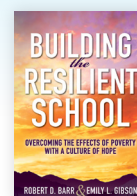
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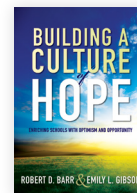
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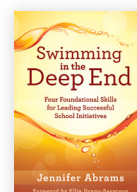
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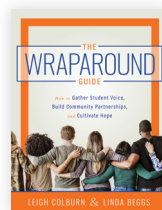
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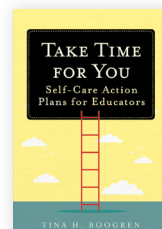
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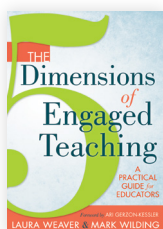
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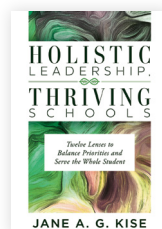
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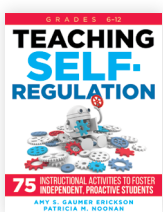
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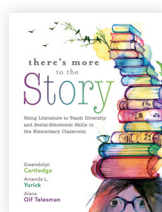
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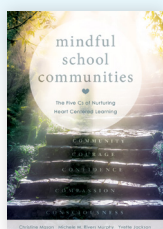
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Recommended Resource
Page 178

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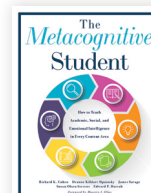
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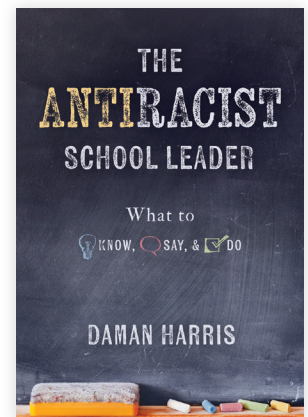
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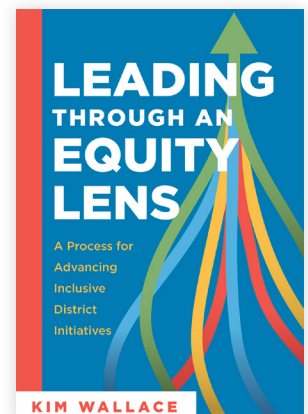
A Process for Advancing Inclusive District Initiatives

By Kim Wallace

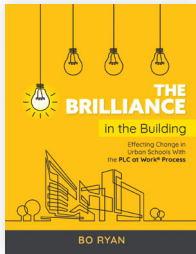
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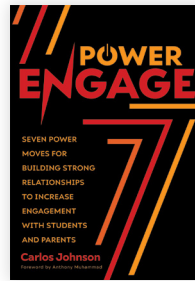
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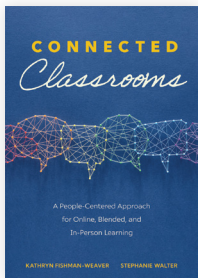
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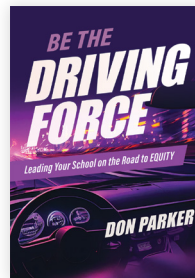
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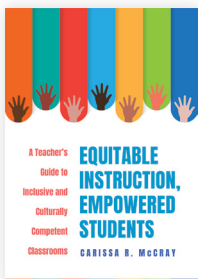
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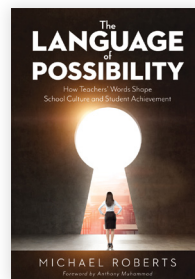
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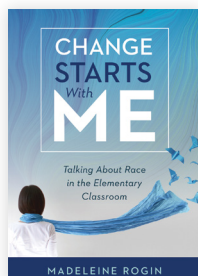
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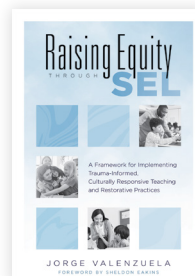
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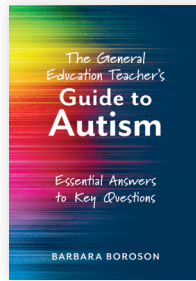
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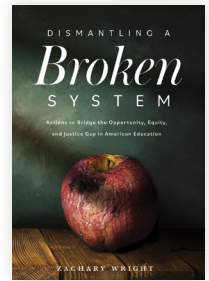
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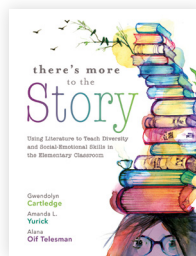
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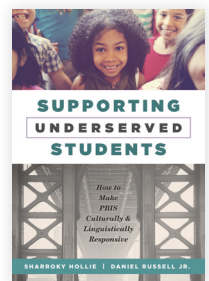
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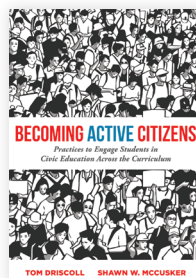
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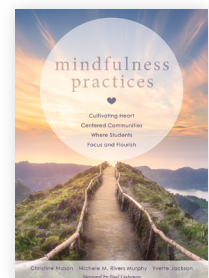
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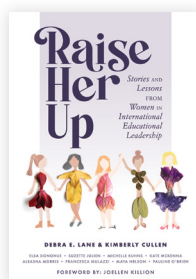
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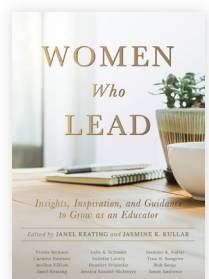
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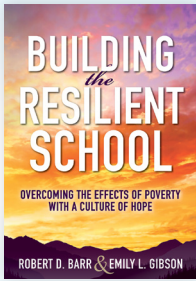
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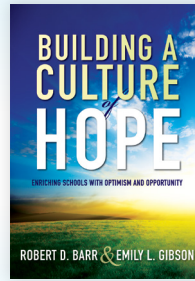
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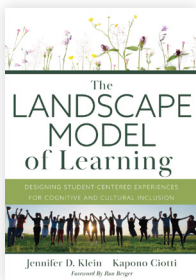
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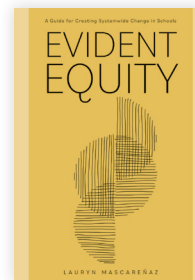
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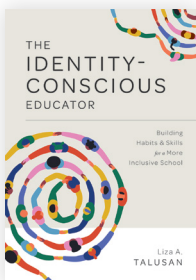
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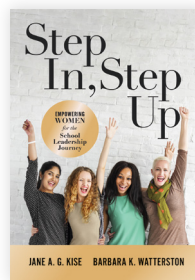
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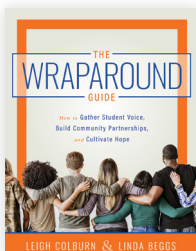
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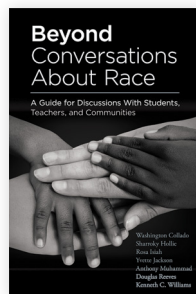
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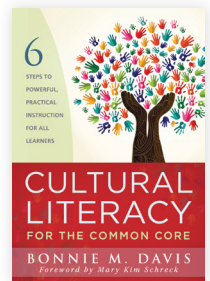
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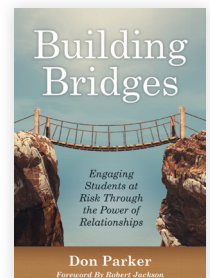
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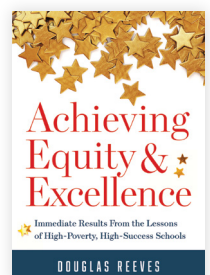
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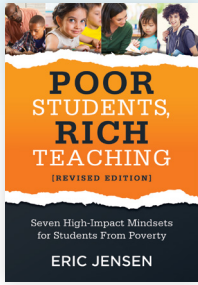
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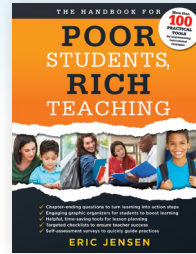
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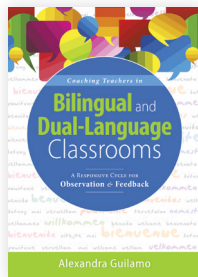
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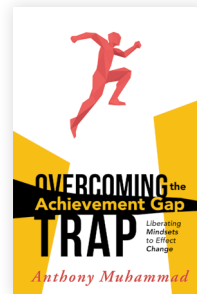
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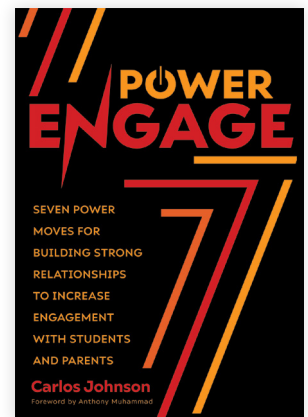
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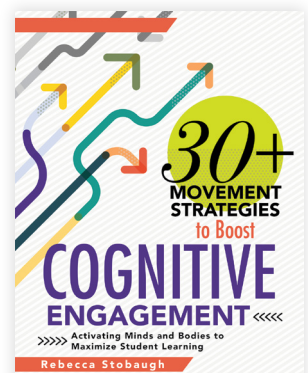
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By Rebecca Stobaugh

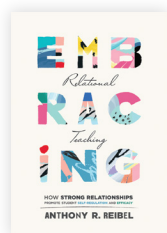
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Student Engagement



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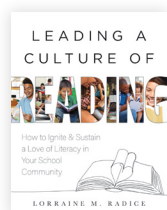
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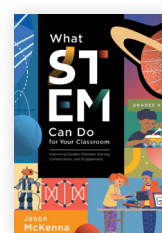
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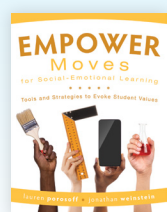
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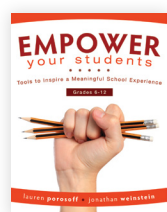
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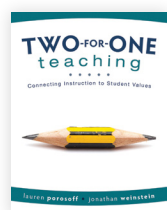
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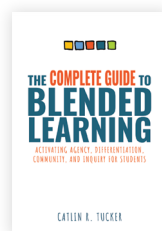
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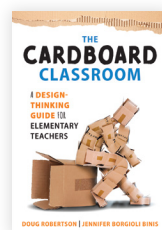
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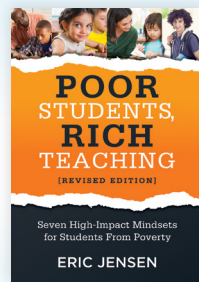
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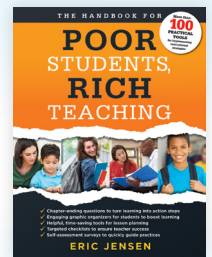
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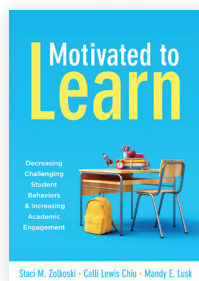
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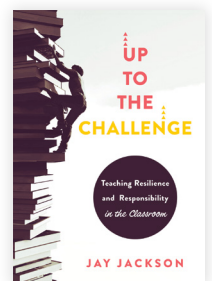
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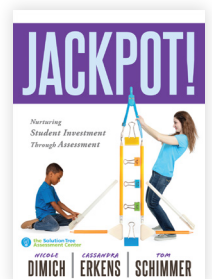
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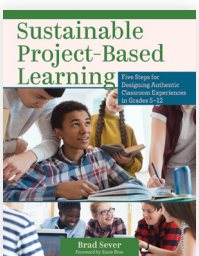
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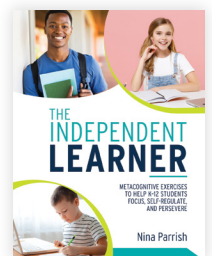
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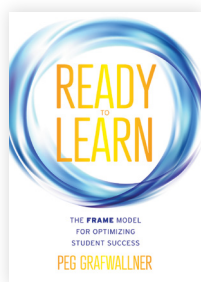
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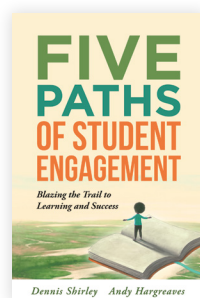
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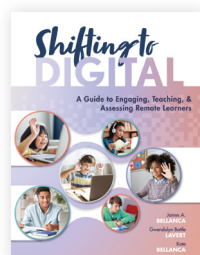
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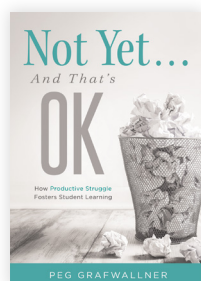
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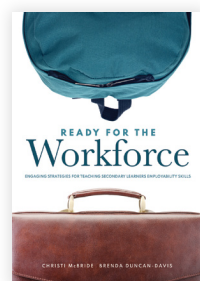
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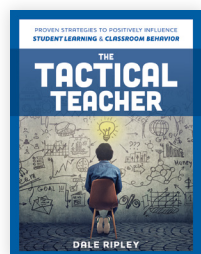
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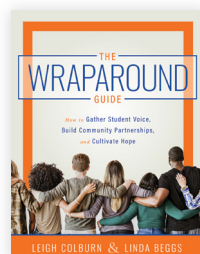
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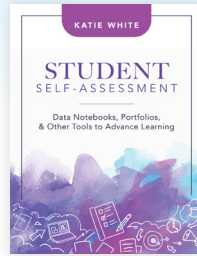
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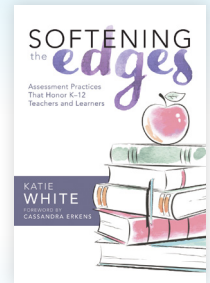
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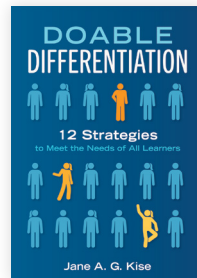
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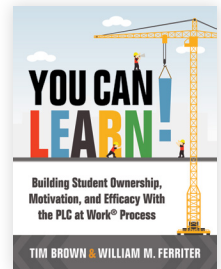
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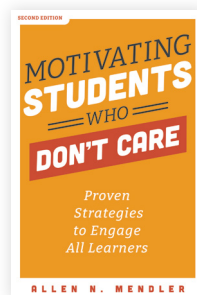
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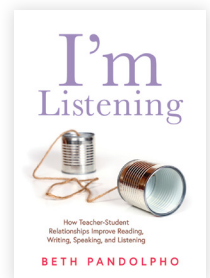
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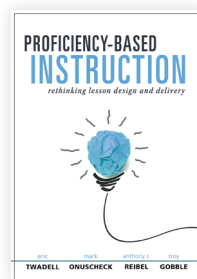
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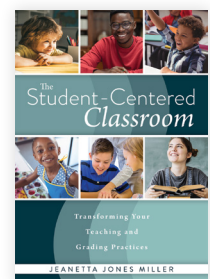
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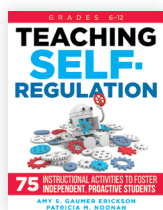
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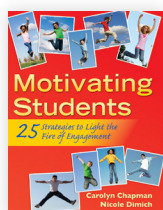
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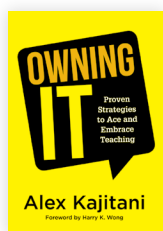
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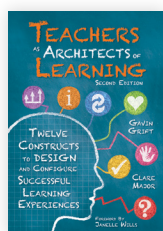
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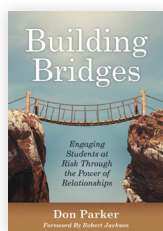
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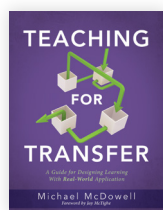
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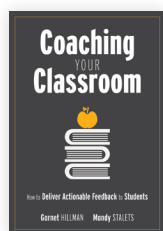
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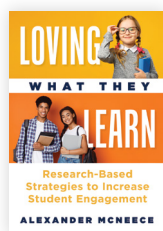
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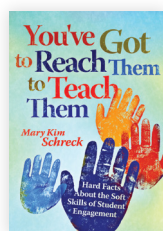
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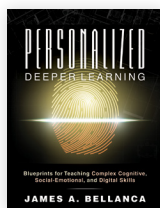
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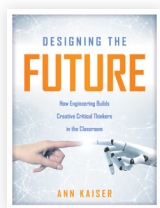
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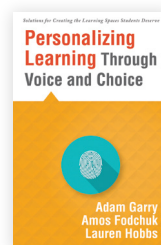
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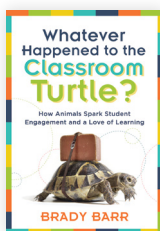
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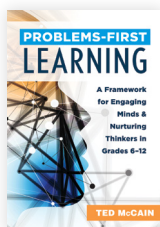
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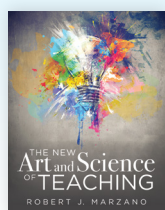
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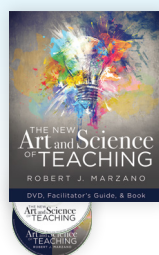
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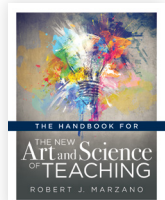


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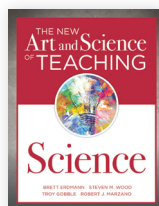


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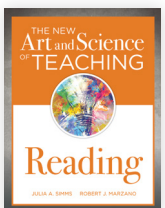
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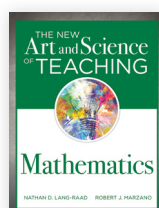
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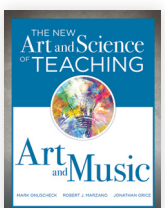
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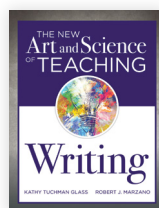
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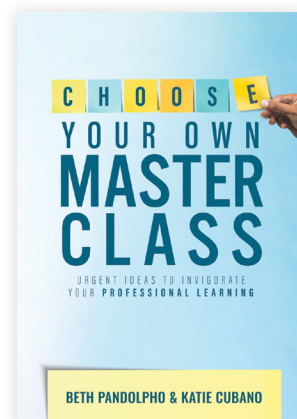
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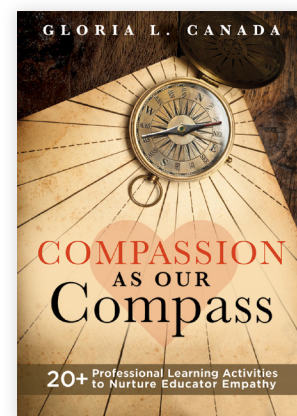
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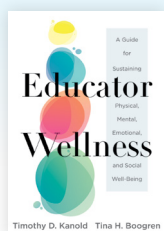
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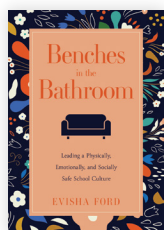
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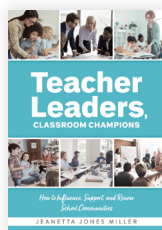
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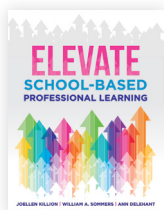
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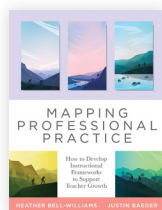


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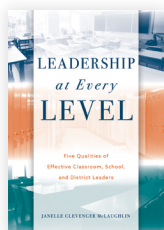
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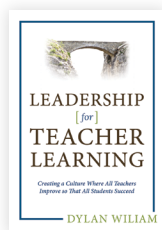
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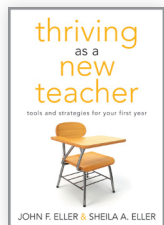
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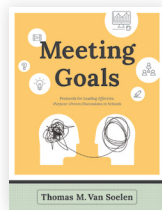
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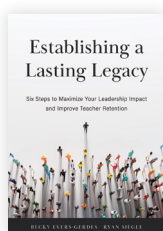
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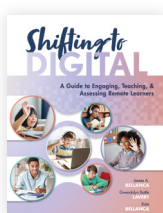
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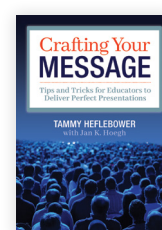
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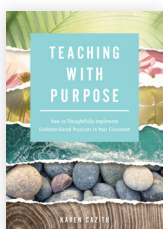
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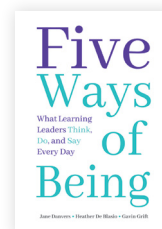
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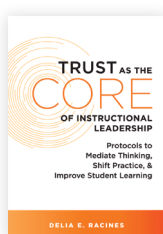
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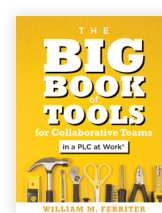


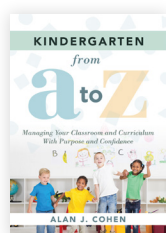
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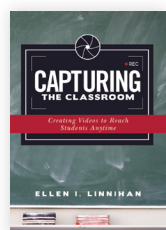


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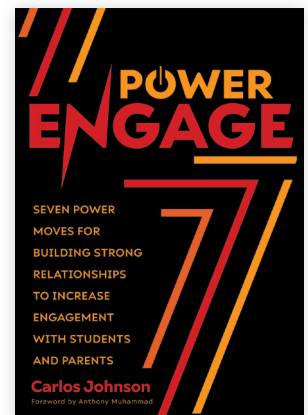
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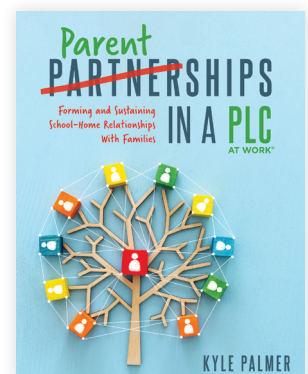
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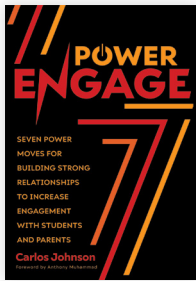
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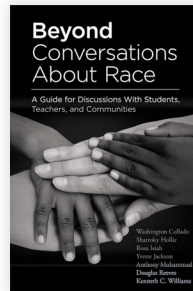
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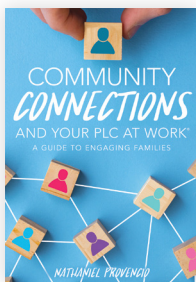
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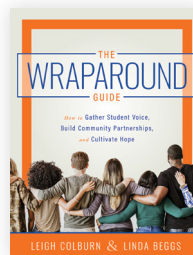
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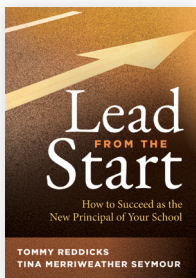
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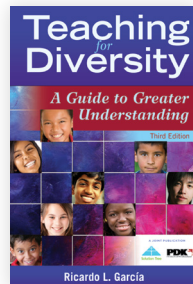
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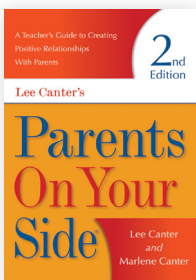
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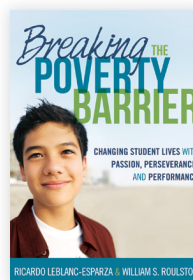
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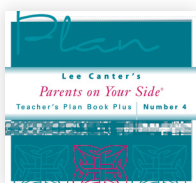
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Benton Middle School
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Blue Valley High School
Blue Valley School District
Bradford Special School District
Carlton Gardens Primary School
Cashmere Primary
Central Intermediate School
Central Middle School
Centreville Elementary School
Cheshire Elementary School
Clinton Community School District
Clinton High School
Cobden Jr./Sr. High School
Coppell Middle School North
Coronado Elementary
Country Meadows School
Denver Secondary School
Desert Hills High School
Desert View Elementary
DJ Bakie Elementary School
Dwight D. Eisenhower Junior High School
Eagle Glen Intermediate
École élémentaire catholique Arc-en-ciel
École élémentaire catholique
Saint-Guillaume
Enders Salk School
Esther Starkman Elementary
Evansville Central High School
Fairdale High School
Fern Creek High School
Field Elementary
Fossil Ridge Intermediate School
Fouke Elementary School
Francis Howell High School
Freedom 7 Elementary School
Gamble Rogers Middle School

Garden Hills Elementary School
Garrett Elementary
Gladys Polk Elementary
Glyndon-Felton Elementary
Granby School District
Grant Line Elementary
Greater Hartford Academy of the Arts
Middle School
Hallsville High School
Hallsville Independent School District
Hallsville Jr. High
Hallsville North Elementary
Hanover Highlands Elementary School
Harrisfield Primary
Hastings Middle School
Hawthorne Elementary
Health Sciences High & Middle College
Helen Keller Junior High School
Helensvale High School
Helper Middle School
Henderson Elementary School
Heritage Middle School
Hidden River Middle School
Highland Park Elementary School
Hortonville Area School District
Ivy Hall Elementary School
J Sterling Morton HS District 201
Jackson Creek Middle School
Jakarta Intercultural School
(Middle School)
Jakarta Intercultural School
(Pattimura Elementary)
James Bowie High School
Jefferson Elementary (California)
Jefferson Elementary School (Indiana)
Jersey Avenue Elementary School
JoAnn Leleck Elementary School
at Broad Acres
John Marshall Mid-High Enterprise School
John Muir Literacy Academy
Jose S. Ramirez Elementary
Jupiter Elementary School
Kenneth Cooper Middle School
Kent Prairie Elementary School

Kildeer Countryside Elementary School
Kildeer Countryside School District 96
Kinard Middle School
Kirksey Middle School
Klein Oak High School
Krahn Elementary
Lafayette High School
Lakeview Elementary
Lewis and Clark Elementary
Lewis Carroll Elementary School
Lincoln Elementary
Longfellow Elementary
Longleaf Elementary School
Madison Middle School
Mason Crest Elementary
Mater Christi Catholic Primary School
Milan C-2 Elementary
Millville Elementary School
Minnieville Elementary
Minot High School Central Campus
Montezuma Community Schools
Montezuma Elementary
Montezuma High School
Morton Elementary
Morton West High School
Mount Tabor Elementary
Mountain Meadow Elementary School
Natick Public Schools (District)
New Prague Middle School
Northwestern Middle School
Oak Park High School
Pioneer Middle School
Pleasantville Elementary
Pollard Meadows Elementary
Prairie Elementary School
Prairie Hill Elementary School
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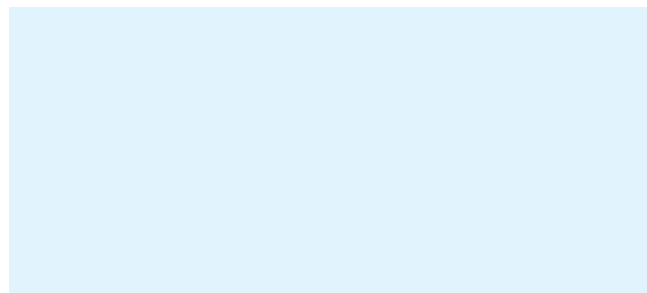
Ronald W. Reagan Elementary
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Sanger High School
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(High School Division)
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(Middle School Division)
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Southmoreland High School
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