

Solutions

FALL/WINTER 2025



Your guide for professional learning for preK-12 educators



BOOKS & VIDEOS • ON-SITE & VIRTUAL EVENTS • ON-SITE & VIRTUAL PD • ED TECH

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Transforming School Culture pg 47 | RTI at Work™ pg 61 | Assessment Collaborative pg 74

Mathematics at Work™ pg 90 | DNA Mathematics pg 96 | Wellness Solutions for Educators™ pg 113

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.

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Our Promise

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ALL THINGS PLC, ALL IN ONE PLACE

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Solution Tree

We share your vision

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

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Evidence of Excellence

By implementing strategies from the Beyond Labels professional development, Thomas Jefferson Elementary School achieved better results for students. For example, third-grade students showed a 30% increase in math growth and 44% increase in literacy growth in just one year.

After its hard work and dedication to the PLC at Work® process, Hot Springs Junior Academy earned Model PLC at Work® status, along with High Reliability School Levels 1, 2, and 3 certifications.

Implementing the Priority Schools in a PLC at Work® process for two years helped Imogene Garner Hook Junior High School successfully exit out of Comprehensive School Improvement (CSI) status into Additional Targeted Support and Improvement (ATSI).

Read their full stories

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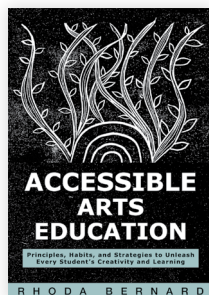


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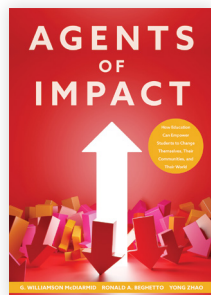
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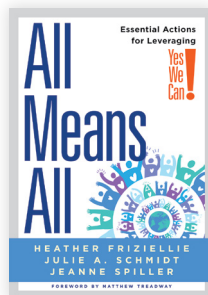
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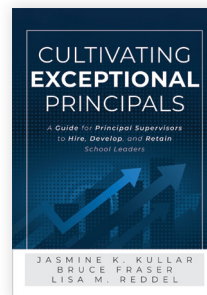
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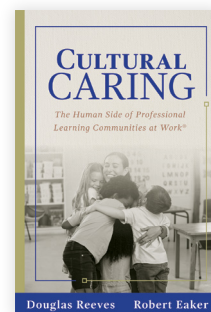
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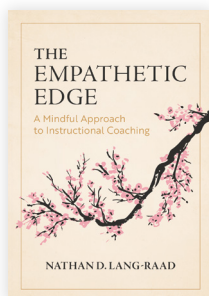
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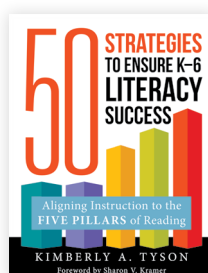
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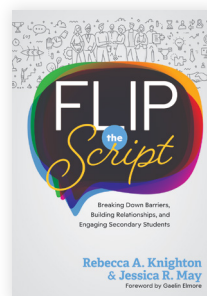
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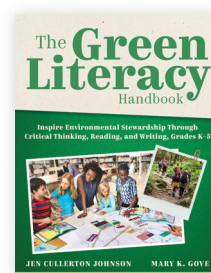
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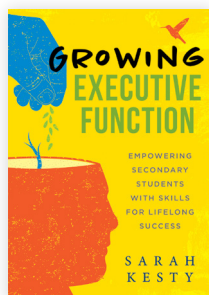
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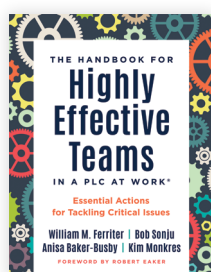
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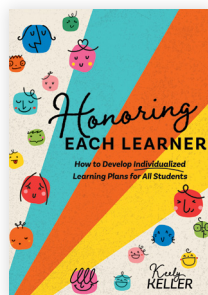
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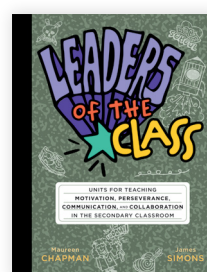
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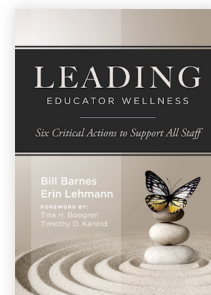
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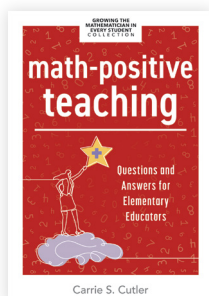
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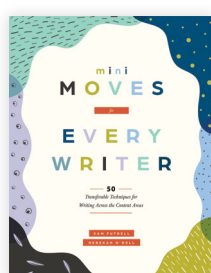
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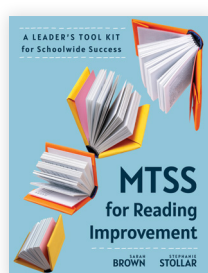
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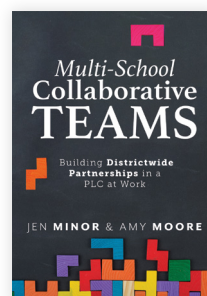
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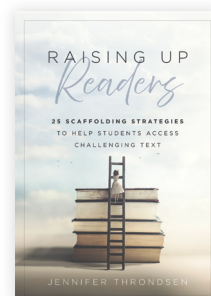
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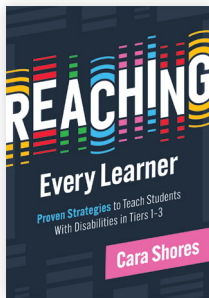
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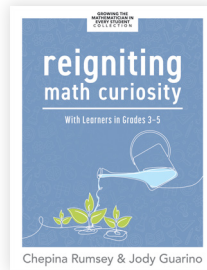
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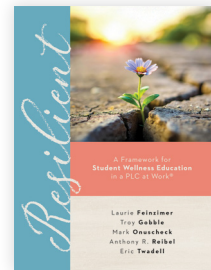
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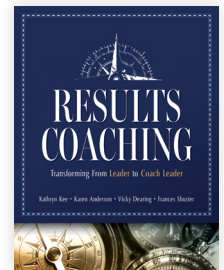
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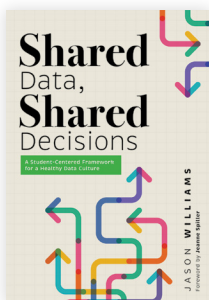
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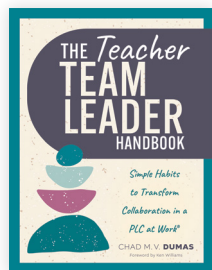
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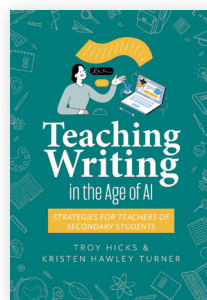
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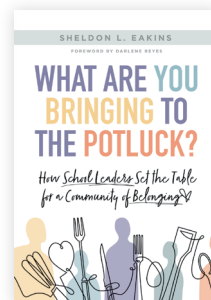
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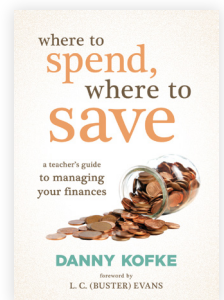
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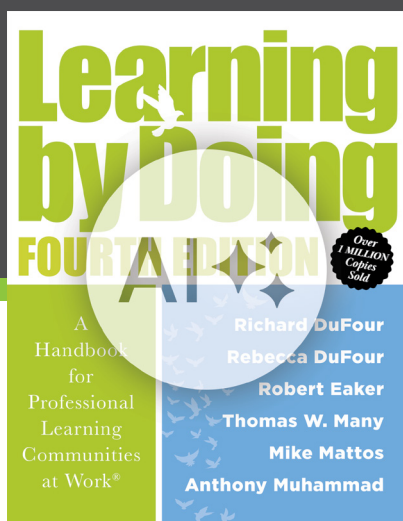
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Aligned with the fourth edition of *Learning by Doing*, our AI Book Assistant gives you on-demand guidance, practical strategies, and real-time answers—so you can confidently apply PLC at Work® in your school or district.



LEARN MORE on page 9

Your director of educational partnerships is ready to assist you

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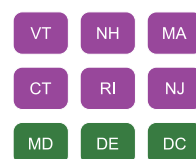
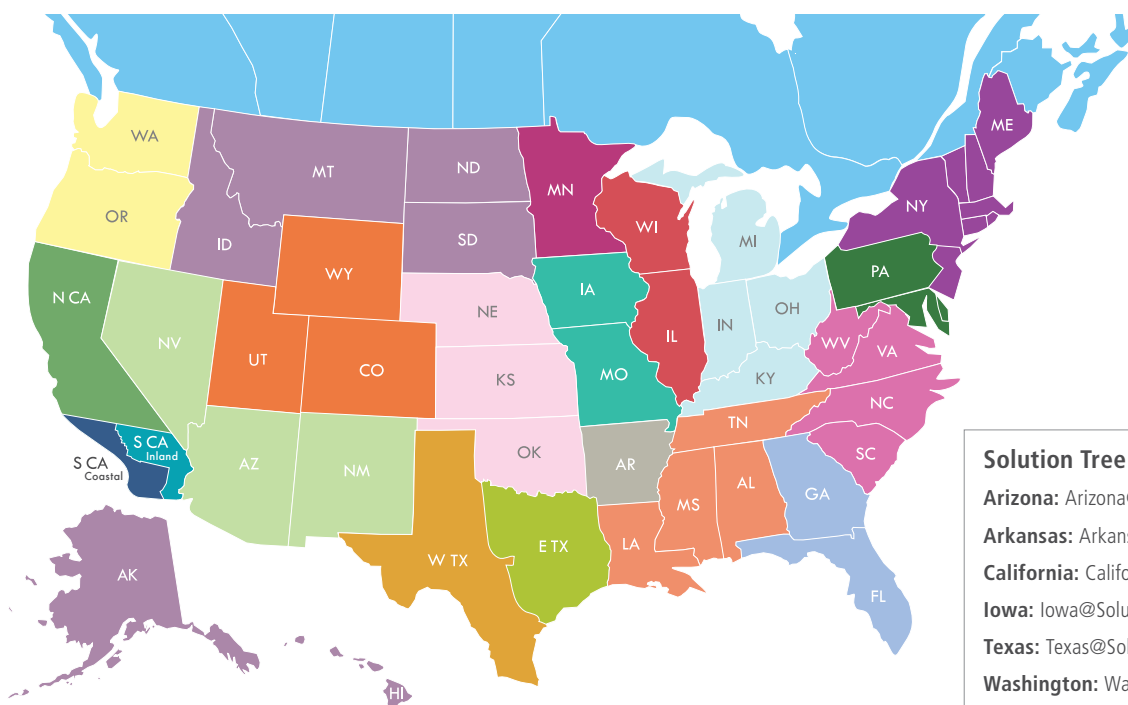


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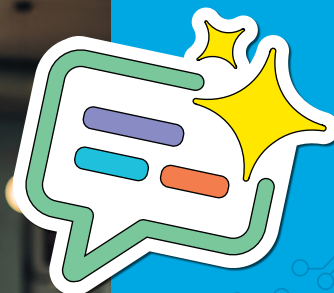
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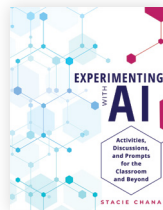
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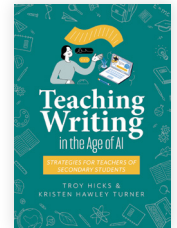
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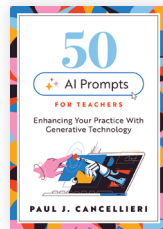
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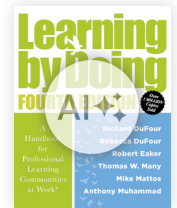
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November 6 Des Moines, Iowa

Presenter: Eric Twadell

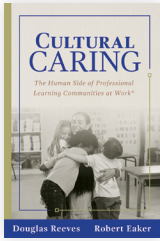
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Professional Learning Communities





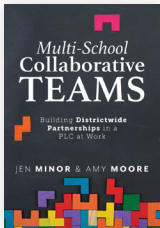
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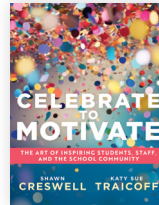
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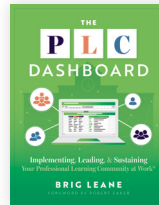
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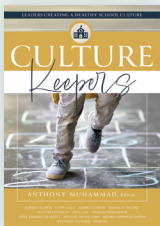
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Foreword by Robert Eaker

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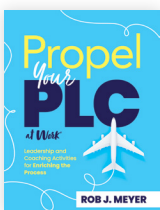
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Edited by Anthony Muhammad

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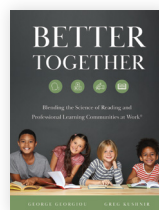
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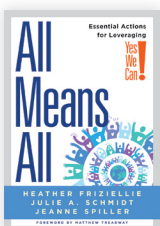
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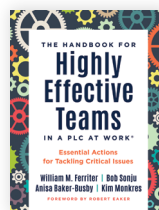
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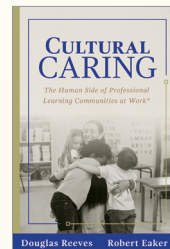
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Featuring Douglas Reeves
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**FEATURED
RESOURCE**

Featured resource: *Cultural Caring* [See page 12 for details.](#)

Your book highlights the critical role of a culture of caring in education and the limitations of using test scores as the primary measure of success. How does this book help educators foster that culture in their schools?

Many PLC at Work books focus on why and how to implement PLCs, but the biggest challenge is getting people to want to engage. A culture of caring is essential—not just for students, but for educators. Test scores alone don't drive motivation; relationships do. More than 50% of teachers would leave if they could,

making emotional safety crucial for both students and staff. Schools need better ways to measure learning beyond test scores. Investing in a culture of caring now will have a multi-generational impact on education and society.

Chapter 4 discusses the role of families and parents in building a culture of caring. How can teachers foster strong partnerships with parents, and why is this important for both students and educators?

Building strong relationships with families is essential to fostering a culture of caring. Many parents, including international or culturally diverse families, feel alienated from schools, seeing them as unwelcoming or intimidating. To bridge this gap, educators must create safe, accessible spaces—whether in schools,

community centers, or churches—to engage parents. True partnership goes beyond fundraising; it involves equipping parents with tools to support their child's learning. When parents feel genuinely valued, they become active partners in their child's education, strengthening the school community.

How does teamwork and collaboration contribute to building a culture of caring in schools? Why is it important for educators to work together in fostering this environment?

Building a culture of caring is essential, but it requires more than just good intentions—it demands practical, meaningful actions. While individuals can make a difference, collaboration expands the possibilities. When a team works together to prioritize care, they can share insights about students, families, and colleagues that no one person would have known alone. This collective knowledge enhances support and strengthens relationships.

Collaboration also fosters honest communication. A culture of caring isn't just about affirmation—it includes constructive feedback that helps colleagues grow. Effective teams create an environment where feedback is seen not as personal criticism but as a means of professional growth. Stanford's David Yeager calls this "wise feedback"—reinforcing belief in someone's potential while offering guidance for improvement. In a true culture of caring, educators support each other in becoming better, not just through encouragement but through meaningful, growth-oriented conversations.



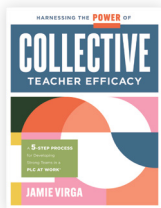
Celebrating in a PLC at Work® **NEW**

A Leader's Guide to Building Collective Efficacy and High-Performing Collaborative Teams

By David T. Chiprany and Phillip Page

Using purposeful celebration in a PLC at Work®, K–12 leaders can improve teacher performance and student learning in their own schools.

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By Jamie Virga

Experience the five-step research-supported process of CLEAR—clarify, listen, explore, activate, and review—to build collective teacher efficacy.

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Elevating Competency-Based Learning in a PLC at Work® **NEW**

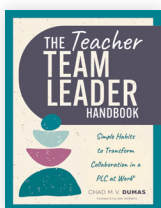
Actionable Assessment, Defensible Evidence, and Equitable Grading

By Karin K. Hess, Brian M. Stack, and Jonathan G. Vander Els

Foreword by Virgel Hammonds

Use the IMPACT framework to build a defensible body of evidence for learning that is central to competency-based learning systems.

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The Teacher Team Leader Handbook **NEW**

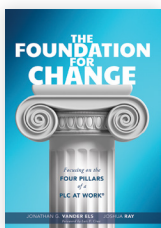
Simple Habits to Transform Collaboration in a PLC at Work®

By Chad M. V. Dumas

Foreword by Kenneth C. Williams

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Foreword by Luis F. Cruz

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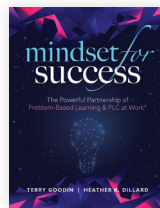
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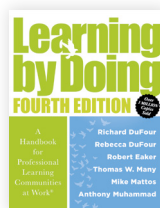
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Foreword by Jeanne Spiller

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By Jasmine K. Kullar

Learn how to develop your teacher leadership skills, influence collaborative teams, and contribute to high levels of lifelong learning for all students.

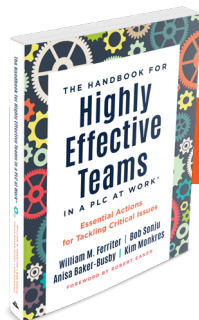
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Harness the power of **high-performing teams**

Learn from PLC experts with decades of combined experience in classroom and leadership roles. Teachers will discover research-backed strategies and tools they can use to perform as a high-impact team member. Leaders will learn how to provide the clarity, feedback, and support necessary for teams to grow in their professional practice and within a successful PLC.

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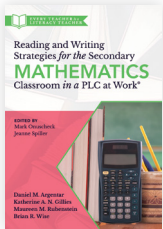
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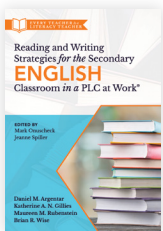


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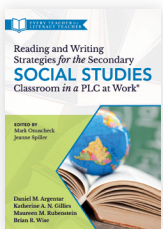


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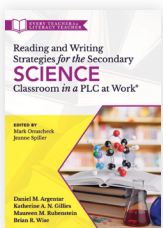


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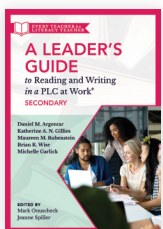


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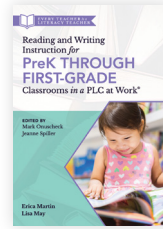


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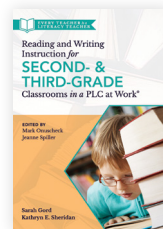


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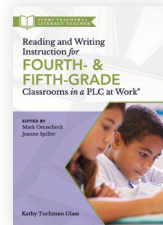


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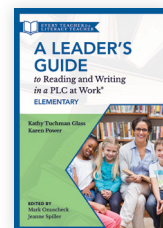


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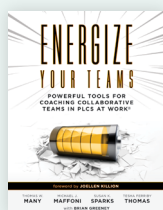
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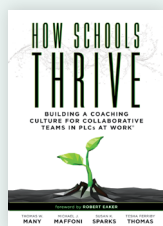
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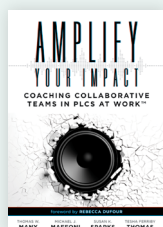
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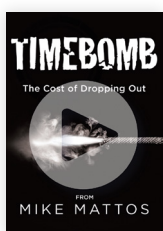
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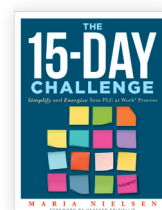
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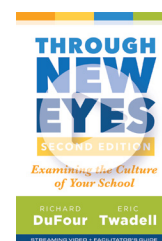
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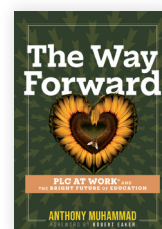
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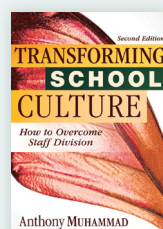
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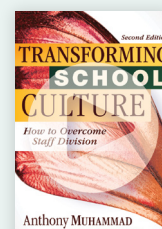
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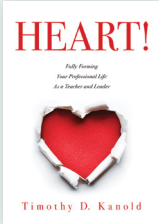
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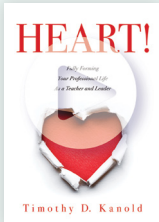
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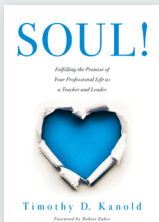
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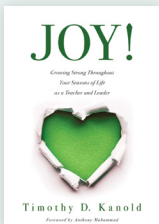
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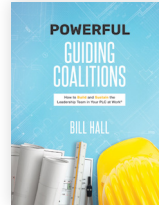
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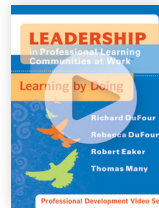
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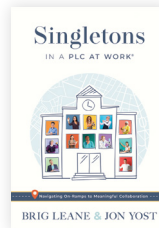
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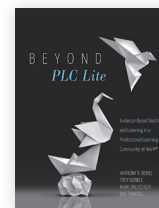
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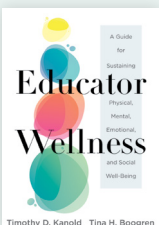
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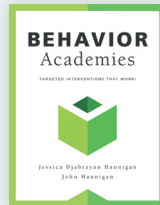
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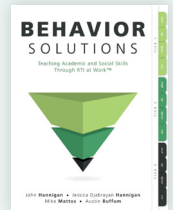
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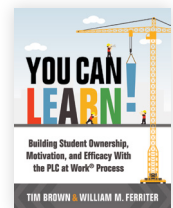
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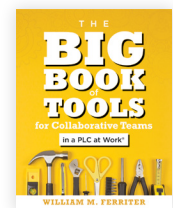


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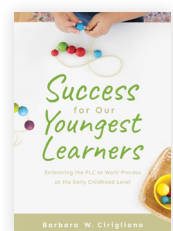
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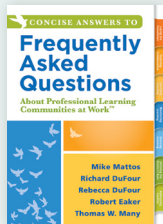
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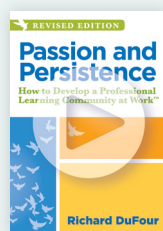


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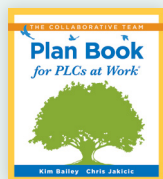
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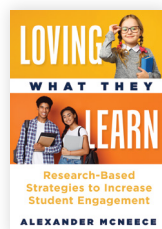


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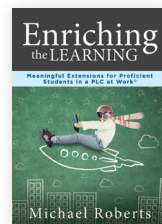
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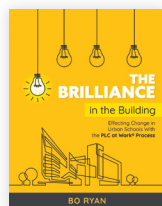
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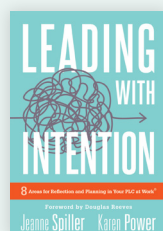
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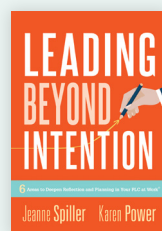
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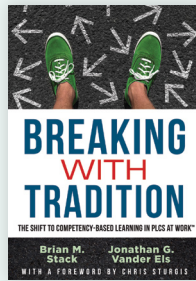
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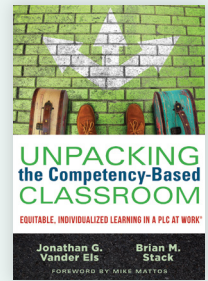
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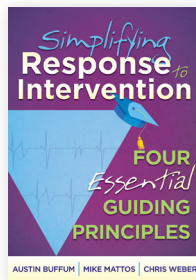
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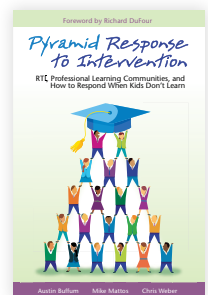
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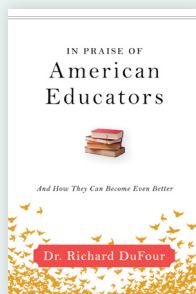
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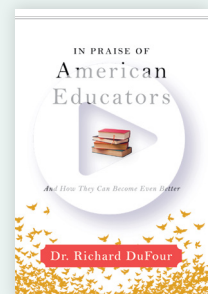
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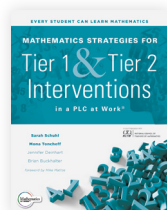
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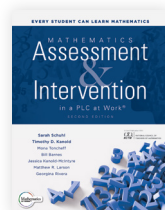
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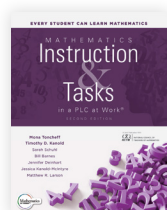


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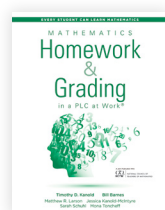


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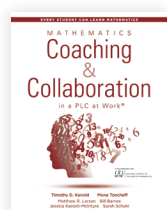


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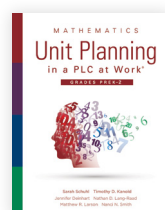


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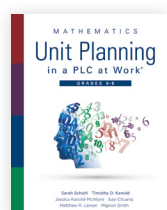


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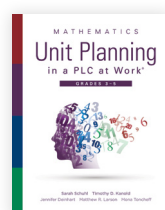


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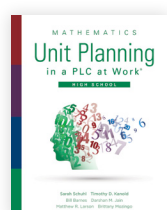


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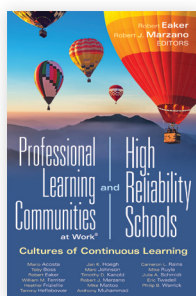
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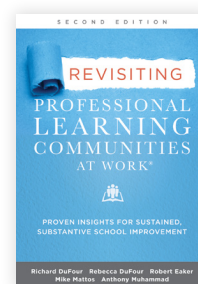
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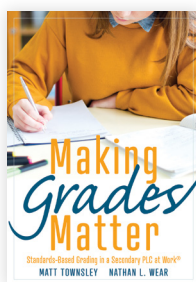
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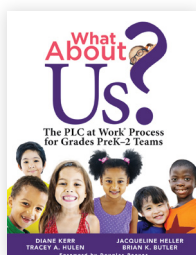
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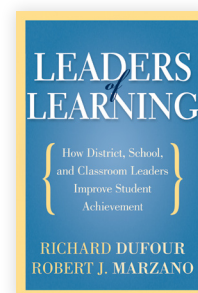
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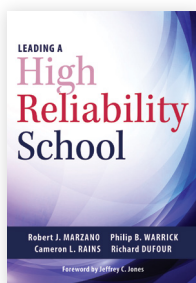
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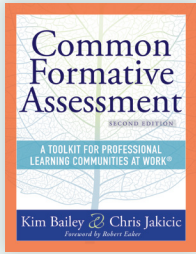
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Look for the companion resource *A Handbook for High Reliability Schools* on page 142.



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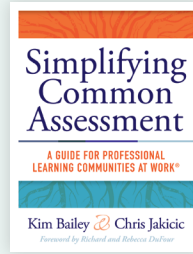
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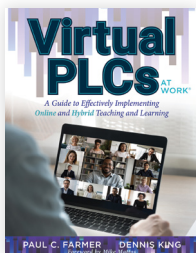
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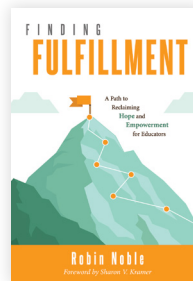
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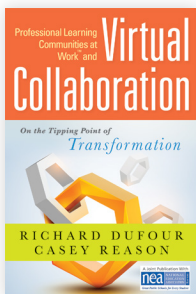
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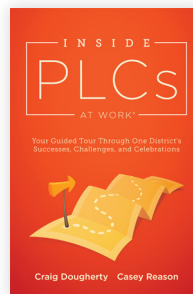
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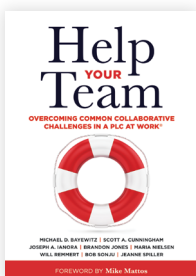
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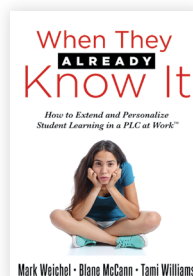
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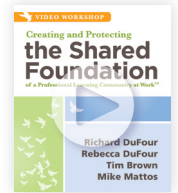


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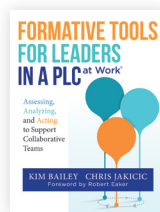
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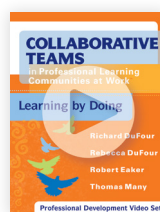
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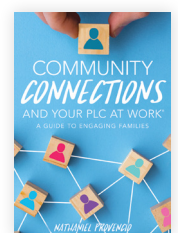
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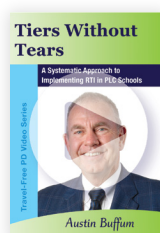
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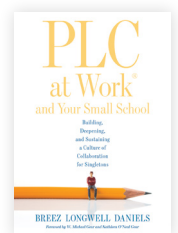
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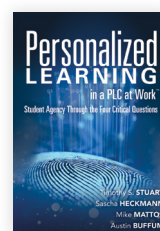
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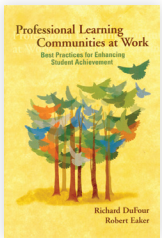
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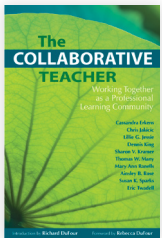
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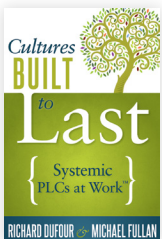
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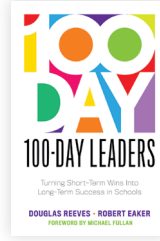
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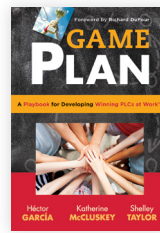
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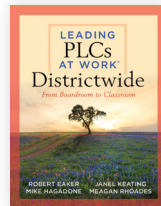
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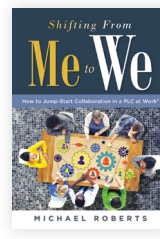
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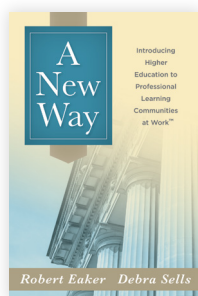
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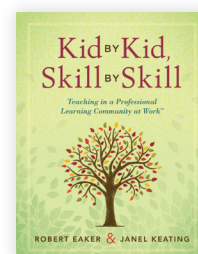
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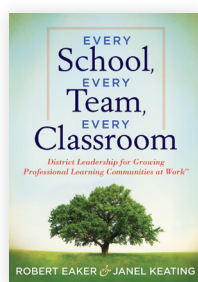
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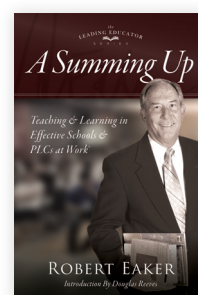
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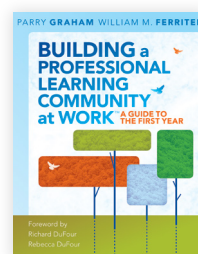
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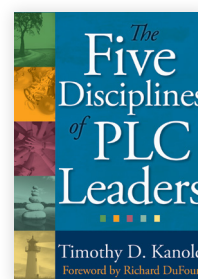
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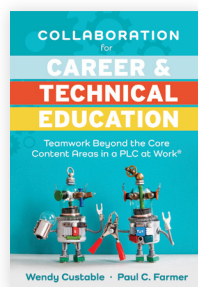
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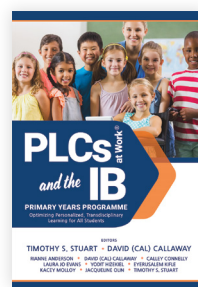
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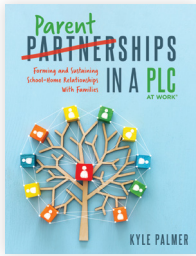
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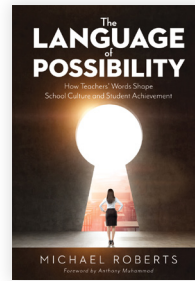
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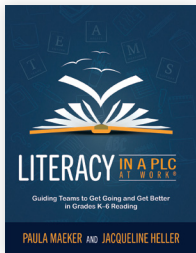
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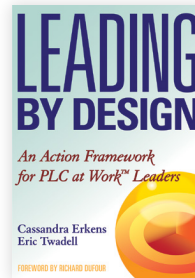
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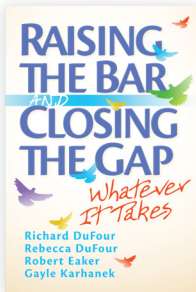
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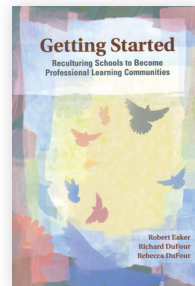
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June 22–24 | Madison, Wisconsin

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July 20–22 | Orlando, Florida

July 20–22 | Sacramento, California

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August 3–5 | Tacoma, Washington

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Reach new heights of student success

Phoenix, Arizona | February 24–26, 2026

Build and sustain a strong, collaborative professional learning community. This unique event brings together some of the brightest, most respected minds in education. You'll hear dynamic keynotes and attend powerful breakouts designed to help infuse the PLC at Work® process into every aspect of your school or district.

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<p>1-DAY COMMITMENT</p>	<p>2- TO 4-DAY COMMITMENT</p>	<p>MULTI-DAY COMMITMENT</p>

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

Featured Services

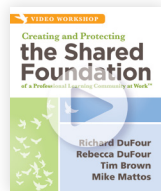
Building Your Skills

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

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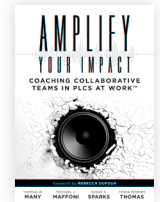
Deepening Your Skills

2- TO 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.

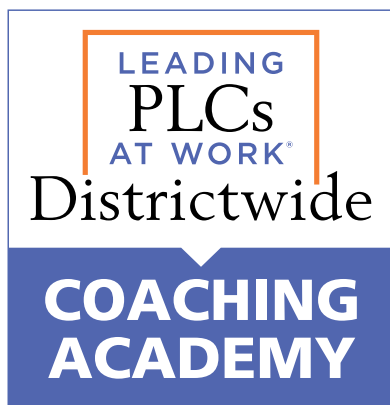


Recommended Resource

Page 17

Sustaining Your Skills

MULTI-DAY COMMITMENT



Create a thriving culture of collaboration districtwide

Is your school system struggling with inconsistent PLC practices? You're not alone—and the solution is closer than you think.

The Leading PLCs at Work Districtwide Coaching Academy is specifically designed to **address these challenges head-on**. Over six days of expert-led training, we'll guide your district's leaders and educators through a proven process that ensures consistency across schools, alignment with the district's strategic goals, and meaningful collaboration with a focus on data analysis.

What's included in The Leading PLCs at Work® Districtwide Coaching Academy:

- A rigorous, research-based curriculum tailored to your district's needs
- Six days of on-site training (three sessions, two days each) led by expert facilitators
- Year-round support via phone and email to address individual questions
- Resources to sustain open exchanges of ideas and improve educator knowledge

REQUEST ON-SITE OR VIRTUAL PLC AT WORK SERVICES

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Manistee Area Public Schools

MANISTEE, MICHIGAN



► DEMOGRAPHICS

- **1,245** students
- **50%** free and reduced lunch
- **13.6%** students with special needs

► RACIAL/ETHNIC PERCENTAGES

- **70%** White
- **10%** Black
- **2.2%** Multiracial
- **25%** Hispanic or Latino
- **10%** Asian; Hawaiian Native or Pacific Islander
- **3.7%** American Indian or Alaska Native

Manistee Area Public Schools fosters an inclusive, diverse education for all learners, from preschool through 12th grade. With dedicated buildings for each level—preK-2, 3-5, and 6-12—the district prioritizes 21st-century learning environments. Their mission centers on inspiring students and supporting their educational journeys within a connected Manistee learning community.

Please note that all data and people mentioned in this story represent solely the time frame in which Solution Tree actively worked with the school or district and the time frame in which the school or district committed to implementing processes and practices set forth by Solution Tree. Building and district leaders and staff featured in Evidence of Excellence stories may have changed since the stories were published.

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► CHALLENGE

Before embracing the Professional Learning Communities (PLC) at Work® process, Manistee Area Public Schools (MAPS) faced significant challenges, particularly concerning student assessment. Test scores revealed gaps in student mastery, indicating a lack of clarity in defining learning outcomes. The district recognized they weren't consistently meeting the needs of every student, every day, at every skill level.

Furthermore, secondary collaboration was fragmented. Teachers, often isolated in single-subject roles, lacked structured time for meaningful teamwork. While grade-level meetings occurred, they lacked focus and direction, leading to inconsistent practices. Recognizing the need for systemic change, superintendent Ronald Stoneman initiated a districtwide effort to adopt the PLC at Work process, aiming to transform their approach to teaching and learning.

► IMPLEMENTATION

The transformation of MAPS to PLC at Work was deeply intertwined with a desire to enhance its assessment practices. This journey began with superintendent Stoneman building the foundation from 2016 to 2019. Curriculum director Amber Kowatch was hired in January 2019 to take on this work, further establishing a collaborative culture and creating a guiding coalition to establish a shared mission and vision.

In February 2019, a core group of administrators and teachers attended the Summit on PLC at Work in Phoenix, Arizona, and upon returning, that group launched a book study for *Learning by Doing: A Handbook for Professional Learning Communities at Work®* by Richard DuFour, Rebecca DuFour, and Robert Eaker.

Expert Geri Parscale then presented the foundational understanding of PLC concepts for all staff, kicking off the 2019–2020 school year. That same year, the district established “Late-Start Mondays” to provide dedicated time for collaborative teams to meet, and the full teaching staff engaged in the *Learning by Doing* book study to begin our work.

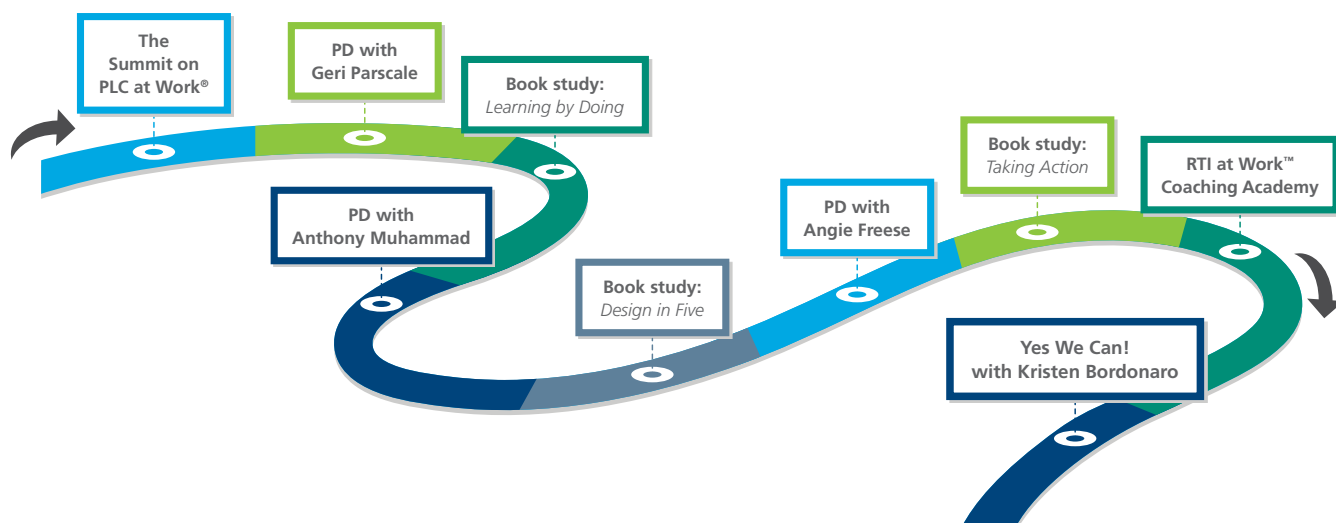
This focus on assessment became particularly crucial as they navigated the challenges of hybrid and virtual learning during the 2020 pandemic. As they navigated the return to school amidst the COVID-19 pandemic, Manistee brought in PLC expert Dr. Anthony Muhammad to address the critical need for a strong, supportive school culture. Dr. Muhammad's message emphasized the importance of educators' roles in meeting students' needs, particularly during challenging times.

During the 2020–2021 school year, amidst the challenges of hybrid learning, Manistee finalized its essential standards and began preliminary discussions about assessment design. They adopted another book study, *Design in Five: Essential Phases to Create Engaging Assessment Practice* by Nicole Dimich, to guide their assessment refinement journey. The district also invested in professional development and coaching led by Angie Freese, who focused on formative and summative assessment strategies.



The PLC journey for us has been invaluable, focusing on the right work—our students. By growing teacher capacity and leveraging their expertise, we’re moving the student achievement needle while honoring our teachers as professionals. It’s truly awesome to see this become a part of who we are as a district.”

—Amber Kowatch / Curriculum director, Manistee Area Public Schools, Michigan



► IMPLEMENTATION (continued)

Additionally, they engaged in another book study, *Taking Action: A Handbook for RTI at Work™* by Austin Buffum, Mike Mattos, and Janet Malone, using it to develop better support systems for challenging behaviors. This work helped them clarify specific strategies for addressing student needs and informed their approach to intervention within the PLC framework.

In the summer of 2022, Manistee focused on strengthening its intervention systems to support its assessment goals. They participated in the RTI at Work™ Coaching Academy and Yes We Can! workshops and had professional development days led by Dr. Kristen Bordonaro. These efforts resulted in more robust Tier 2 intervention programs for students K–12, and assessments were used to identify students for interventions, monitor progress, and adjust support as needed.

MAPS also developed learning progressions, which were crucial in informing assessment design and ensuring that assessments accurately measured student growth toward

essential learning targets. Data protocols were established to guide data analysis and decision making within collaborative teams. In the 2023–2024 school year, they began exploring extension activities, aiming to provide enrichment for all learners.

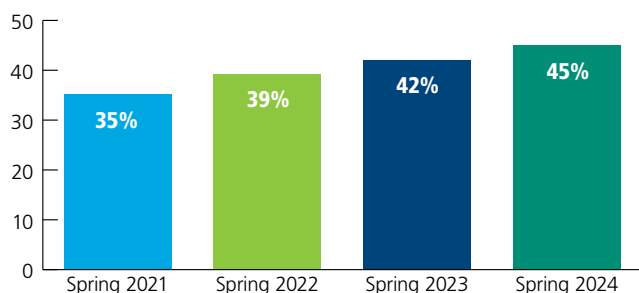
► RESULTS

Through this ongoing journey of learning and collaboration, MAPS successfully integrated assessment as a core component of their PLC framework, resulting in a more data-driven and responsive learning environment for all students.

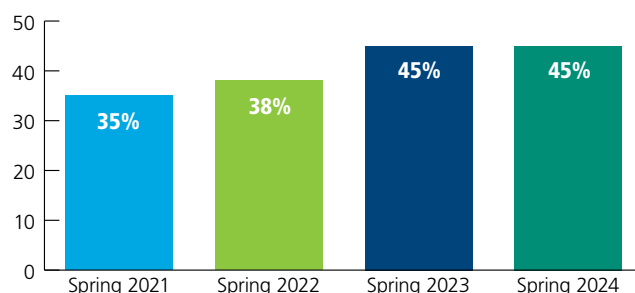
This transformation led to significant improvements in student achievement, including student proficiencies:

- **Kindergarten math:** Increased from 69% in 2020–2021 to 82% in 2023–2024
- **Third-grade English:** Increased from 26.20% proficiency in 2020–2021 to 45.70% in 2023–2024
- **Sixth-grade English:** Increased from 34.10% in 2020–2021 to 45.60% in 2023–2024

M-STEP ELA Trends



M-STEP Math Trends



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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.

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Activate PEOPLE

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



Align PROCESSES

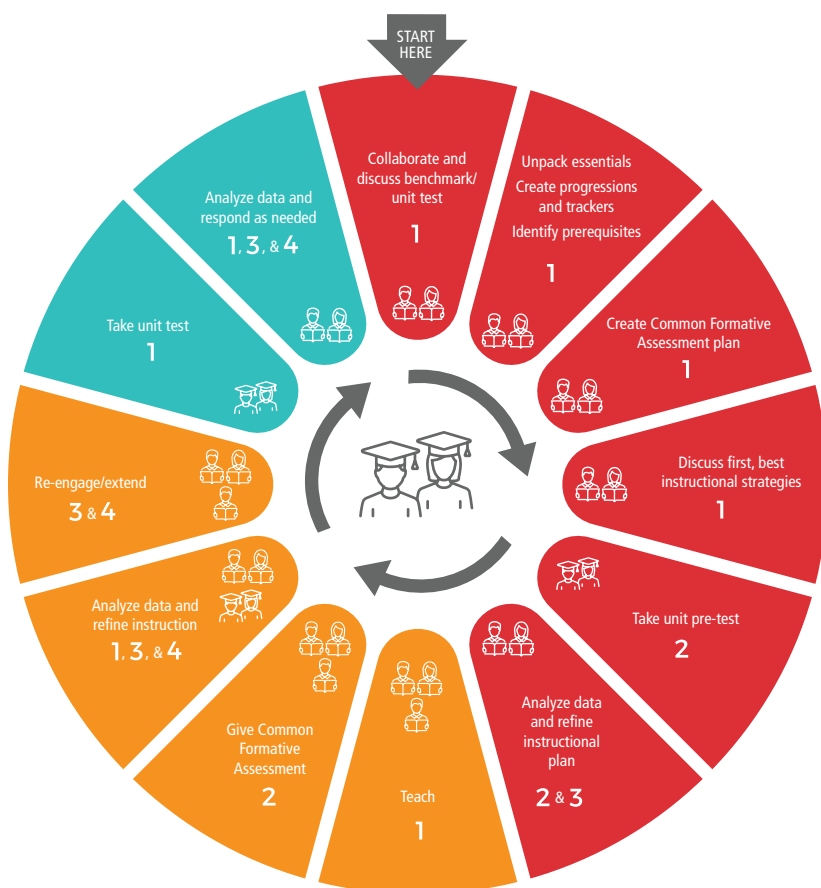
Connect all actions in this cycle to one or more of the four critical questions of PLC at Work®.



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



Acceleration for All

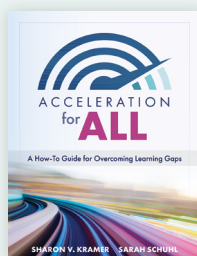
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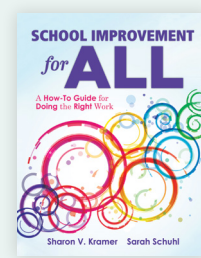
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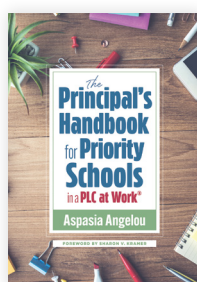
The Principal's Handbook for Priority Schools in a PLC at Work®

By Aspasia Angelou

Foreword by Sharon V. Kramer

Author Aspasia Angelou guides principals in building leadership teams, efficient processes, and robust support systems to drive meaningful change.

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► See page 46 for more books in this series.

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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.

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Charting the Course for Leaders

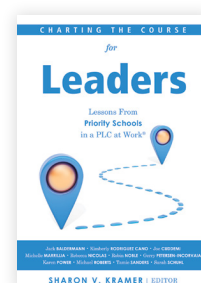
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Moline Elementary School

ST. LOUIS, MISSOURI

► DEMOGRAPHICS

- **295** students
- **100%** free and reduced lunch
- **12.5%** students with special needs

► RACIAL/ETHNIC PERCENTAGES

- **98.6%** Black
- **1.4%** White

Moline Elementary School, serving K-5 students in the Riverview Gardens School District, is dedicated to ensuring all Trailblazers achieve high levels of learning. Moline is committed to continuous improvement, data-driven instruction, and strong partnerships with families, embodying the belief that all means all.

Please note that all data and people mentioned in this story represent solely the time frame in which Solution Tree actively worked with the school or district and the time frame in which the school or district committed to implementing processes and practices set forth by Solution Tree. Building and district leaders and staff featured in Evidence of Excellence stories may have changed since the stories were published.

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► CHALLENGE

Like many other schools facing systemic challenges, Moline Elementary School's journey toward improvement began from a place of struggle. Designated as a Targeted School in Missouri and ranked among the lowest-performing in the state, by 2022 the school was under a district mandate to improve student outcomes. However, Moline lacked the foundational knowledge to effectively implement the Professional Learning Communities (PLC) at Work® process, making meaningful progress difficult.

Moline serves a predominantly Black student population—learners that have been historically disadvantaged across the country—and Principal Amber White faced the daunting task of reviving a faculty used to the status quo. Professional development and district initiatives changed often, lacking a foundation in evidence-based practices. Persistent underperformance had become the norm. While the school's climate was positive, Moline's culture lacked high expectations for teaching and learning with students continuing to perform below grade level.

Following Covid, existing academic challenges at the school only deepened after being away from in-person learning for nearly a full year.

► IMPLEMENTATION

During the 2022–2023 school year, Moline Elementary began its Priority Schools in a PLC at Work® journey with the guidance of job-embedded coaching by Kristi S. Langley. While this initial year was primarily focused on professional development for teachers, a schoolwide literacy block (the first attempt at a systemic intervention) was also implemented.

A pivotal shift occurred during the summer of 2023. Amber and her guiding coalition attended a PLC at Work Institute in June, which transformed their understanding of the PLC process. This conference, coupled with ongoing support from district-level principal coach Clara Sale-Davis, provided the foundation for a more focused approach to PLC implementation.

Returning with renewed enthusiasm and a solidified vision, the team dove into *The Big Book of Tools for Collaborative Teams* by William M. Ferriter, Mike Mattos, and Rob J. Meyer, utilizing its guidance to develop school processes, documents, and collaborative structures. Adding two content coaches, Dr. Taylor B. Wenzel for English language arts (ELA) and Dr. Brian Buckhalter for math, along with new job-embedded coaching from Michael L. McWilliams, further strengthened the school's capacity for growth.

The 2023–2024 school year saw the implementation of learning cycle calendars in math and ELA. While grades 3–5 received specialized ELA coaching to enhance their understanding of priority standards and effective instructional strategies, K–2 concentrated on bolstering early literacy skills.

In math, a structured system for Tier 2 intervention emerged, ensuring timely assessment and support within a 10-day timeframe. Motivated by *The 15-Day Challenge* by Maria Nielsen, the guiding coalition developed a structured process for learning cycles in math, including quick checks and data trackers.



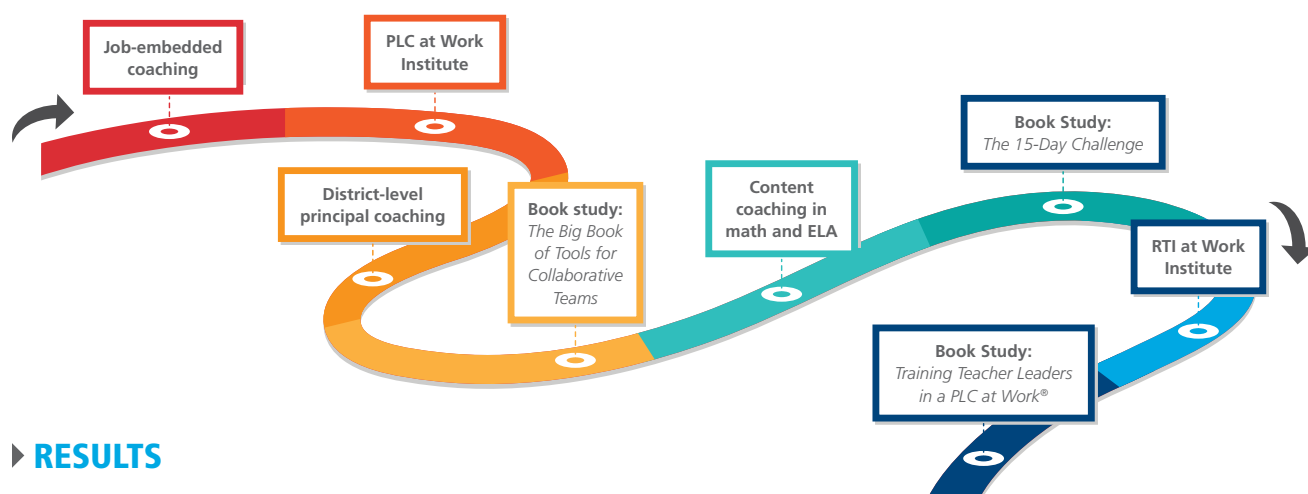
Our PLC journey truly gained momentum when we shifted to a shared vision. What began as a simple conference takeaway from our collective experience at the PLC at Work Conference became the heartbeat of our school. ‘Together, Everyone Achieves Mastery’ is more than a theme—it’s our daily commitment to collaboration, high expectations, and ensuring success for every student.”

— Amber White / Principal, Moline Elementary School, Missouri

► IMPLEMENTATION (CONTINUED)

The school’s commitment to continuous improvement led them to an RTI at Work™ Institute in March 2024, further refining their approach to intervention. Amber, inspired by the conference, began utilizing *Training Teacher Leaders in a PLC at Work®* by Jasmine K. Kullar to guide her efforts and further develop teacher leaders.

As Moline Elementary entered its third year of implementation of Priority Schools in a PLC at Work in 2024–2025, the focus shifted to refining intervention systems and leading a true Tier 2 and Tier 3 intervention model, which maximized resources and staggered intervention times and collaboration among teachers and support staff.



► RESULTS

Early literacy proficiency rates: The percentage of students who struggle in early literacy has decreased from 75% to 37%, while proficiency has increased from 16.3% to 51.5%.

Reading proficiency: Students scoring Below Basic have decreased from 62.4% in 2022–2023 to 41.4% in 2024–2025, while proficiency has increased from 15.5% to 28.8%.

Math proficiency: Students scoring Below Basic have decreased from 67.1% to 51.8%, while proficiency has increased from 12.6% to 21.2%.

Student attendance: Attendance has increased by 8–10% annually since 2022–2023.

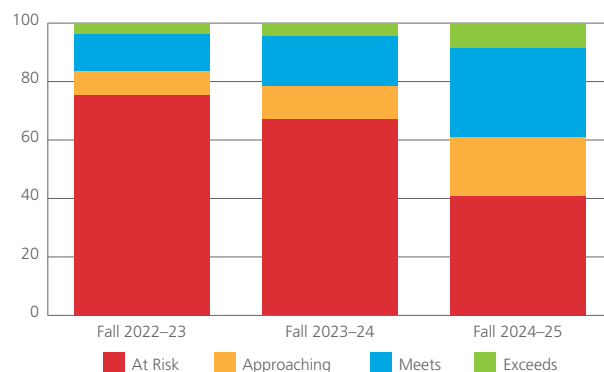
Awards:

- Beating the Odds ELA Award (2022–2023)
- Beating the Odds Math Award (2023–2024)
- 6th Statewide in Mathematics Growth (2023–2024)

While some teams are still progressing in their data analysis and planning, the overall shift from compliance to commitment is evident, and the school’s data-driven culture is taking root. Moline Elementary is well on its way to creating a schoolwide system that provides the extra time and support needed for all students to reach high levels of learning.

Star Early Literacy Proficiency Rate (District Benchmark)

Percent of students at or above the district benchmark on the Star Early Literacy assessment. Uses the most recent score in the given district screening window.



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One day with an expert in your school or district. Your team will gain understanding, inspiration, and strategies to start a professional learning program.	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.	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.
Keynote	School Improvement for All Workshop Accelerate to Educate: Overcoming Learning Gaps Workshop	Needs Assessment Project Planning Embedded Coaching Content-Specific Training Step Up and Transition Days Unit Planning Support Systems for Priority Schools
1-DAY COMMITMENT	2- TO 4-DAY COMMITMENT	MULTI-DAY COMMITMENT

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

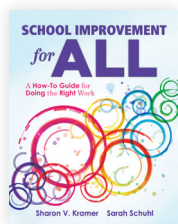
Featured Services

Building Your Skills 1-DAY COMMITMENT

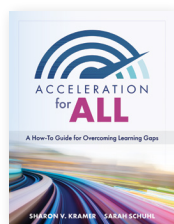
Keynote

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

Recommended Resources



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Page 37

Deepening Your Skills 2- TO 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

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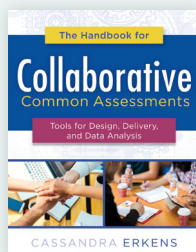
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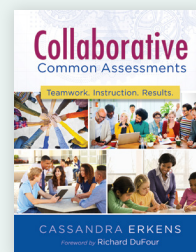
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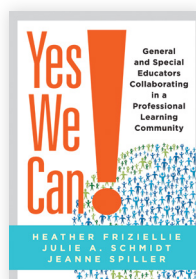
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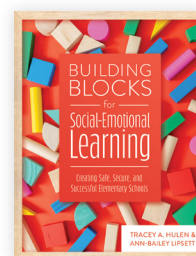
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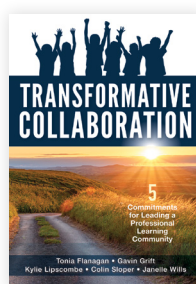
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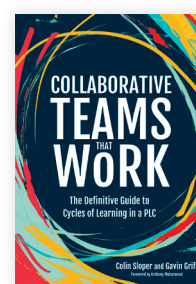
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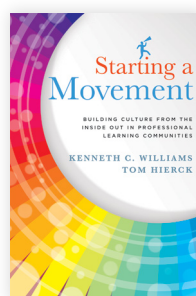
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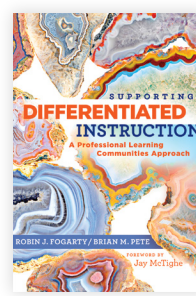
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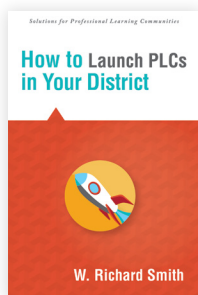


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What happens when teachers team up?

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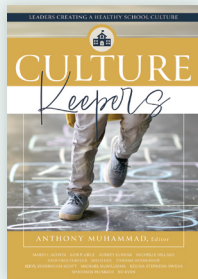
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Transforming School Culture





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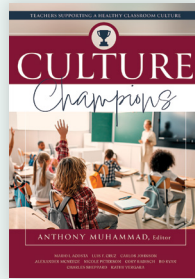
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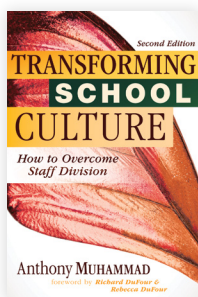
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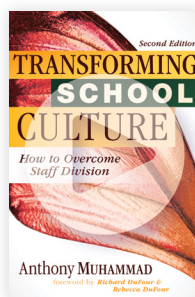
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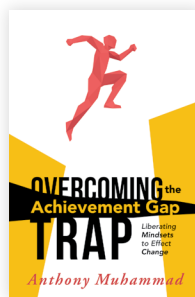
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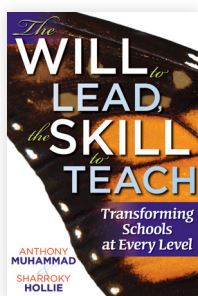
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RESOURCE**

Featured resource: *Culture Keepers* See **page 48** for details.

What are some common misconceptions about creating a healthy school culture, and how do they impact leadership decisions?

As an author and educator deeply invested in school culture, I often encounter the misconception that culture is abstract and is not intentionally sustained. This leads to leaders neglecting its systematic development. The misconception is this is not an

essential system that needs to be monitored and measured. This oversight results in reactive (rather than proactive) leadership, hindering the creation of a truly thriving, supportive learning environment.

What practical steps can educators take today to begin fostering a more inclusive and positive school environment?

To foster a more inclusive and positive school environment today, educators must intentionally design environments based on core values. This means actively embedding principles like respect, equity, and empathy into the fabric of our schools. It's not enough to simply state these values; we must align our daily

practices, classroom activities, and school policies to reflect them. By consistently reflecting on how well these values are being lived out and by adjusting our strategies accordingly, we can create a tangible and sustainable foundation for a truly inclusive and positive learning environment.

Can you share a bit about your journey as an educator and leader—what key moments shaped your perspective on school culture?

As an educator and leader, I was extremely fortunate to have other educators and leaders who championed my growth and provided guidance on the journey. It was a gift. My first experience without that care and connection helped me understand how detrimental it is to learn and lead in a toxic culture, where being human

is challenged and belonging is a commodity that is bought by compromising values.

After that experience, I purposed to create cultures where people were valued as human—being, becoming, and belonging.

What do you believe is the key to sustaining a strong school culture over time, even as leadership or staff changes?

The key to sustaining a strong school culture, even amidst leadership or staff transitions, lies in establishing a robust, ongoing process. This process must be developed so that collective commitments are clarified, communicated, coached, confronted, and celebrated continuously. We must move beyond simply stating

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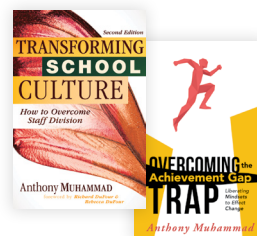


Recommended Resource

Page 48

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.



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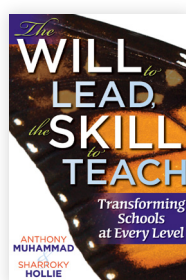
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Recommended Resource

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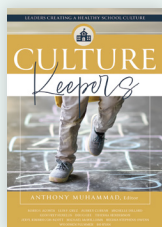
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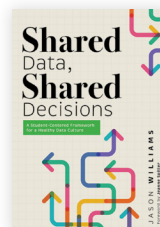


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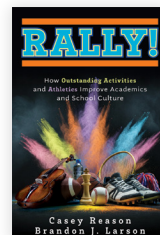
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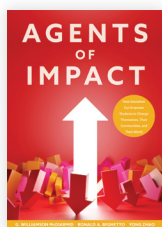
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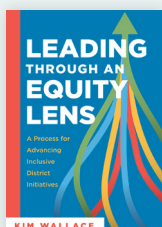
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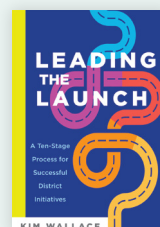
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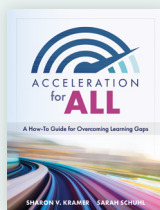
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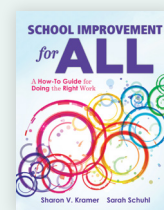
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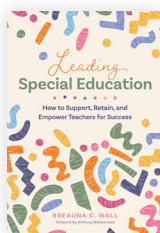
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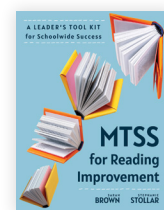
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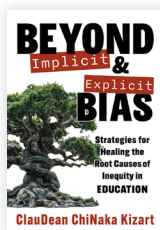
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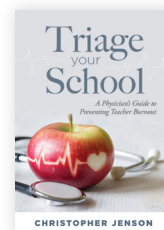
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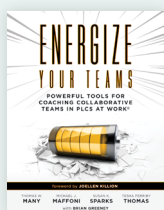
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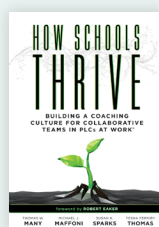
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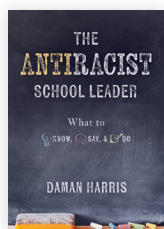
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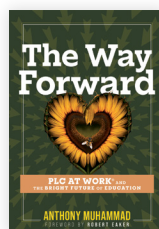
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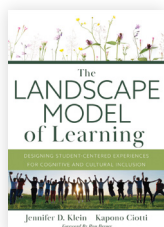
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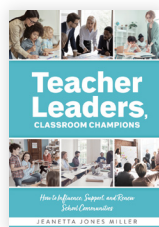
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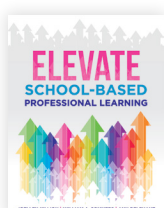
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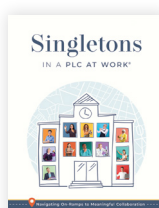


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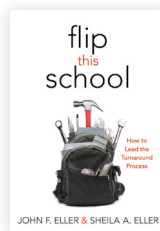
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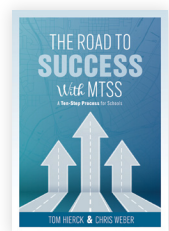
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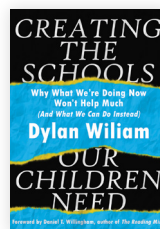
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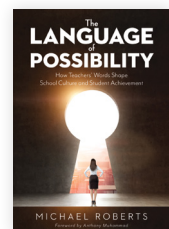
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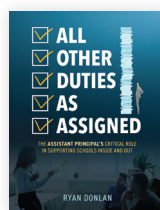
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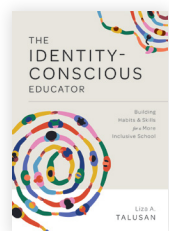
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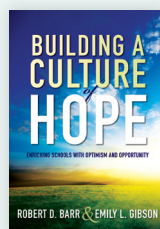
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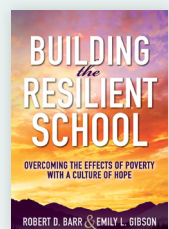
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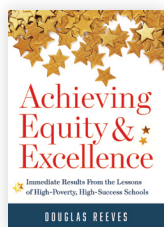
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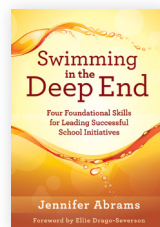
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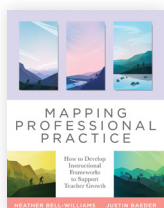
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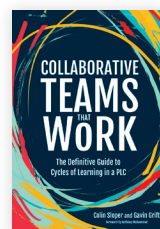
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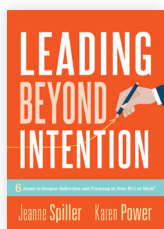
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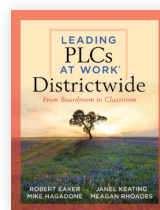
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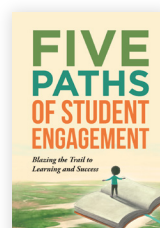
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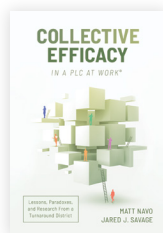
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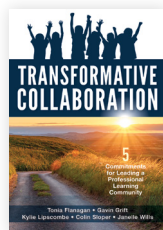
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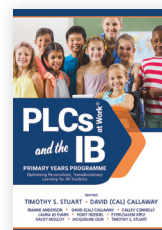
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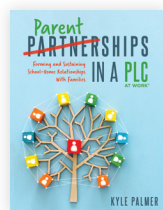
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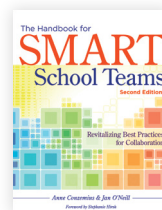
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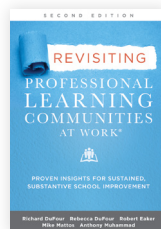
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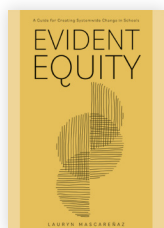
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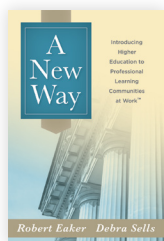
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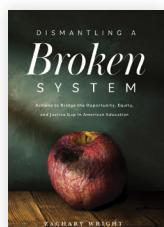
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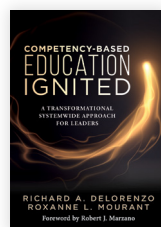
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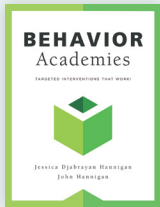


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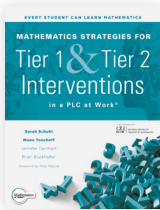
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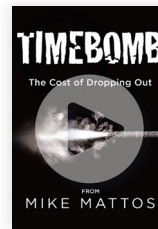
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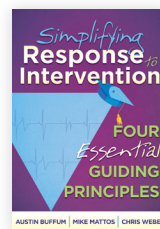
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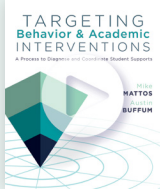
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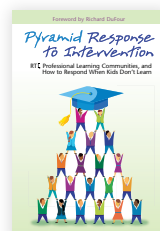


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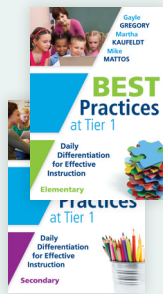
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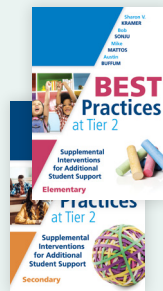
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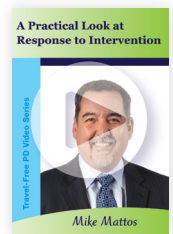
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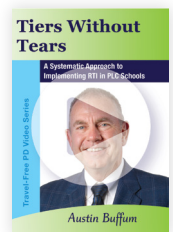
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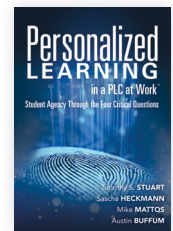
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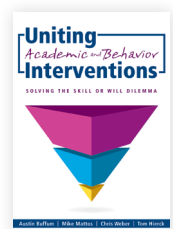
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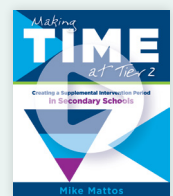
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RTI
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Built on the PLC at Work® framework, RTI at Work™ is the best answer we know to Critical Questions 3 and 4: *“How will we respond when some students do not learn it?”* and *“How will we extend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



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1-DAY COMMITMENT	2- TO 4-DAY COMMITMENT	MULTI-DAY COMMITMENT

All training is delivered by an RTI at Work™ author or certified associate.

The process and practices of a professional learning community provide the foundation needed to ensure high levels of learning for all students. RTI at Work leverages the power of collaborative teams and the focus of the four critical questions of the PLC at Work® process to drive effective interventions and extensions.

The 4 Critical Questions of a PLC: Essential to RTI/MTSS Success

- 1 What knowledge, skills, and dispositions** should every student acquire as a result of this unit, this course, or this grade level?
- 2 How will we know** when each student has acquired the essential knowledge and skills?
- 3 How will we respond** when some students do not learn?
- 4 How will we extend the learning** for students who are already proficient?

If RTI seems overwhelming and your school or district struggles to implement interventions that make a difference, take a step back and assess your school culture and structure.

“Trying to implement RTI without the four critical questions of a PLC at Work to drive the effort is like trying to build a house starting with the roof. Without a proper foundation, no structure can stand.”

—Mike Mattos / Author and expert on PLC at Work and RTI at Work

Featured Services

Building Your Skills

1-DAY COMMITMENT

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 72)

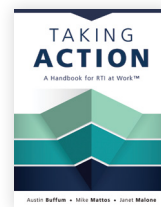
Deepening Your Skills

2- TO 4-DAY COMMITMENT

RTI at Work™ 2-Day Workshop

Learn to refine your RTI processes or overcome your RTI challenges in this workshop for school teams. RTI is not a series of implementation steps to cross off on a list, but a way of thinking about how educators can ensure each student receives the time and support needed to achieve success.

- Help your school make RTI efficient, effective, and equitable.
- Create and support teacher, leadership, and intervention teams.
- Create a toolbox of effective interventions.
- Address complex issues such as motivation, attendance, and behavior.



Recommended Resource

Page 62

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.

Customized Services

Partner with us to develop a custom learning plan designed to meet your unique needs and challenges. With our evidence-based RTI content, along with on-site professional development and virtual training opportunities, we are uniquely positioned to help you build an MTSS that's strong enough to make a real difference in student achievement.

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.

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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 62)
- *Uniting Academic and Behavior Interventions* (Page 63)

Each school represented receives:

- The RTI Toolkit* (Page 72)



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

REQUEST MORE INFORMATION
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Highland Elementary School

COLUMBUS, OHIO



► DEMOGRAPHICS

- **306** students
- **32.5%** English learners
- **100%** free and reduced lunch
- **26.3%** students with special needs

► RACIAL/ETHNIC PERCENTAGES

- **27.2%** Black
- **26%** White
- **32.5%** Hispanic
- **14.2%** Multiracial

Located on the west side of Columbus, Highland Elementary School serves preK–5 students within the Columbus City School District. Highland Elementary has two special needs preK units and five additional special education units alongside a significant English learner population. According to their site, the school's mission is that 100% of their students will feel safe and supported as they grow academically and emotionally.

Please note that all data and people mentioned in this story represent solely the time frame in which Solution Tree actively worked with the school or district and the time frame in which the school or district committed to implementing processes and practices set forth by Solution Tree. Building and district leaders and staff featured in Evidence of Excellence stories may have changed since the stories were published.

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► CHALLENGE

At Highland Elementary School, Principal Michelle Deime knew her students were struggling, and she wanted more. Before 2021, data was collected at Highland but not used to identify essential standards or drive targeted interventions. Teachers struggled to see themselves as providers of all three tiers. Without clear training on Response to Intervention (RTI) at Work™, behavior issues escalated, and “all means all” remained more of a slogan than a reality.

► IMPLEMENTATION

In the 2021–2022 school year, as part of the districtwide RTI initiative, Highland's administrators attended an initial RTI presentation by Mike Mattos. This session laid the groundwork for understanding RTI. Following this, Highland brought in Solution Tree associate, Kyle Palmer, who immediately began professional development sessions.

The following year, 2022–2023, focused on strengthening RTI practices. A significant shift involved clarifying the difference between Tier 2 and Tier 3 instruction, restructuring it as targeted instruction within the classroom, and creating a more seamless continuum of support.

By 2023–2024, Highland was in its third year of implementing RTI at Work practices. These efforts resulted in more strategic small-group instruction, with teachers intentionally using data to drive interventions. Collaborative student work analysis helped standardize expectations and align interventions more effectively.

► RESULTS

Highland Elementary School has made remarkable strides in student achievement and school culture using the RTI at Work professional development services from the 2021–2022 school year to the 2023–2024 school year.

Overall, student proficiency increased by 26.1% due to improvements in Tier 1 instruction. State testing revealed substantial gains, with third-grade math proficiency more than tripling and fourth-grade ELA proficiency quadrupling. Targeted vocabulary development also saw a positive shift. Discipline referrals, suicide risk assessments, and behavior incidents all decreased, creating a more positive and supportive school climate. Through their continued dedication to RTI, Highland has ensured that every student moves forward. The data shows growth—and with sustained efforts, the trajectory will only continue upward.

Ohio State Test (OST) trends

- **Third-grade math:** Increased from **2.3%** proficiency (2022–2023) to **7.5%** (2023–2024)
- **Fourth-grade ELA:** Grew from **5.6%** proficiency to **23.1%**
- **Fifth-grade ELA:** Improved from **11.4%** to **16.2%**

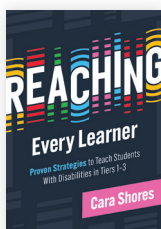
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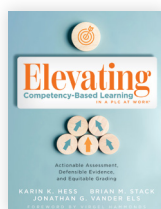
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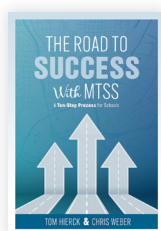
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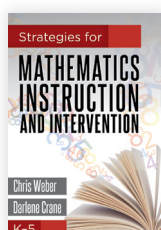
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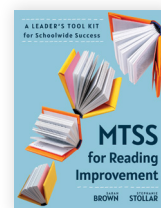
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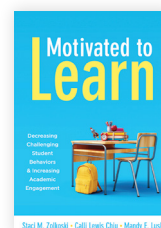
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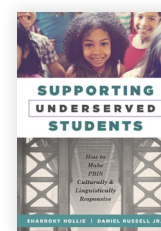
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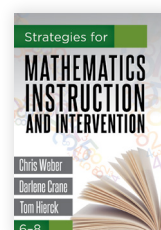
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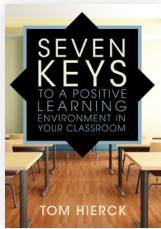
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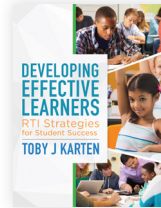


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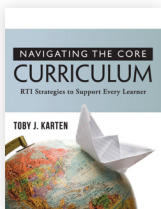
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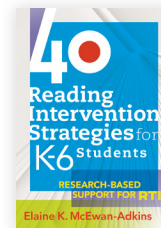
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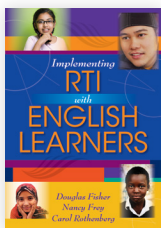
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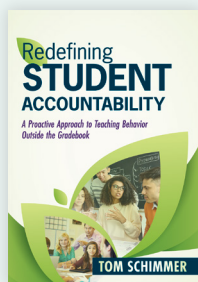
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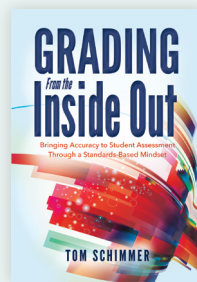
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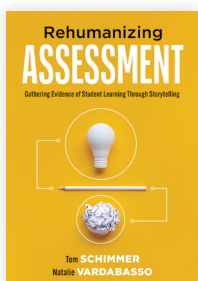
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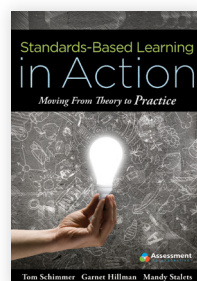
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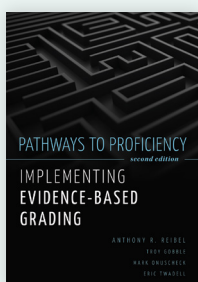
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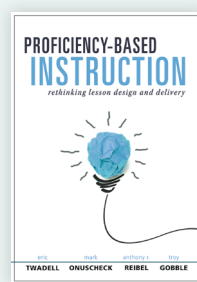
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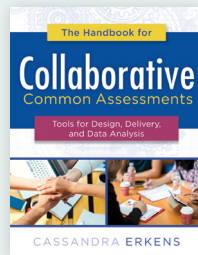
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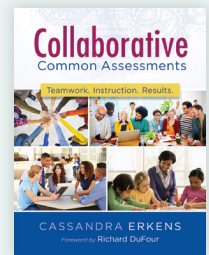
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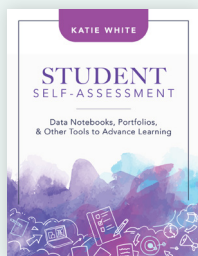
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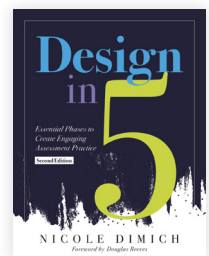
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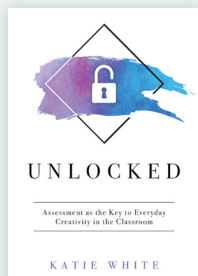
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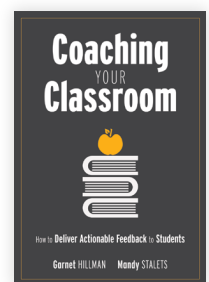
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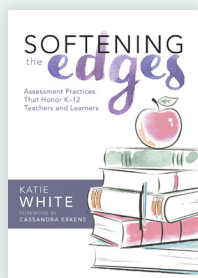
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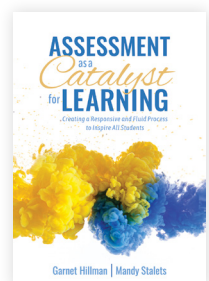
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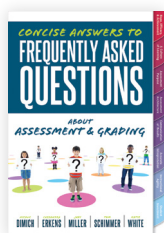
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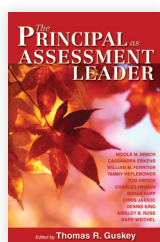


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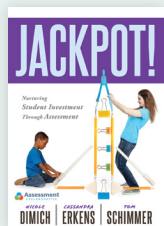
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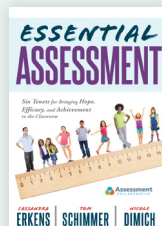
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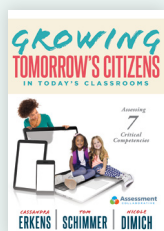
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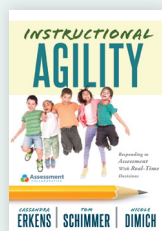
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Presenter: Nicole Dimich

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Grading From the Inside Out

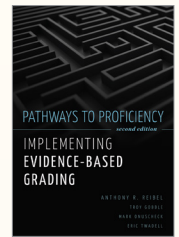
Presenter: Tom Schimmer

April 1–2, 2026 Franklin, Tennessee



AUTHOR SPOTLIGHT

Featuring Anthony R. Reibel



**FEATURED
RESOURCE**

Featured resource: *Pathways to Proficiency* See page 74 for details.

What motivates you to make a difference in the field of education?

What motivates me is the profound opportunity to help students transition into self-reliant learners, empowering them to independently develop and accurately evaluate their own abilities. These critical capacities are not merely academic; they are absolutely

necessary for sustained success in post-K–12 life, equipping individuals to navigate the world with confidence and autonomy. Seeing students achieve this level of self-directed learning is the ultimate reward.

What are the most common misconceptions educators have about proficiency-based assessments, and what practical strategies do you recommend for them to effectively shift their mindset and practices in this phase?

A common misunderstanding is that proficiency-based assessments lack rigor. In actuality, they significantly increase it. These assessments simultaneously evaluate what students know *and* what they can do with what they know, fostering a deeper understanding.

They encourage the deliberate application of content knowledge through skill performances, demanding students exhibit mastery rather than mere recall, thereby elevating the standard of learning.

In your experience, which of the five phases in your process tends to present the most significant hurdles for K–12 administrators during implementation, and what proactive measures can they take to mitigate those challenges?

The initial phases are notably challenging. In the preparation phase, clarifying the *why* and *what* of switching to evidence-based grading is critical, as teachers bring diverse prior experiences and understandings that can create friction. Similarly, incubation is where educators grapple with the

fundamental question, “Can we do this? What’s the value?” To mitigate these hurdles, engaging in honest, transparent dialogue is critical, fostering a collaborative environment where concerns are addressed and shared ownership is developed, ensuring a smoother transition.

How can educators effectively balance the need for timely feedback with the complexities of assessing a student’s overall growth and proficiency over an extended period, particularly in subjects with cumulative learning?

Educators can effectively balance timely feedback with long-term proficiency assessment by having students self-assess their formative assessments. This generates immediate and valuable feedback, as a student’s self-scores provide instant insight. Understanding students’ perspectives about their abilities is crucial

in supporting them, allowing educators to tailor instruction and address misconceptions promptly. This approach combines the immediacy of self-evaluation with the broader perspective of cumulative learning, fostering a continuous feedback loop that supports sustained growth.

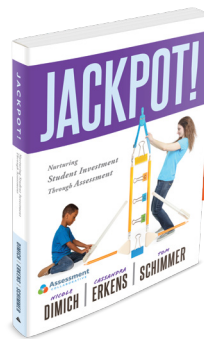
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Educators will explore the need for change in assessment practices and develop a clear vision for internal assessment practices.

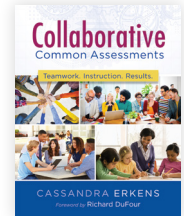
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- Identify the process of designing and the practice of employing a robust and balanced assessment system at the classroom level.
- Focus on the keys to accurate design and effective use of collaborative common assessments.
- Gain supportive tools,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



Recommended Resource

Page 75

Sustaining Your Skills

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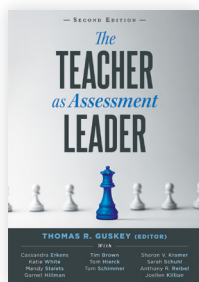
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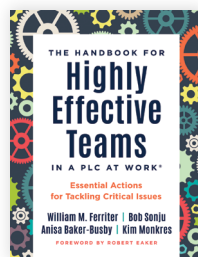
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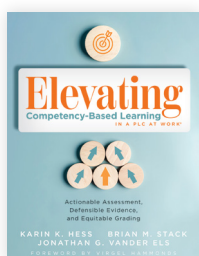
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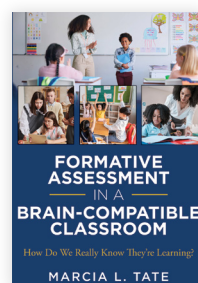
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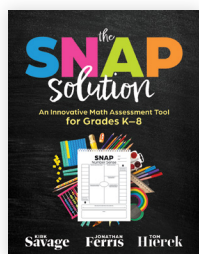
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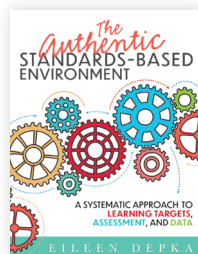
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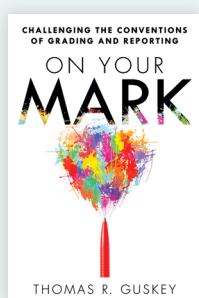
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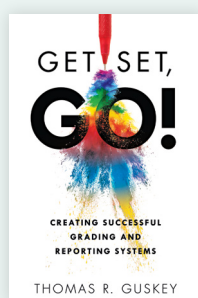
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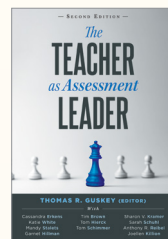
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AUTHOR SPOTLIGHT

Featuring chapter contributors Tim Brown, Cassandra Erkens, and Sharon V. Kramer



FEATURED
RESOURCE

Featured resource: *The Teacher as Assessment Leader* See page 82 for details.

How can teachers balance the use of formative assessments with the pressures of standardized testing while still fostering a growth mindset in students?

Sharon V. Kramer: Teachers can balance formative assessments and standardized testing by integrating low-stakes, ongoing feedback into daily instruction, helping students track their own progress. These assessments identify learning gaps without creating high-pressure environments. Assessment should be an opportunity to “show what you know,” not an event. By emphasizing effort, strategies, and improvement,

teachers promote a growth mindset. Aligning formative assessments with key standards also ensures students are prepared for testing without “teaching to the test.” Encouraging reflection and goal-setting reinforces learning as a journey, not a score. This approach nurtures confidence, resilience, and a love for learning, helping students thrive academically while meeting testing demands.

What strategies from the book can be used to help students take ownership of their learning through self-regulation and self-efficacy?

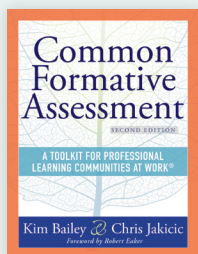
Tim Brown: Multiple contributors to *The Teacher as Assessment Leader* note that assessment has a dynamic impact on a student’s self-efficacy, motivation, engagement, and self-regulation. While all the chapters in *The Teacher as Assessment Leader* highlight that feedback is key to learning, the chapters by myself, Kramer and Schuhl, Reibel, and Schimmer specifically address student ownership of their learning through

feedback processes that cause students to become more actively involved in the assessment process. These chapters were written to build context of the important role this plays in the use of assessment to enhance learning; they also provide practical strategies that go far beyond students seeing their score and deciding whether they are good at what they are being asked to learn or not.

In what ways can teachers collaborate with colleagues to develop more effective assessments that align with learning goals and improve instructional effectiveness?

Cassandra Erkens: Because there’s no such thing as a perfect classroom assessment, it’s important that teachers collaborate throughout the design and delivery processes to get as close to accuracy and efficiency as possible. In the design phase, teams need a set of criteria to monitor their assessments for alignment to standards, appropriate levels of rigor, and sufficiency in the required sample size and expected qualities. But accurate assessments must be effectively and efficiently employed, so teams must also examine their results

so they can do all the following: calibrate scoring for consistency, improve the assessment overall, and identify next best instruction to close visible gaps in student understanding. The most important thing teachers can do to improve their instruction and assessment practice is to reflect on their teaching in light of the evidence their students produce, and that takes collaboration. The perspectives of others generate information that can challenge our inferences and preconceived notions.



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Common Formative Assessment

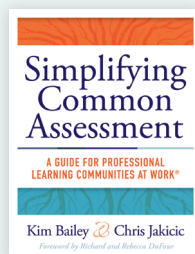
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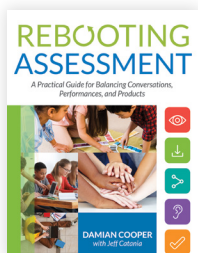
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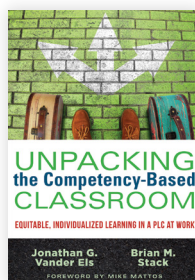
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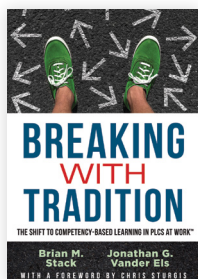
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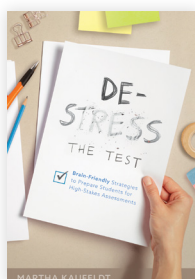
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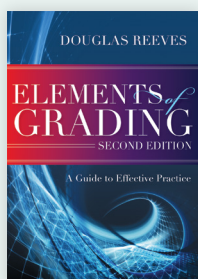
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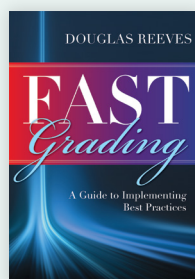
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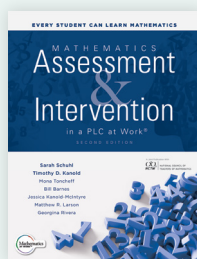
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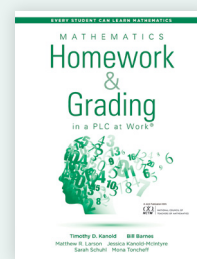
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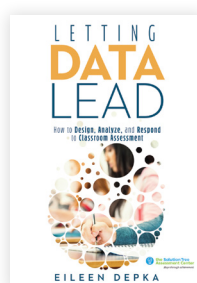
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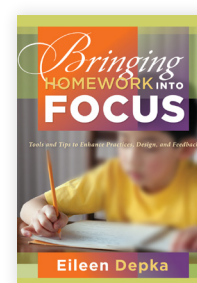
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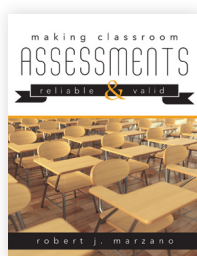


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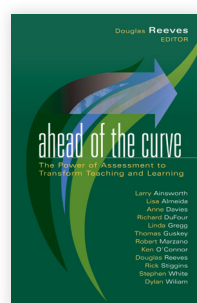
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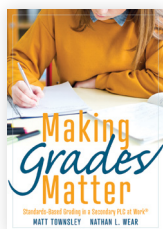


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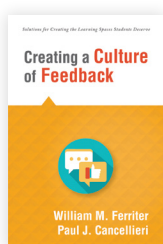
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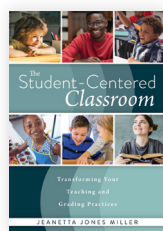
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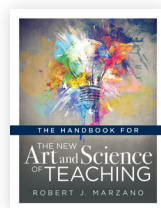
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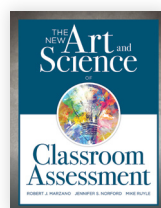
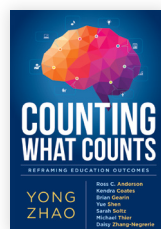
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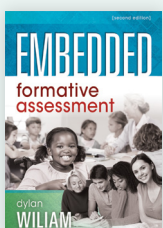
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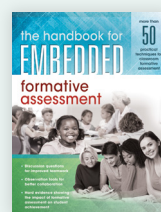
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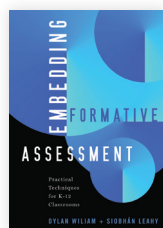


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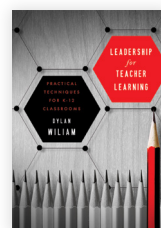
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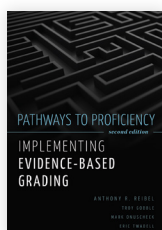
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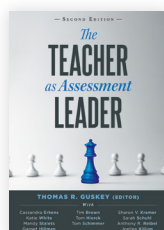
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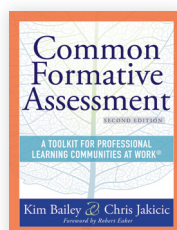
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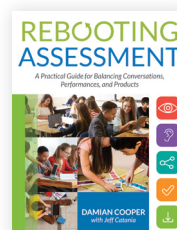
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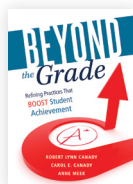
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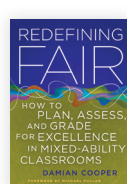
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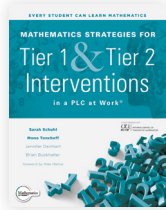
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Every Student Can Learn Mathematics series



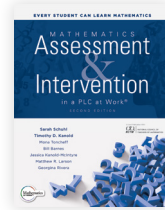
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Foreword by Mike Mattos

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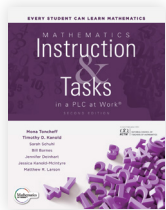


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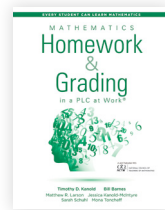


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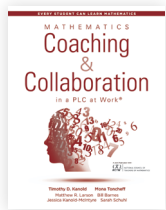


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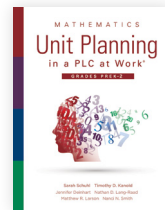


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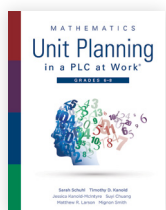


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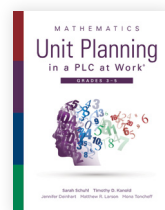


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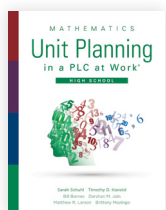


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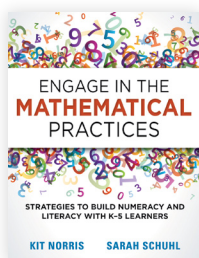
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Presenters: Sarah Schuhl and Mona Toncheff

April 22–23, 2026.....Spokane, Washington

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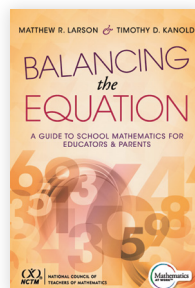
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Grades K–5; 296 pages



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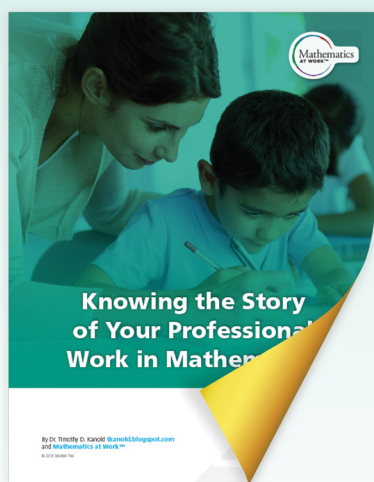
By Matthew R. Larson and Timothy D. Kanold

This book tackles misconceptions about mathematics education for educators and parents and analyzes instruction that can significantly improve student learning.

25GCTG-S8A-BKF723 **\$35.95** USD | **\$48.50** CAD
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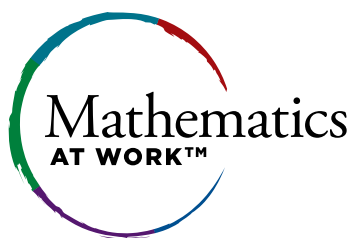
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Dr. Timothy D. Kanold developed Mathematics at Work™ to offer a comprehensive PLC at Work® approach to achieving mathematics success in K–12 classrooms.

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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 or team at a time.



Timothy D. Kanold, Mona Toncheff, Sarah Schuhl, Georgina Rivera, Brian Buckhalter, and Jennifer Deinhart—the Mathematics at Work experts

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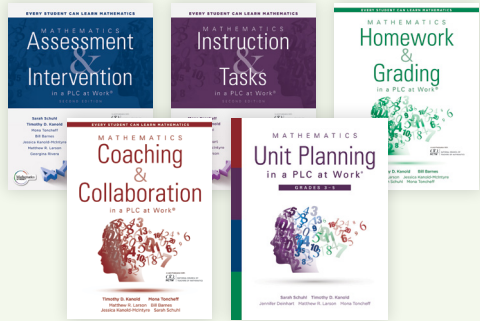
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The Every Student Can Learn Mathematics series provides the teacher team actions necessary to achieve these ambitious expectations.

—Timothy D. Kanold, author

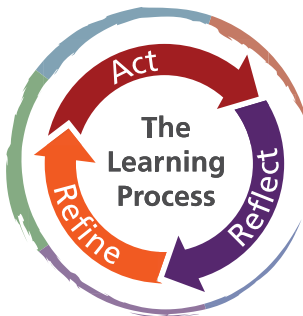
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Keynote

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The Reflect, Refine, and Act Cycle

Persevere

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Work the Task

Ask: Is this the best solution strategy?

Receive FAST Feedback

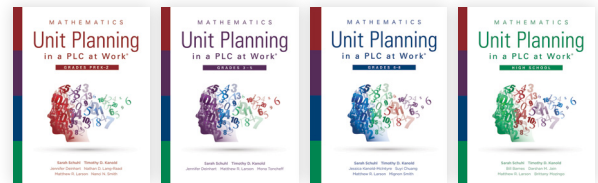
Ask: Do I embrace my errors?

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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.

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Recommended Resources

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Sustaining Your Skills MULTI-DAY COMMITMENT

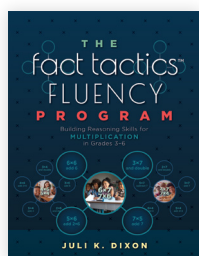
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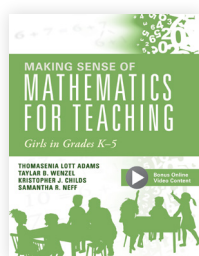
The Fact Tactics™ Fluency Program

Building Reasoning Skills for Multiplication in Grades 3–6

By Juli K. Dixon

Develop procedural fluency in mathematics with six strategies to help students explain and justify their thinking beyond simple rote memorization.

25GCTG-S8A-BKG125 **\$40.95** USD | **\$55.50** CAD
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152 pages

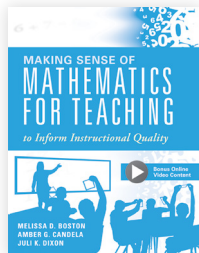


Making Sense of Mathematics for Teaching Girls in Grades K–5

By Thomasenia Lott Adams, Taylar 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.

25GCTG-S8A-BKF816 **\$35.95** USD | **\$48.50** CAD
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Grades K–5; 120 pages

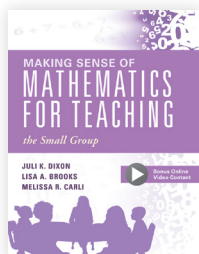


Making Sense of Mathematics for Teaching to Inform Instructional Quality

By Melissa D. Boston, Amber 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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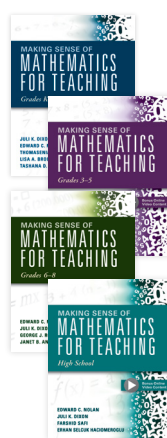


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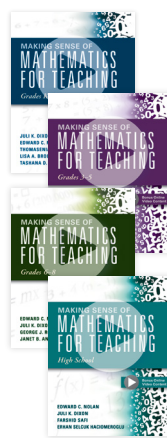
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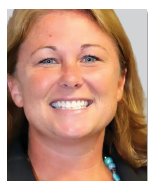
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Making Sense of Mathematics for Teaching series Page 96

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 [Streaming Videos] Page 96

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

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

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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.

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Make sense of mathematics for teaching in an intensive and collaborative setting. In this institute, teachers will become the learners of the mathematics that they teach. Gain instructional strategies modeled by an expert with a definite focus on grade-specific mathematical content.

Multiplication Fact Fluency: A Schoolwide Solution

Learn how to help students achieve a deep understanding of multiplication that leads to fluency with their basic facts for multiplication. Experience the six strategies that make up the Fact Tactics™ Fluency Program. This schoolwide or districtwide program is designed to shift from drill-and-kill instruction to an approach that helps students make sense of multiplication while developing automaticity and procedural fluency.



Recommended Resource

Page 96

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.

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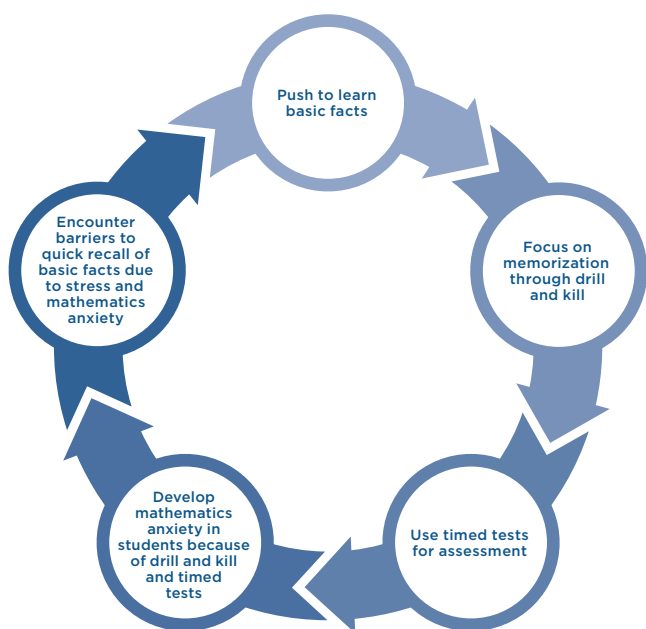
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Building Multiplication Fact Fluency through Reasoning

By Juli K. Dixon

Does this sound like you?

Schools and districts spend considerable resources on programs that require students to practice their basic multiplication facts using techniques such as computer applications and traditional flash cards. There are often rewards for students who can “beat the clock” and multiply a set number of facts within a given time limit. But at what cost? How much of the anxiety students experience about mathematics can be attributed to these time-pressured experiences? According to Stanford professor of mathematics education Jo Boaler, “Evidence strongly suggests that timed tests cause the early onset of math anxiety for students across the achievement range.” The resulting mathematics anxiety often prevents students from pursuing mathematics-related careers. Furthermore, if these techniques are successful, why do we need to focus on basic facts with the same students year after year after year? If this is familiar to you, your attempts may resemble this vicious cycle:



Read Juli K. Dixon’s full white paper to get:

- ▶ A structure for developing multiplication fact fluency that also helps to prepare students for algebra without increasing math anxiety
- ▶ An introduction to the six fluency tactics that provide the foundation for the 20-week fluency program
- ▶ A strategy for launching the program in your classroom, school, or district

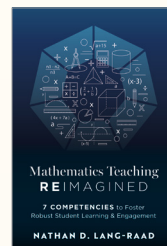


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AUTHOR SPOTLIGHT

Featuring Nathan D. Lang-Raad



**FEATURED
RESOURCE**

Featured resource: *Mathematics Teaching Reimagined* See **page 102** for details.

What has your journey in mathematics education taught you about the challenges teachers face, and how do these lessons inform the strategies in *Mathematics Teaching Reimagined*?

My experience has revealed that teachers struggle with balancing procedural fluency and conceptual understanding while addressing diverse learning needs. *Mathematics Teaching Reimagined* responds by offering a framework that integrates these components rather than treating them as competing priorities. The comprehensive mathematical competencies (CMC) framework transforms instruction

by emphasizing the interconnectedness of mathematical competencies, acknowledging that effective mathematics instruction requires attention to both procedural skills and deeper understanding. This approach empowers teachers to cultivate classrooms where mathematical thinking flourishes through strategic, evidence-based practices that address the realities of today's diverse learning environments.

In your experience, what are some common misconceptions teachers have about math instruction, and how does your book address them?

A pervasive misconception is that mathematics ability is innate rather than developed through effective instruction. Many teachers also mistakenly believe that procedural fluency and conceptual understanding represent competing priorities rather than complementary elements. *Mathematics Teaching Reimagined* directly confronts these misconceptions by presenting research demonstrating that all students can develop mathematical proficiency when provided appropriate

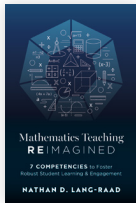
instruction. The book outlines how systematic, explicit teaching that integrates conceptual understanding with procedural skills leads to robust mathematical proficiency. Through practical examples across grade levels, it shows how strategic instruction that balances these elements produces students who not only compute accurately but understand deeply.

How do the seven essential competencies outlined in your book help teachers improve their practice and better support student learning in mathematics?

The seven competencies provide a comprehensive framework that transforms how teachers approach mathematics instruction. By emphasizing conceptual and procedural integration, teachers ensure students understand mathematics rather than merely memorizing procedures. Problem solving and modeling connect mathematics to authentic contexts, while logical reasoning and proof develop critical thinking. Communication and representation enhance

students' ability to express mathematical ideas, as strategic tool use builds precision. Structural insight develops pattern recognition, and productive disposition fosters a positive relationship with mathematics. Together, these competencies create a balanced approach that addresses the cognitive, procedural, and affective dimensions of mathematics learning, enabling teachers to cultivate truly proficient mathematical thinkers.





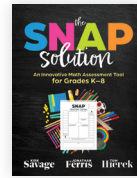
Mathematics Teaching Reimagined **NEW**

Seven Competencies to Foster Robust Student Learning and Engagement

By Nathan D. Lang-Raad

Learn to implement Nathan D. Lang-Raad's seven essential mathematical competencies that transform how students learn, understand, and engage with mathematics.

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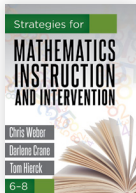
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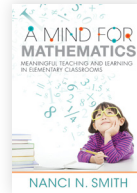


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By Chris Weber, Darlene Crane, and Tom Hierck

Prepare grades 6–8 students to move forward in mathematics learning, and ensure their continued growth in critical thinking and problem-solving.

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Grades 6–8; 176 pages



A Mind for Mathematics

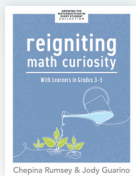
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Growing the Mathematician in Every Student collection



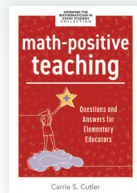
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Math-Positive Teaching **NEW**

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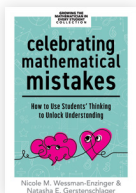
By Carrie S. Cutler

Edited by Cathy L. Seeley and Jennifer M. Bay-Williams

Foreword by Graham Fletcher

Part of the Growing the Mathematician in Every Student series, *Math-Positive Teaching* dismantles the belief that only a few are capable of learning math.

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Celebrating Mathematical Mistakes

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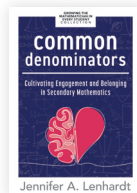
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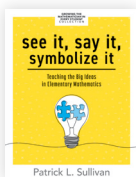
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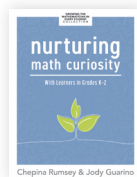
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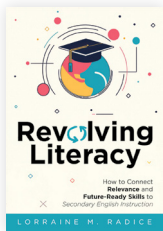
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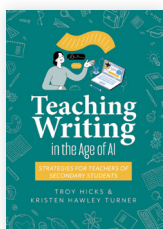
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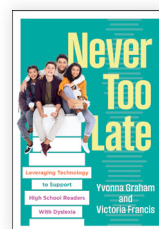
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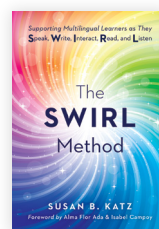
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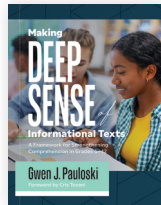
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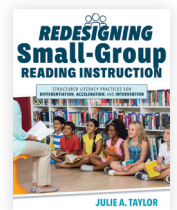
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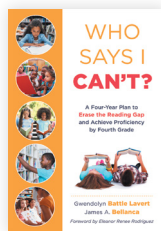
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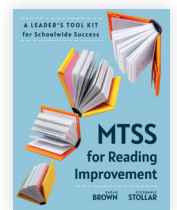
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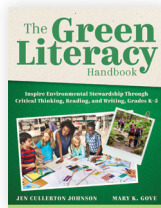
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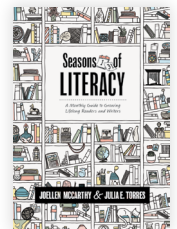
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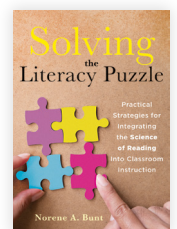
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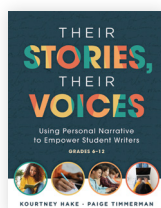
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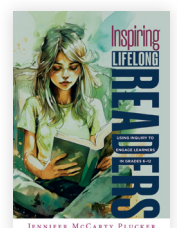
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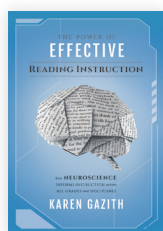
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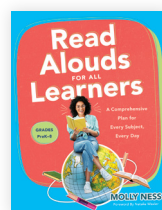
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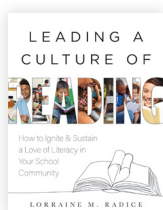
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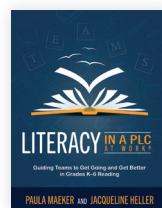
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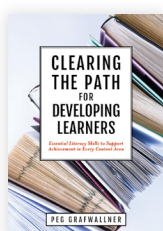
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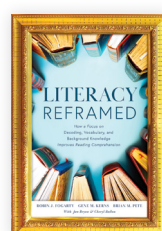
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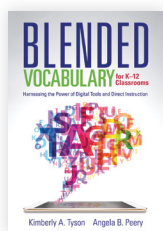
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By Robin J. Fogarty, Gene M. Kerns, and Brian M. Pete

With Jan Bryan and Cheryl Ballou

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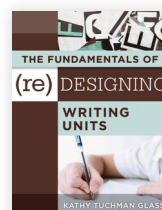
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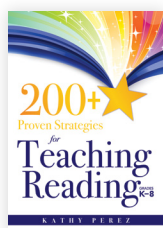


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AUTHOR SPOTLIGHT

Featuring Julie A. Taylor



**FEATURED
RESOURCE**

Featured resource: *Redesigning Small-Group Reading Instruction* See **page 105** for details.

What motivates you to help teachers meet the diverse literacy needs of their students?

I have a deep drive and commitment to helping not only all students but also all teachers succeed. Watching teachers develop the ability and confidence to teach reading and writing is extremely rewarding and worthwhile. My book lays out a clear path for

assessing students, determining their skill areas of need, then providing instruction. My lesson plans provide a framework and progression for teachers to differentiate their instruction and feel prepared to meet all of their students' needs.

How does your book help dispel some of the misconceptions you've seen about small-group reading instruction?

In my book, I transform the research on small-group instruction into practical classroom activities, structures, and formats. In the first chapter of the book, I present teachers with flexible options for scheduling small-group instruction and feasible ideas for the type of work students should be doing when they're not

being seen by the teacher in a small group. I present reasonable learning choices so that teachers can work small-group instruction into their daily schedule in a much more sensible and manageable format than what they may have done in the past.

What advice do you have for literacy coaches and administrators who are supporting teachers in implementing small-group reading instruction schoolwide?

When it comes to differentiating their small-group instruction, I advise coaches and administrators to opt for equity of instruction over equality. Small-group instruction shouldn't look the same for every student daily (equality). Some students may need to meet with the teacher every day, while other students can gain

substantial proficiency by working with the teacher for a few minutes, then with each other while they read, exchange ideas, support and justify their opinions, and learn to facilitate and participate in discussions (equity). Even differentiated instruction can be differentiated!

In your experience working with K–8 educators, what is a frequently encountered challenge when implementing small-group reading instruction, and what proactive strategies does your book offer?

Teachers may try to jump into a schedule of rotating four to five groups a day, every day, which can cause exhaustion and burnout. I recommend starting off by teaching one group, and modeling for the other students what they should be doing while the teacher is working with that group. I also recommend

alternating between whole- and small-group lessons so that students are not left working independently for extended amounts of time. My book contains many more tips and tricks that will help teachers implement small-group instruction with ease and success!



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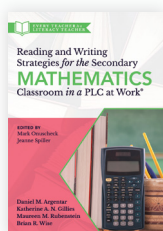
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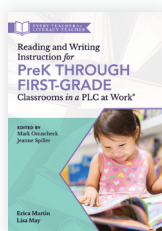


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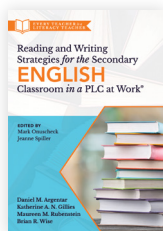


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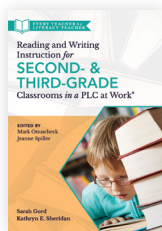


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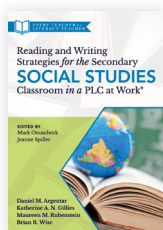


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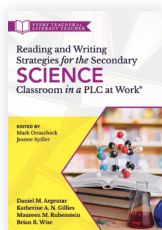


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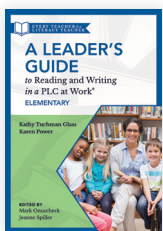


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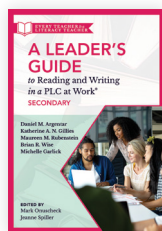


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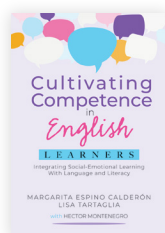
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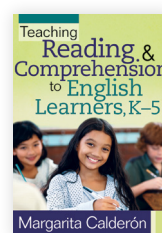


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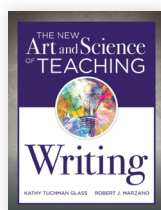


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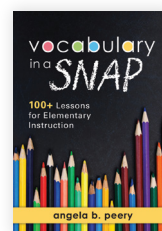
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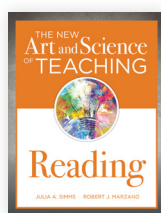
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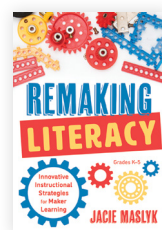
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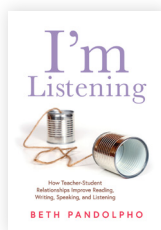
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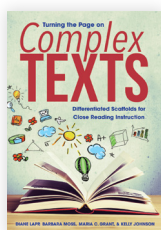
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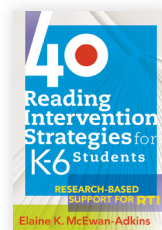
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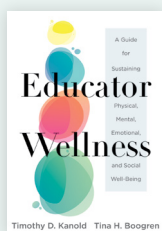
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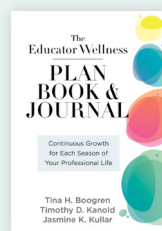
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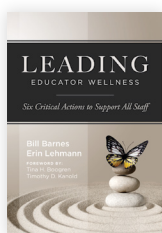
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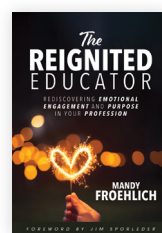
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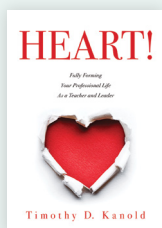
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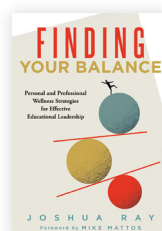
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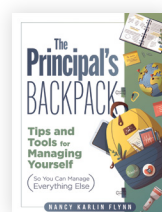
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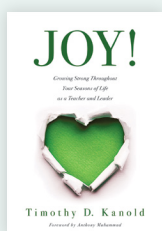
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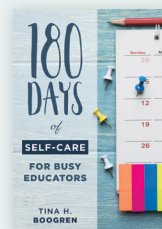
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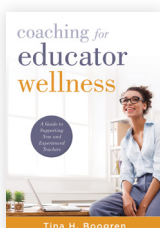
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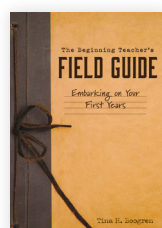
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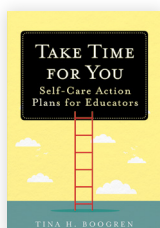
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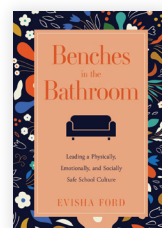
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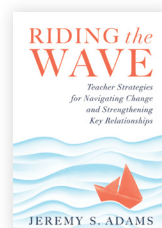
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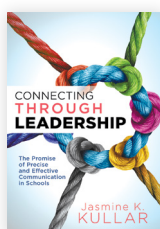
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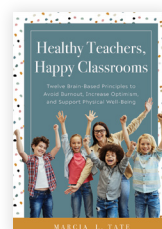
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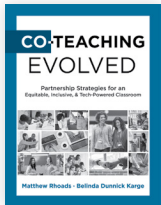
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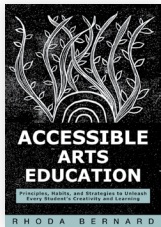
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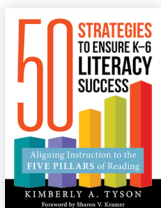
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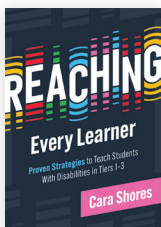
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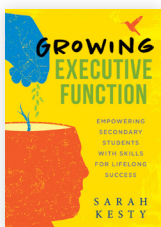
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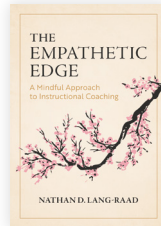
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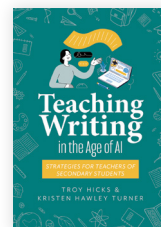
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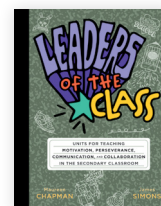
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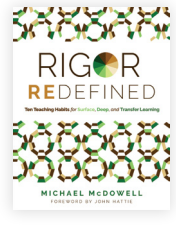
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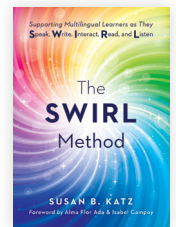
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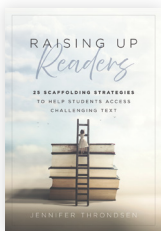
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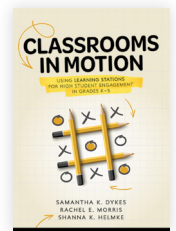
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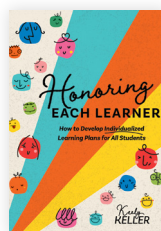
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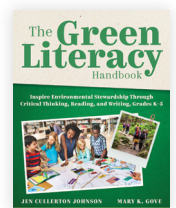
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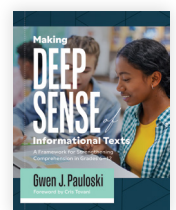
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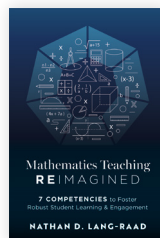
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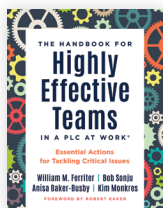
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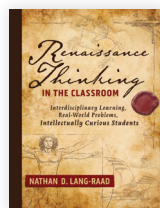
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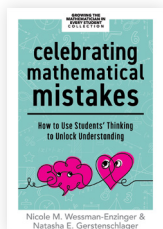
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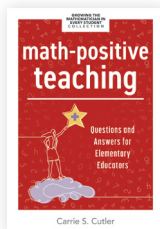
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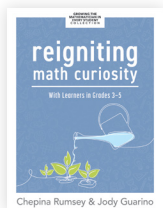
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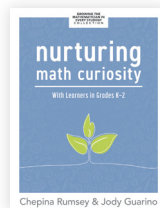
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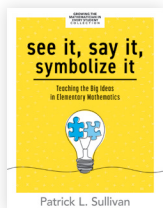
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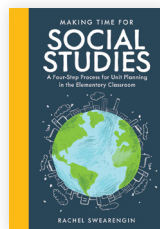
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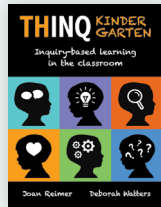
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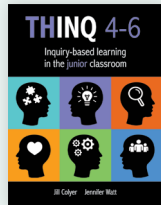
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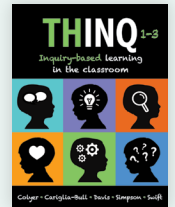
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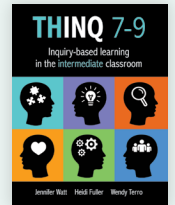
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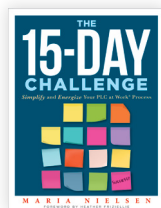
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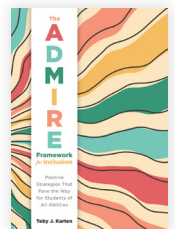
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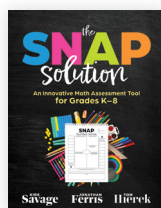
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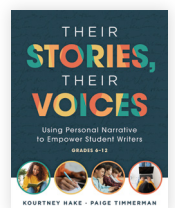
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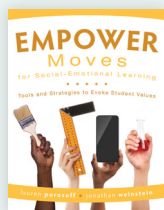
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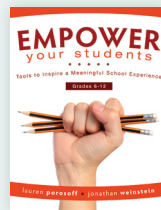


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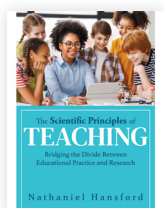
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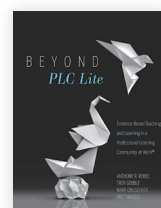
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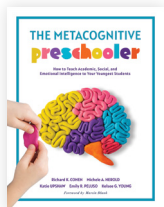
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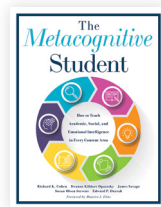
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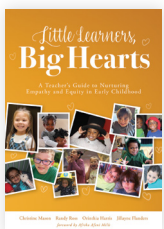
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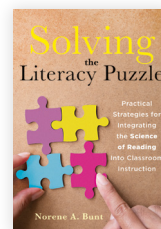
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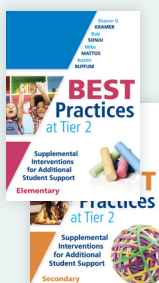
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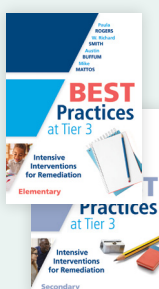
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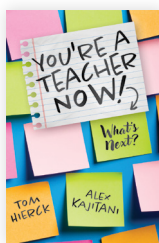
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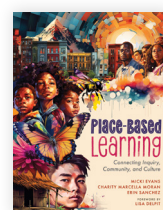
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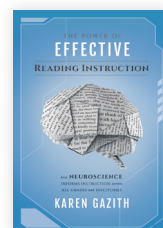
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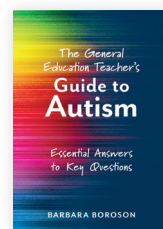
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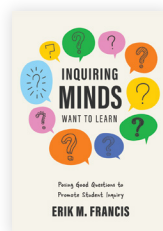
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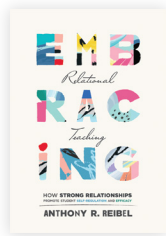
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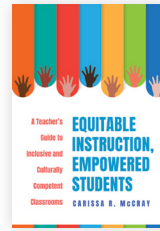
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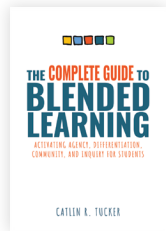
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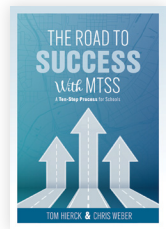
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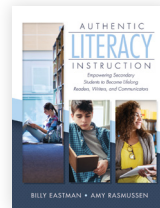
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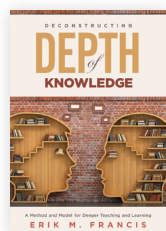
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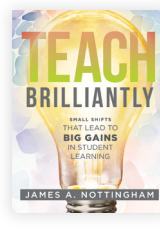
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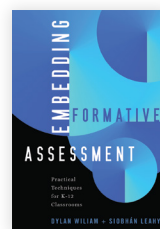
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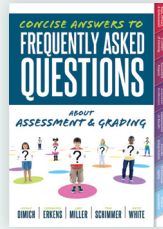
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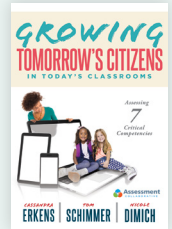
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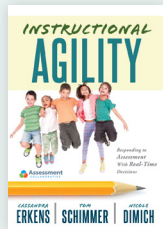
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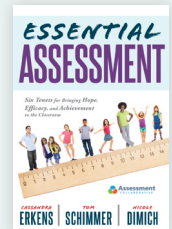
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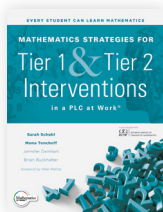
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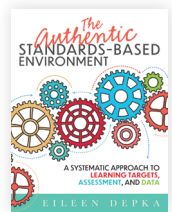
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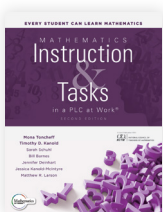


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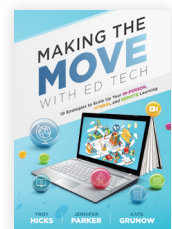
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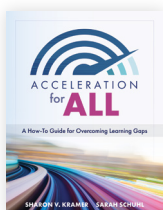
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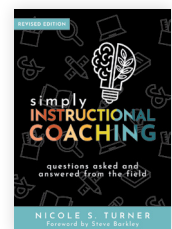
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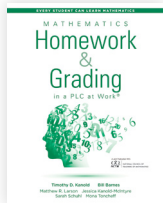
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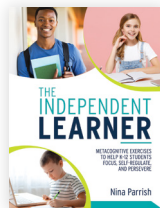
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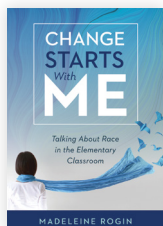
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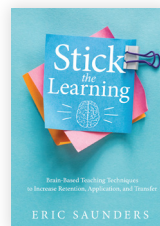
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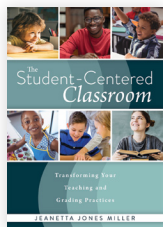
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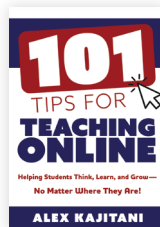
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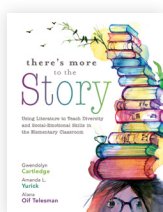
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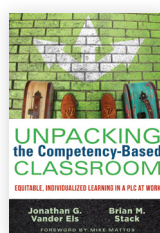
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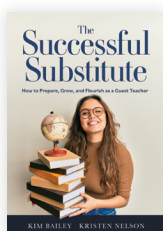
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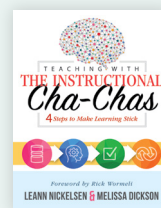
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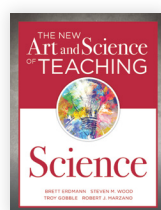


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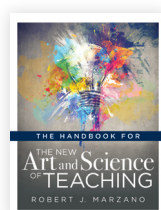
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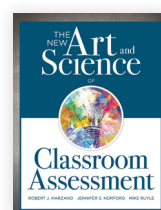


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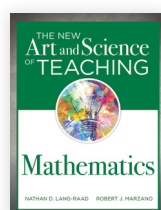
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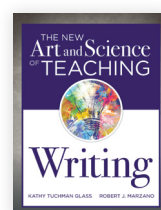


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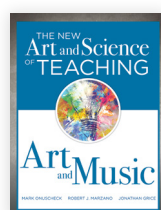


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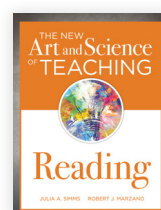


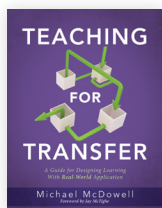
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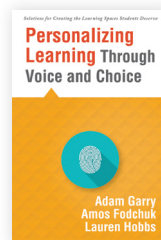
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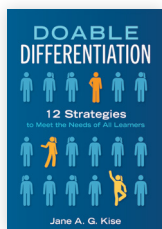
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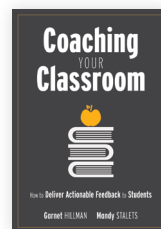
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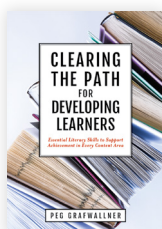
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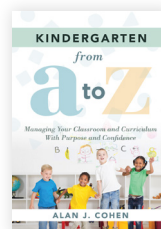
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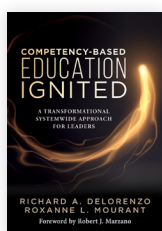
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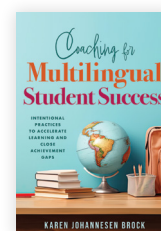
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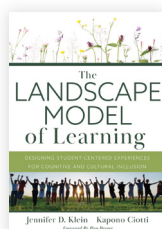
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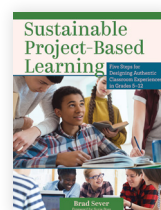
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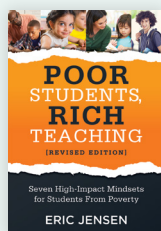
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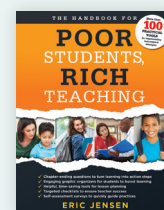
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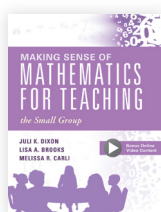
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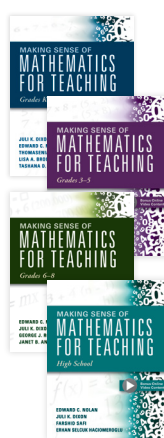
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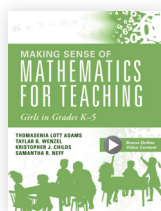
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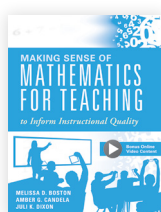
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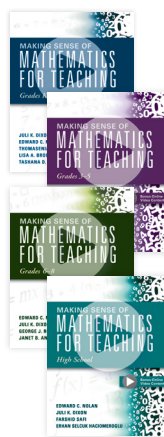
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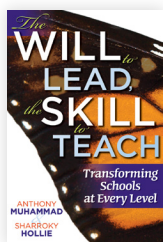
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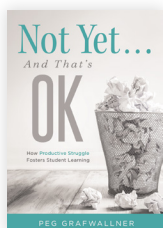
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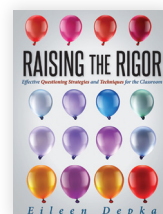
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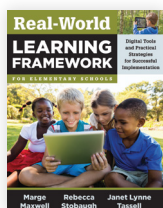
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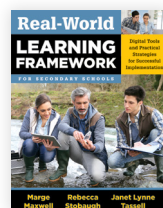
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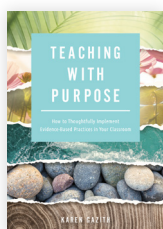
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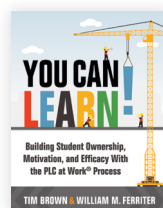
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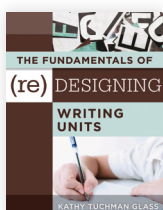
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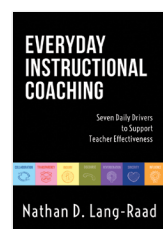


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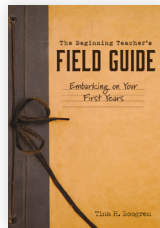
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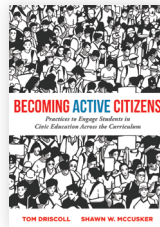
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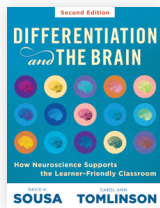
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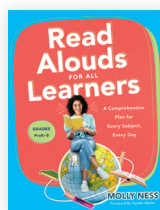
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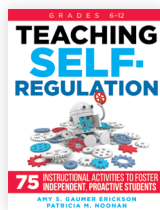
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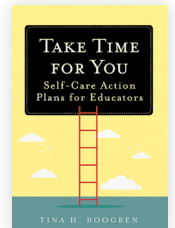
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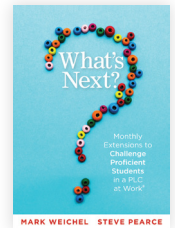
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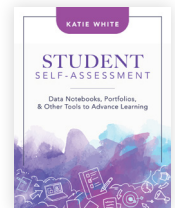
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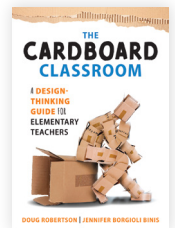
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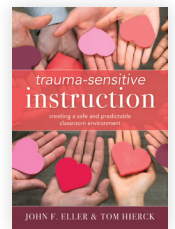
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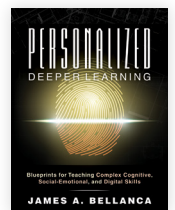
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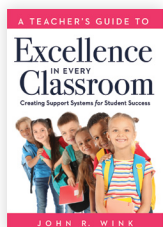
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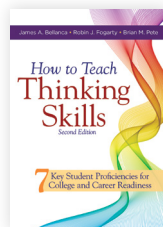
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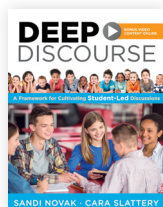
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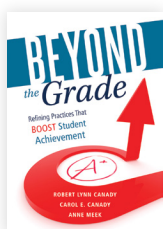
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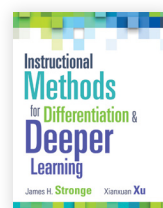
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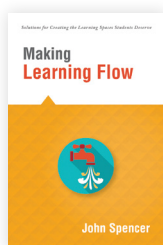


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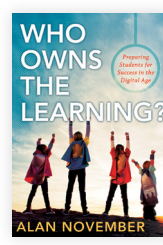
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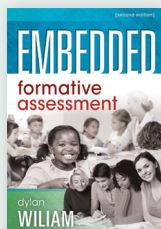


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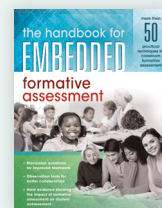
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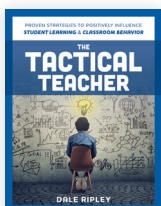
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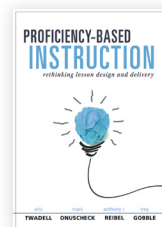
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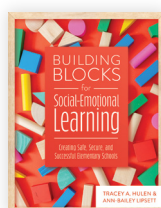
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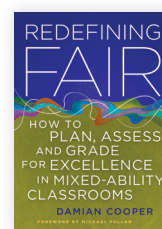
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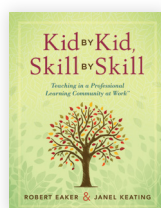
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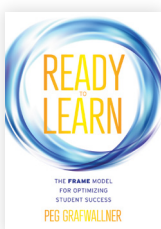
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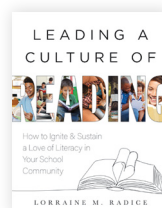
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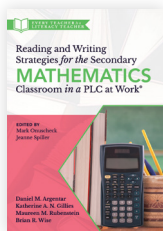


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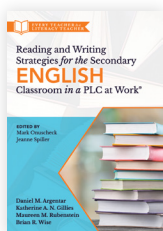


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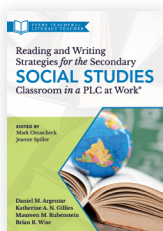


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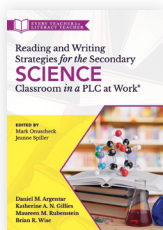


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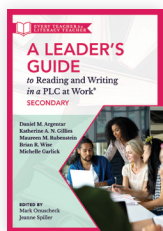


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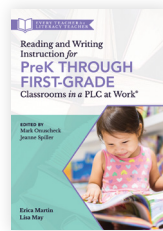


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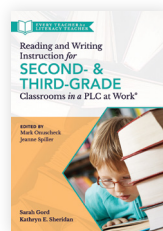


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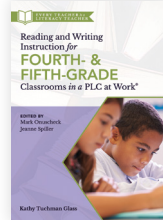


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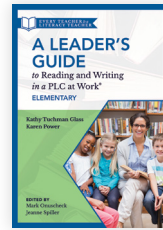


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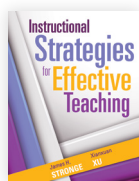


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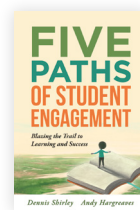
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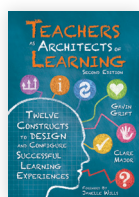
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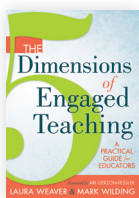
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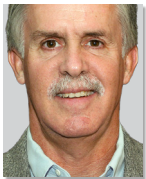
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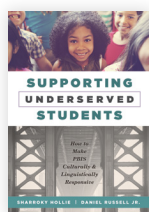
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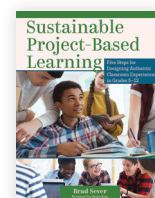
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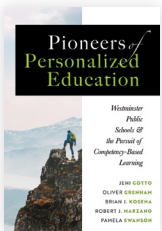
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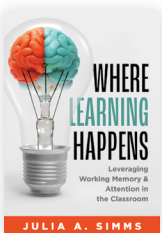
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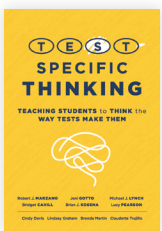
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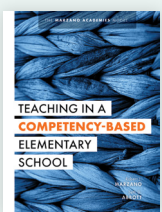
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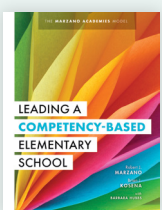
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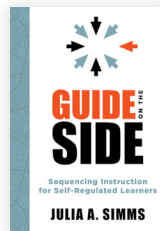
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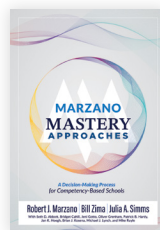
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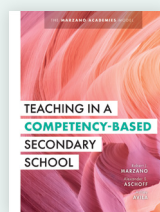
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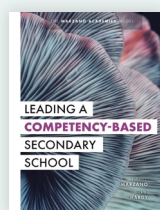
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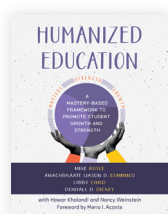
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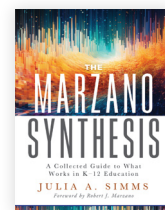
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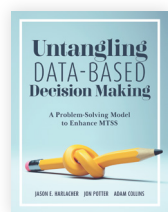
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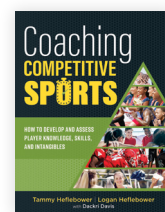
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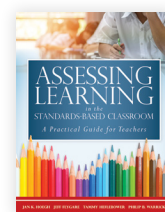
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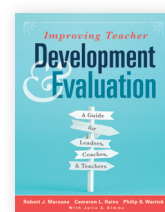
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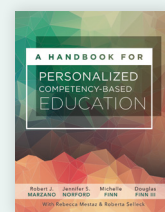
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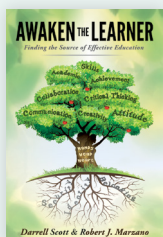
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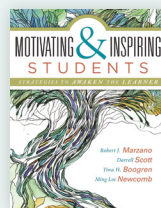
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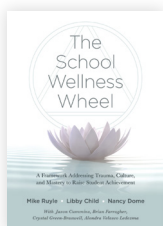
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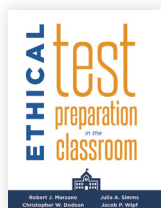
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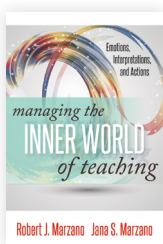
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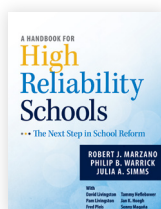
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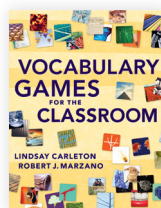


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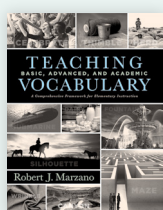
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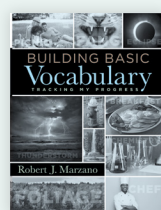
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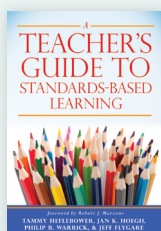
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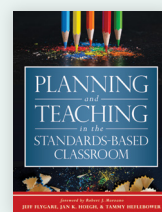
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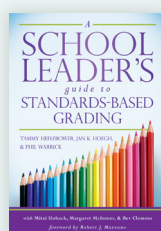
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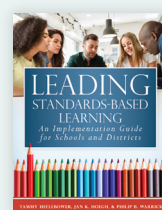
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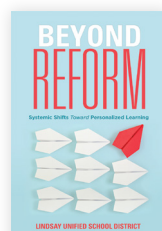
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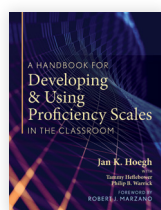
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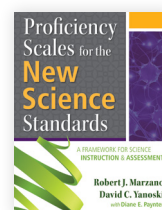
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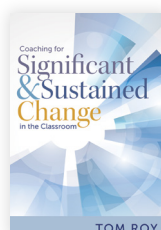


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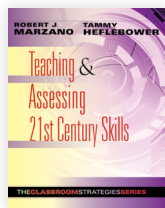
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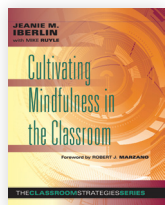
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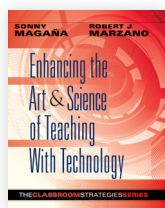
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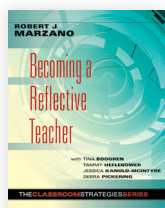


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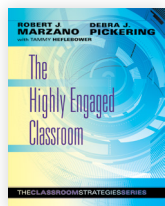
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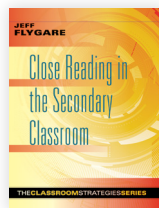
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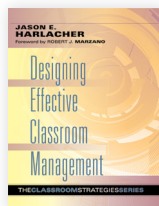


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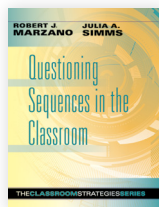
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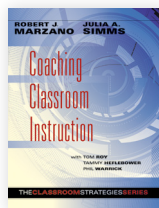


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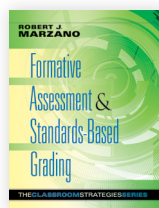
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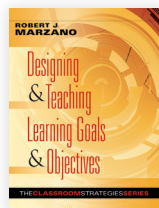


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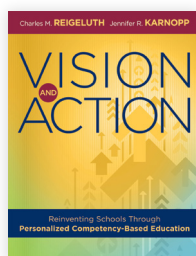
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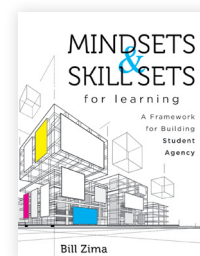
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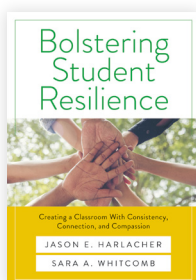
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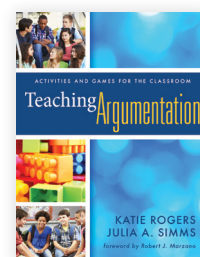
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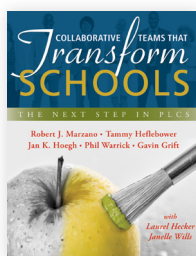
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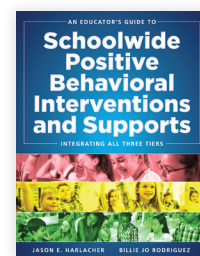
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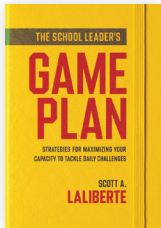
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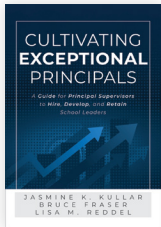
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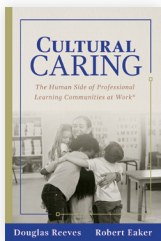
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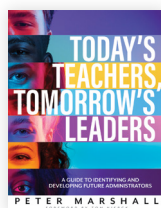
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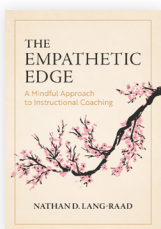
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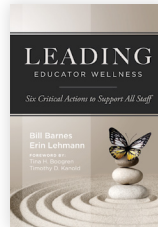
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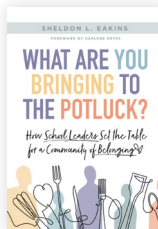
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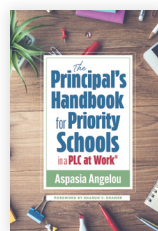
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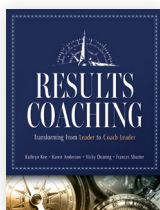
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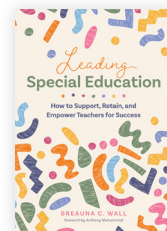
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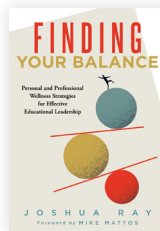
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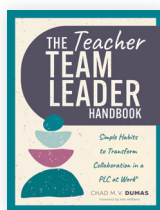
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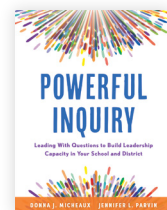
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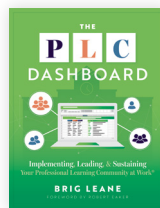
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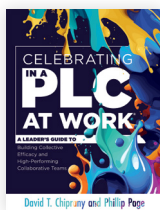
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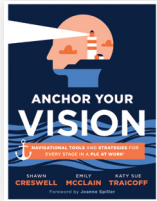
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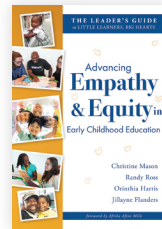
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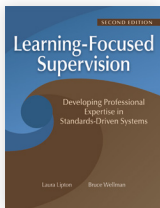
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Foreword by Afrika Afeni Mills

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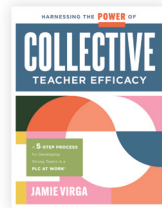
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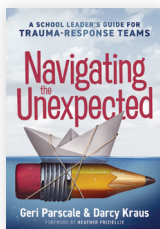
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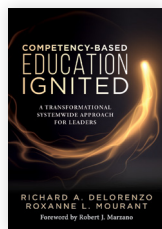
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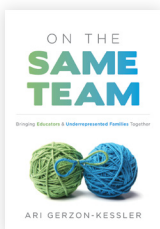
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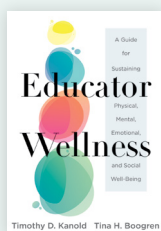
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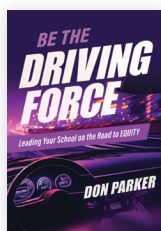
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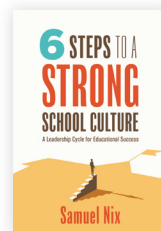
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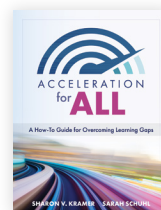
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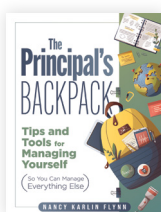
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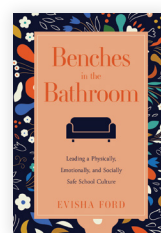
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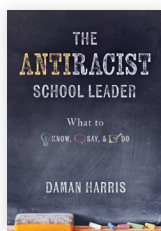
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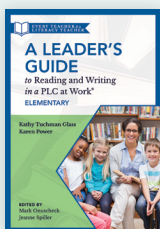
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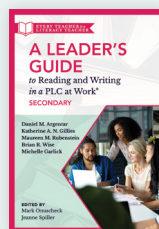
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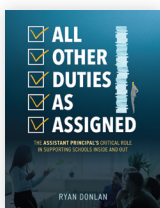
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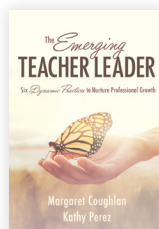
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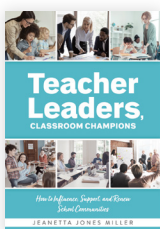
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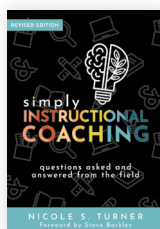
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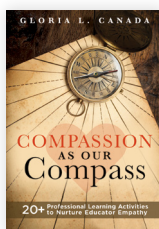
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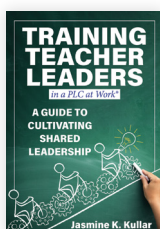
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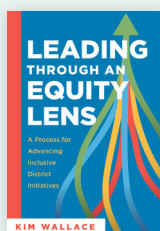
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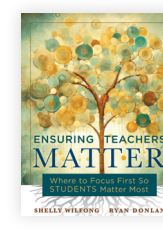
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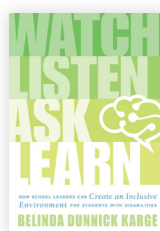
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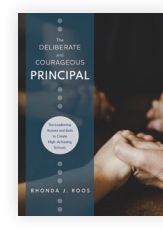
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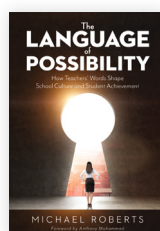
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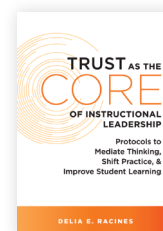
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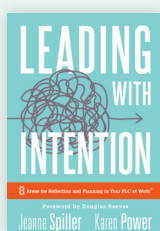
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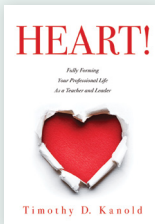
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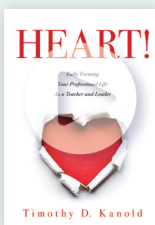
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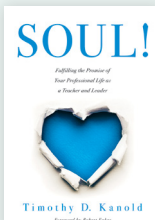
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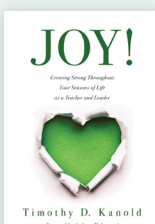
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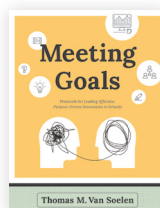
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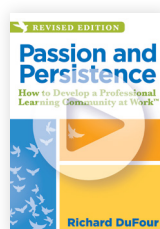
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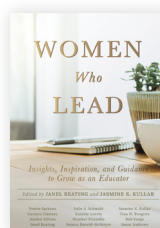
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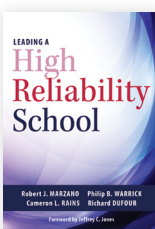
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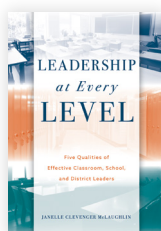
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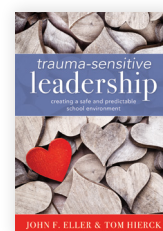
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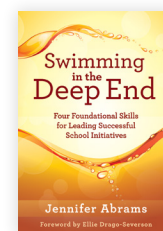
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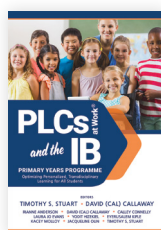
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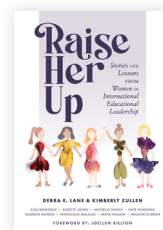
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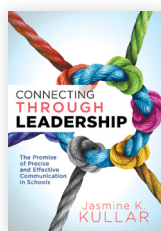
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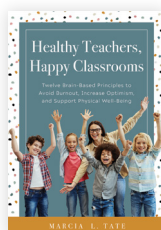
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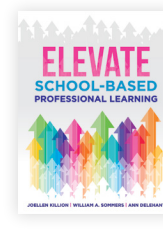


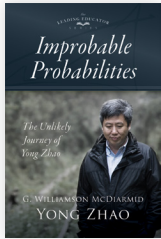
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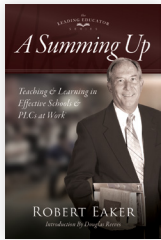
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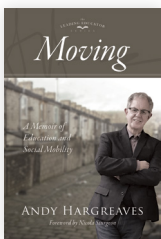
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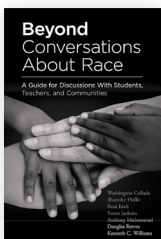
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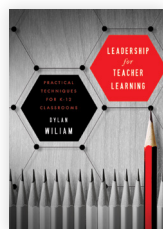
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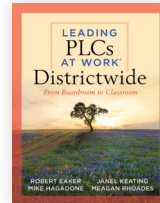
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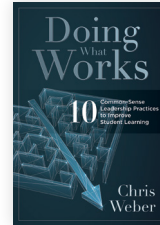
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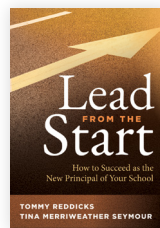
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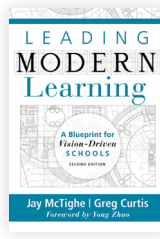
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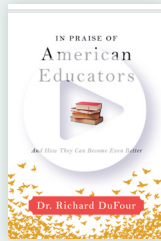
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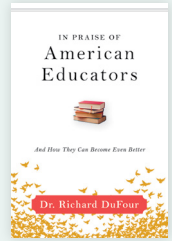


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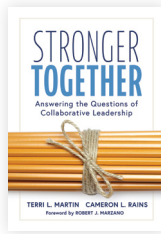
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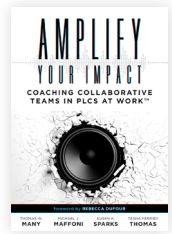
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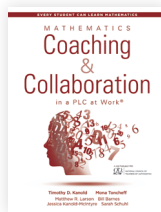
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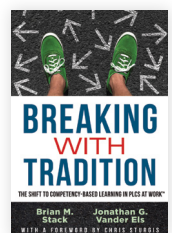
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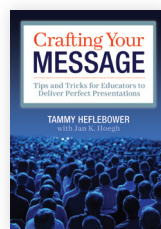
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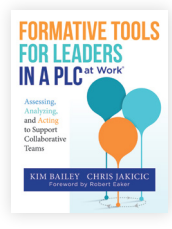
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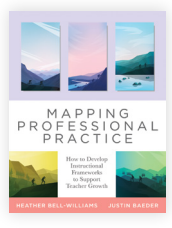


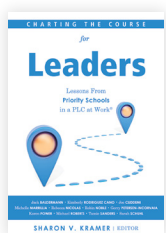
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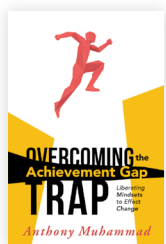
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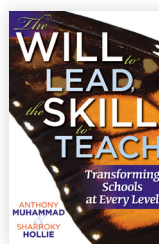
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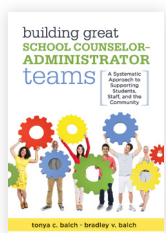
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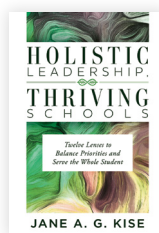
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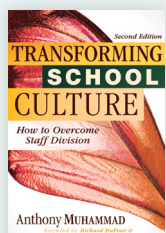
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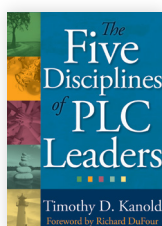
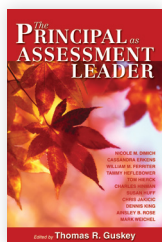
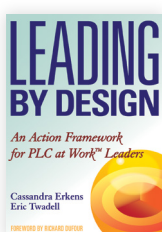
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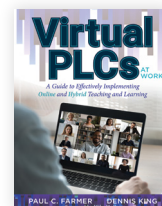
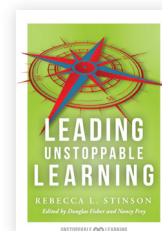
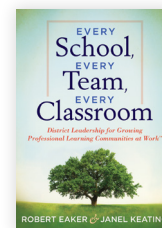
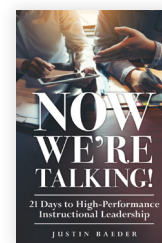
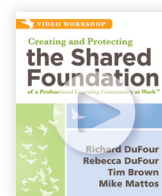
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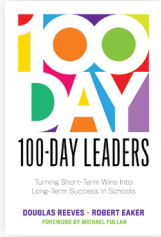
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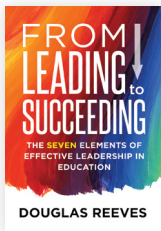
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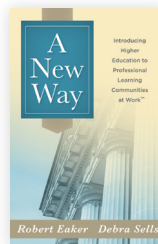
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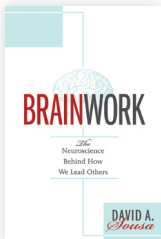
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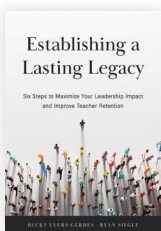
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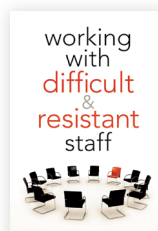
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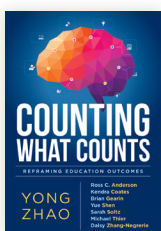


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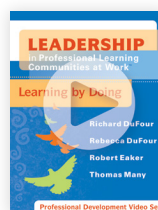
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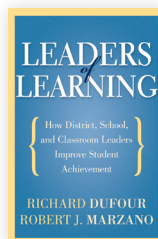
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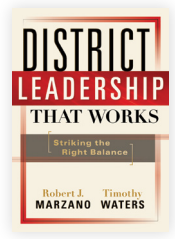
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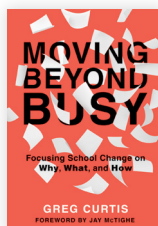
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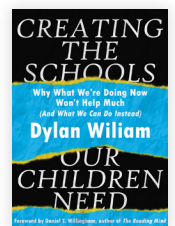
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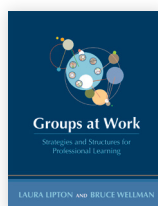
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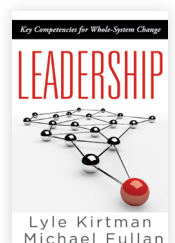
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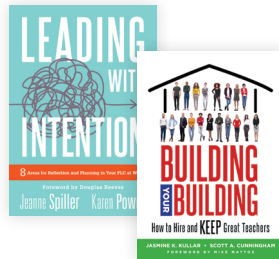
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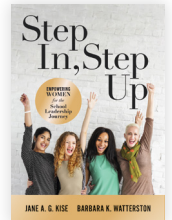
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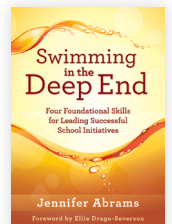


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No matter what role you play in a school or district, you want to make a difference.

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Results Coaching is all about creating real, measurable impact in K–12 education. As an institution accredited by the International Coaching Federation (ICF), Results Coaching stands out as an expert resource in the field of educational coaching. Through their commitment to high-quality coaching practices, Results Coaching provides valuable insights that can enhance the effectiveness of coaching initiatives. Whether you're a new instructional coach or classroom teacher who wants to develop core competencies or a seasoned leader who wants to fine-tune your skills, Results Coaching is your trusted partner on the never-ending journey of professional growth.

5 core coaching principles from Results Coaching

In her blog post “High Five for Coaching: Five Key Points on What Coaching Is All About,” Results Coaching cofounder, Vicky Dearing, outlines the foundational principles of Results Coaching, focusing on the transformative power of coaching. These principles emphasize creating a professional relationship based on trust, where individuals voluntarily engage in coaching for personal and professional growth.

- 1 Coaching as a partnership:** Coaching is a collaborative relationship where both the coach and client are aligned toward the client's growth. Clients must willingly enter this relationship, feeling safe to express themselves without judgment.
- 2 Present and future focus:** Unlike counseling, which often delves into the past, coaching concentrates on the present and future. It encourages clients to think about what they want to achieve rather than dwelling on past experiences.
- 3 Change and growth-centered:** Coaching empowers clients to initiate change and growth by focusing on their goals and potential. Coaches facilitate this process by asking thoughtful, open-ended questions that encourage reflection and self-discovery.

- 4 Client-centered approach:** Dearing emphasizes that coaching addresses the person, not just the problem. Coaches listen deeply to their clients' concerns, emotions, and stories, helping them uncover underlying motivations and desires.
- 5 Shifting perspectives:** Coaching creates opportunities for clients to shift their perspectives, seeing challenges in new ways and unlocking pathways toward their desired outcomes. This shift helps clients move from a state of frustration to one of possibility and action.

Embracing the coach-leader mindset

In her blog post “A Coach Leader Mindset that Matters,” Dearing emphasizes the importance of adopting a mindset that presumes positive intent in others, particularly in educational leadership. This mindset encourages leaders to see educators as capable, committed individuals striving for the best outcomes. By using supportive language and asking constructive, growth-focused questions, leaders can foster a collaborative, trusting environment. Dearing contrasts subtle shifts in phrasing that either undermine or reinforce a positive belief in educators, urging leaders to intentionally use language that empowers and motivates.

5 coaching principles



Partnership: collaborative, trust-based coaching relationship



Present/future focus: focus on goals and future outcomes



Change/growth-centered: empowering clients to pursue growth



Client-centered listening: deep, active listening to client's needs



Shifting perspectives: helping clients see challenges in new ways

How we can help

The evidence is clear: Leadership and instructional coaching play a vital role in enhancing student achievement. By fostering a coaching culture, schools can create an environment where educators feel supported and empowered to grow. The insights and expertise provided by Results Coaching serve as a valuable resource for schools seeking to implement effective coaching strategies.

As educational institutions strive to improve educator, school, and student outcomes, we encourage school leaders to explore the benefits of instructional coaching. Results Coaching is committed to supporting schools in their journey toward improved student achievement. We invite educators and school leaders to reach out for personalized coaching support tailored to their specific needs. Together, we can cultivate a culture of continuous improvement and elevate student outcomes.

Contact Results Coaching to learn more about how we can partner to grow your knowledge and skills and drive positive outcomes in your school community.

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Contact us today to explore personalized coaching support tailored to your needs.



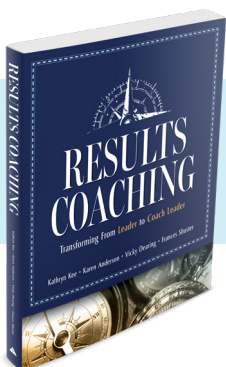
Kim Ennis

General Manager of Results Coaching
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Vicky Dearing, MEd, is an ICF Master Certified Coach with over 30 years of successful experience in public school education. She is a founder of Results Coaching and author of *Results Coaching: The New Essential for School Leaders* and *Results Coaching Next Steps: Leading for Growth and Change*. As a faculty member for the Results Coaching Accredited Coach Training Program (ACTP) Coaching School, she helps shape future leaders. Vicky is also a contributing author for CFR, Inc. and Results Coaching Publications and a long-

standing member of the International Coaching Federation. Her distinguished career includes serving as a principal, supervisor, coordinator of Gifted and Talented programs, and senior vice president of training and implementation for Voyager Expanded Learning. She has also served as a lead evaluator for TCES & Associates and was a leadership team member for the American College of Education.



Discover the newest release—*Results Coaching: Transforming From Leader to Coach Leader*. Gain effective leadership principles that hinge on committed listening, empathy, and emotional intelligence from the founders of Results Coaching. See **page 151** for details.



EFFECTIVE COACHING

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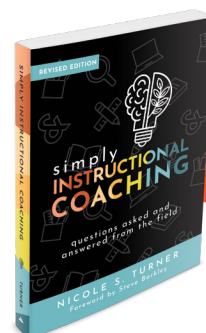
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- Acquire research-based, high-impact strategies to improve teacher efficacy
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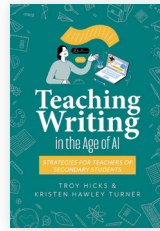
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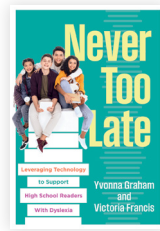
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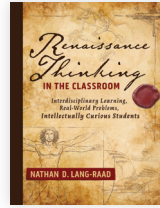
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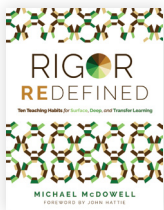
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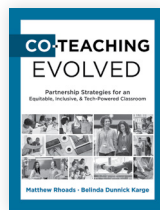
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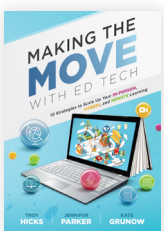
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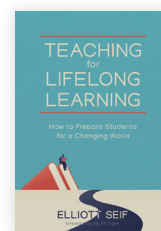
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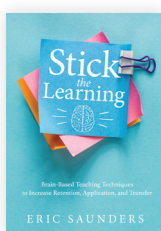
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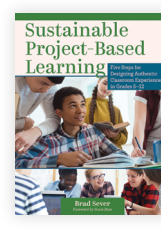
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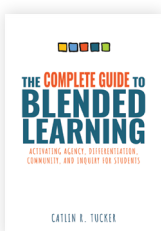
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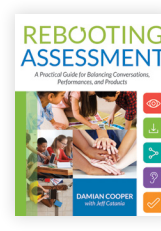
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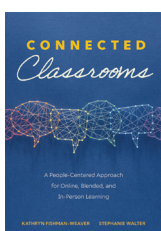
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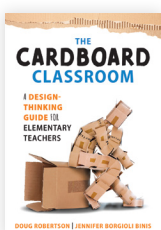
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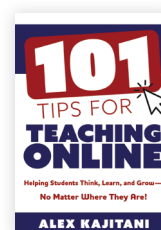
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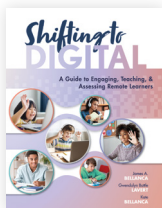
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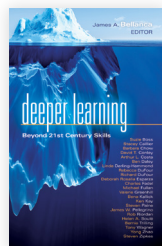
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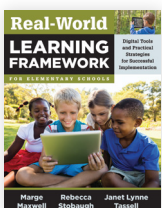
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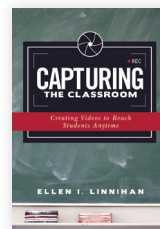
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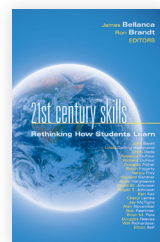
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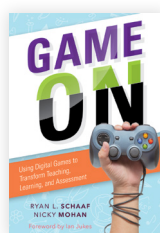
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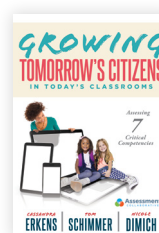
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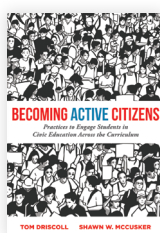
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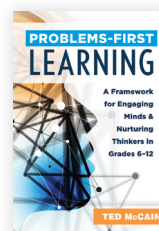
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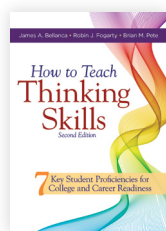
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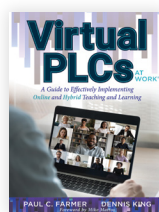
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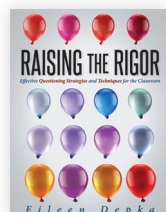
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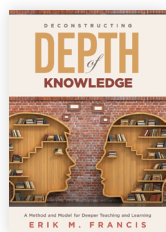
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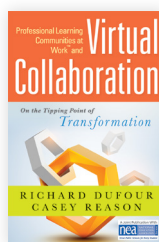
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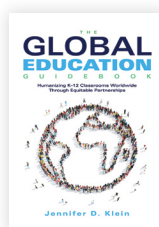


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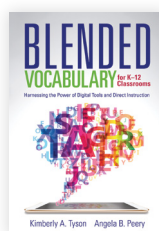
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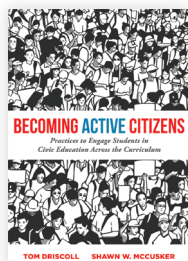
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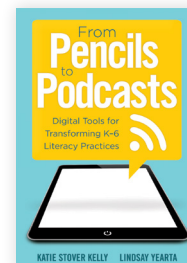
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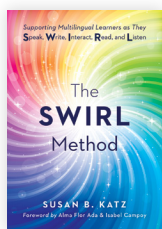
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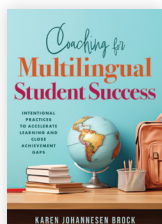
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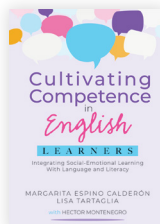
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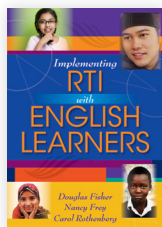
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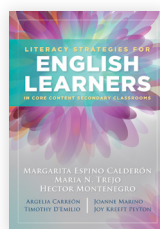


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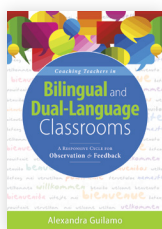
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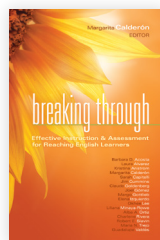
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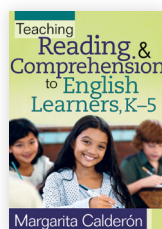
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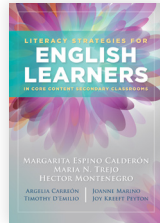
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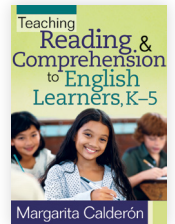
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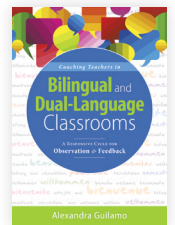
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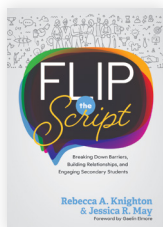
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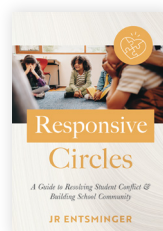
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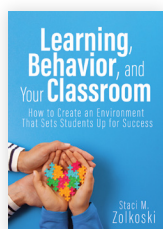
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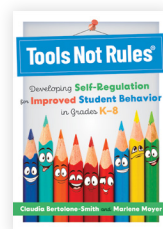
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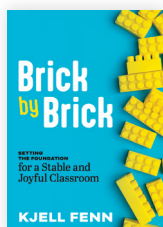
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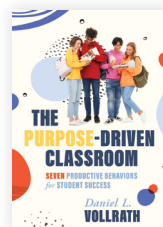
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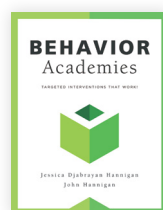
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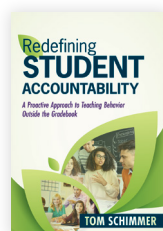
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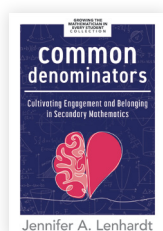
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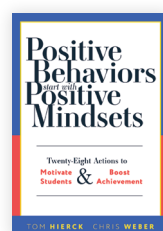
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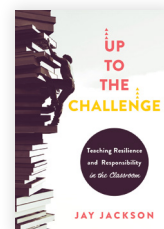
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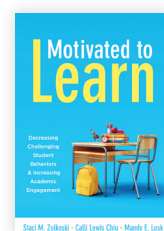
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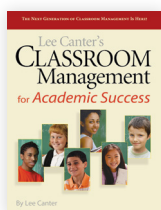


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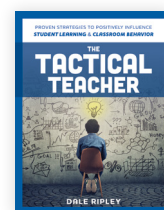
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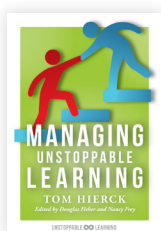
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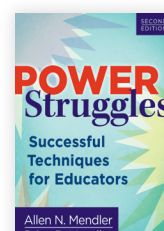
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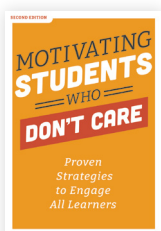
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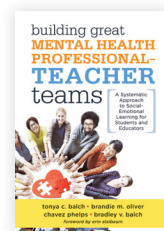
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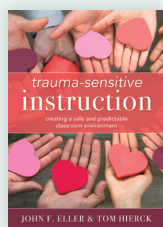
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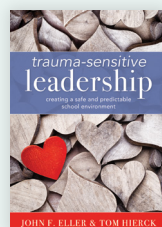
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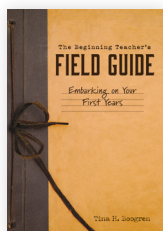
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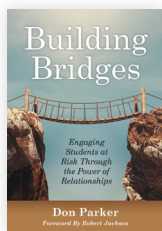
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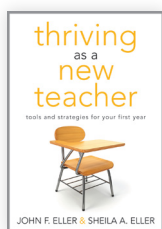
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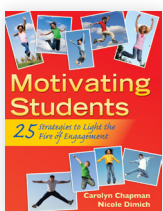
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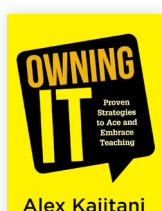
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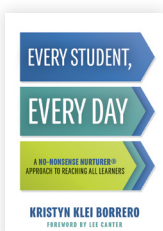
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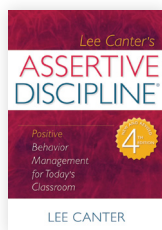
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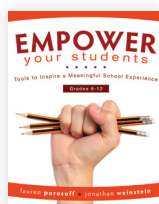
Learn to embrace the struggles teachers face every day, and then implement effective teaching strategies to close the achievement gap and ensure that all students succeed. This on-site engagement empowers teachers to own their careers, teach effectively, and develop strong relationships with their students and colleagues.



Recommended Resource
Page 186

Empowering Partnerships with Parents

In this experiential and interactive workshop, teachers will learn strategies based on psychological science to approach parent communications with compassion and self-compassion. Teachers and parents can then build more collaborative relationships that ultimately empower the student to make school personally meaningful.



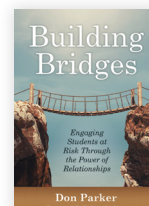
Recommended Resource
Page 122

Deepening Your Skills

2- TO 4-DAY COMMITMENT

Building Trusting Relationships with Students at Risk

This hands-on workshop discusses the characteristics of students at risk and students who have experienced trauma, as well as the difficulties they face in building trusting relationships with adults in school settings.



Recommended Resource
Page 186

Using RTI to Transform Classroom Behavior

Design and implement a comprehensive, multitiered approach to nurturing behavioral and social-emotional skills for all students within your school. Educators will learn core supports to develop the skills that all learners need to be successful in school, college, career, and life while also anticipating potential challenges and preparing to confidently respond to students in need of intensive and differentiated supports.



Recommended Resource
Page 186

Sustaining Your Skills

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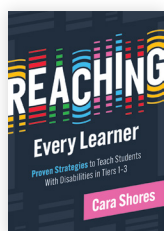
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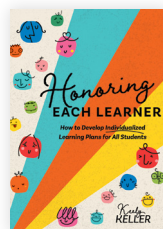
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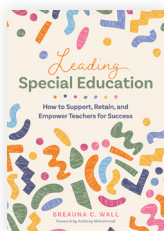
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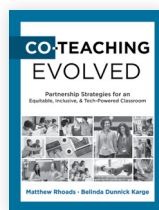
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Foreword by Anthony Muhammad

Supporting and empowering special education teachers is essential for student success, as author Breana C. Wall emphasizes with this guide.

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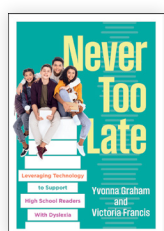
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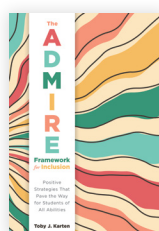
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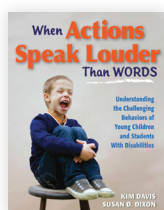
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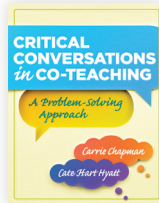
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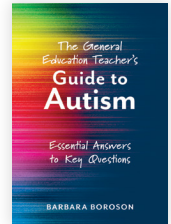
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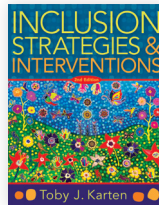
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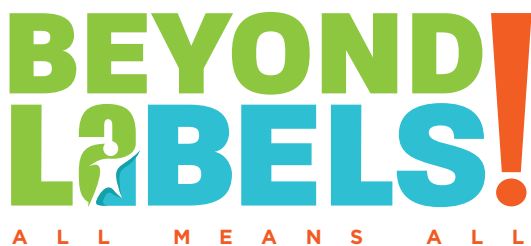
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Meet the Beyond Labels PD experts

Jeanne Spiller

Jeanne Spiller is assistant superintendent for teaching and learning for Kildeer Countryside School District 96 in Illinois. Her work focuses on implementation of the Common Core State Standards.

Heather Friziellie

Heather Friziellie is currently superintendent of schools for Fox Lake Grade School District 114, located in the suburbs northwest of Chicago. She previously served as both an elementary principal and a middle school principal.

Julie A. Schmidt

Julie A. Schmidt recently retired as superintendent of schools for Kildeer Countryside School District 96 in Illinois. The district began its PLC journey 22 years ago, and all seven schools have been recognized as Model PLC at Work® schools.

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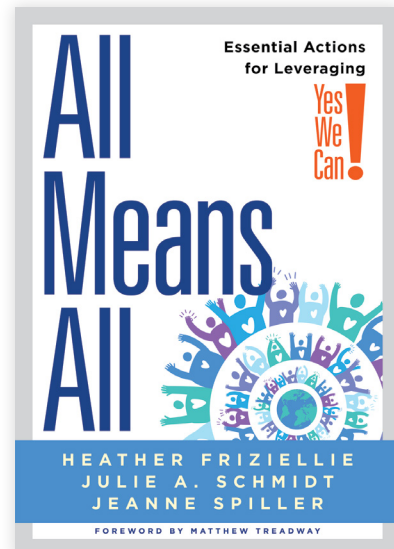
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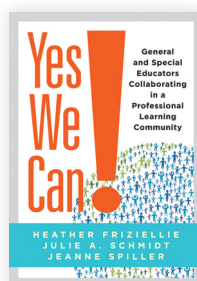
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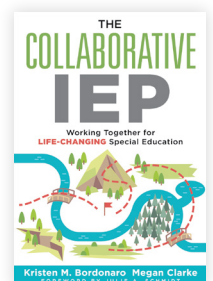
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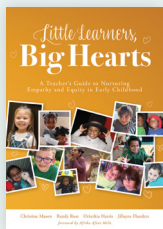
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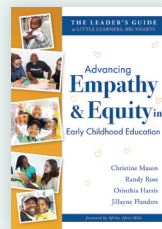
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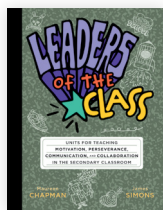
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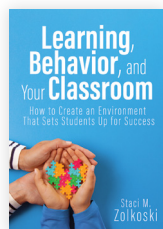
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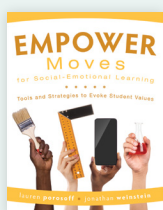
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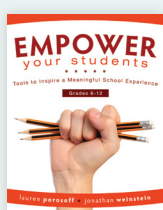


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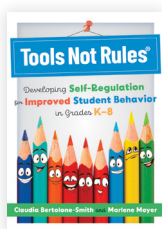
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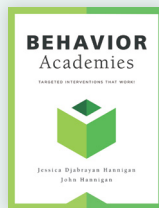


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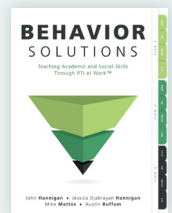
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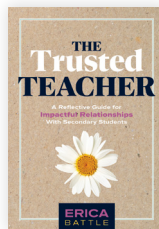
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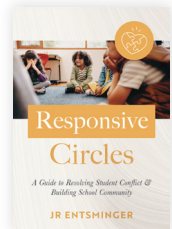
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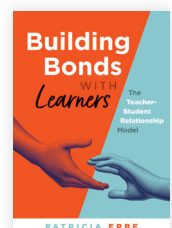
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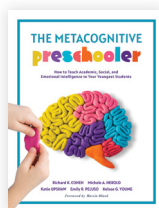
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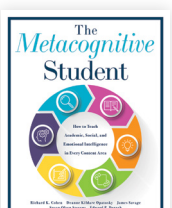
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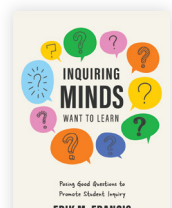
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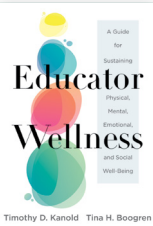
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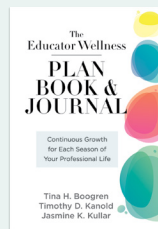
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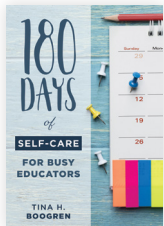
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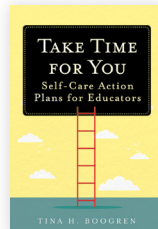
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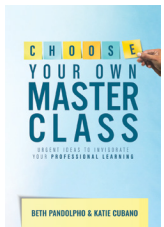
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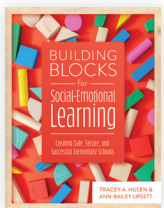
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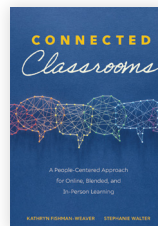
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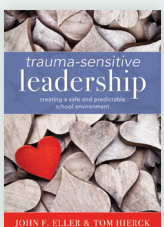
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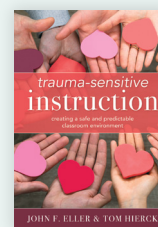
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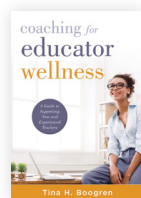
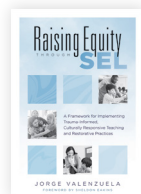
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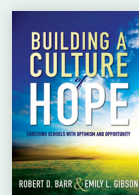
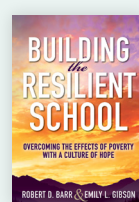
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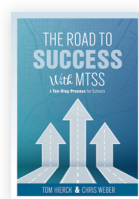
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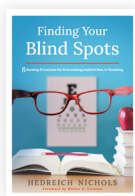
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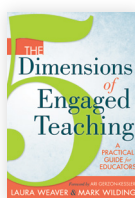
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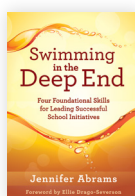
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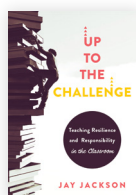
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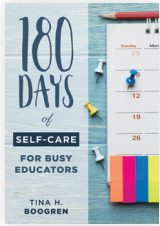
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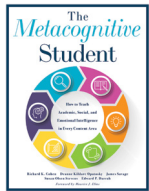


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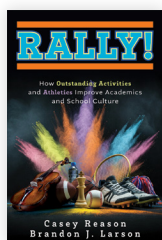
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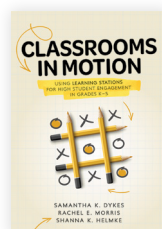
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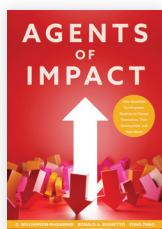
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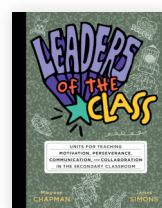
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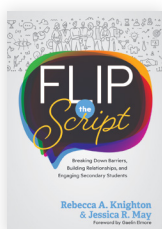
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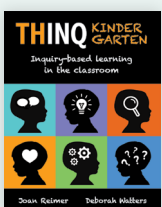
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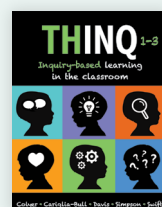
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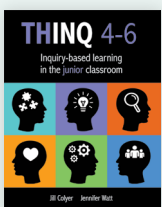
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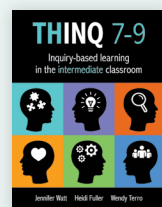
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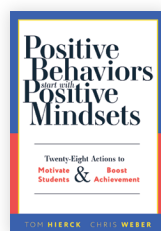
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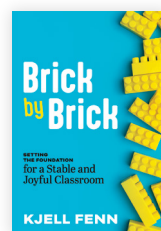
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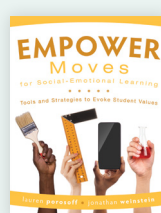
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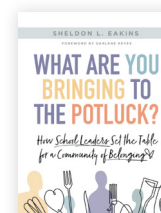
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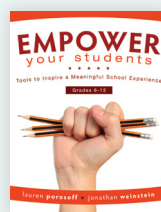
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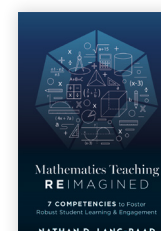
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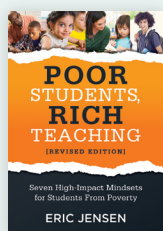
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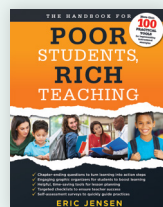
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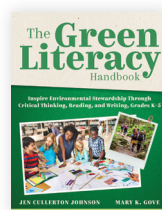
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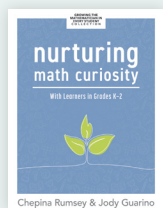
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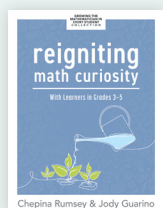
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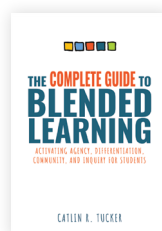
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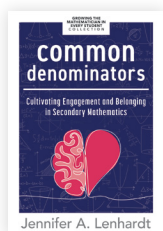
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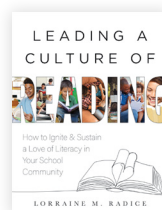
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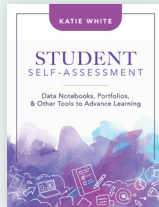
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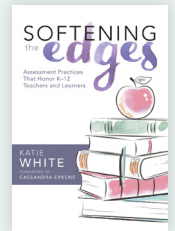
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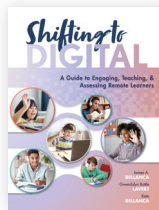
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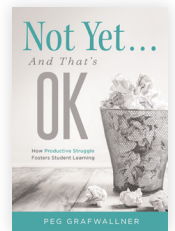
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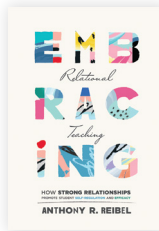
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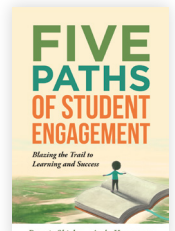
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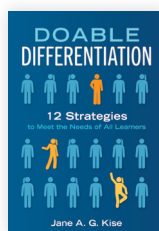
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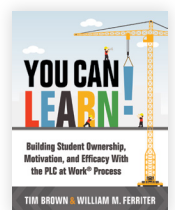
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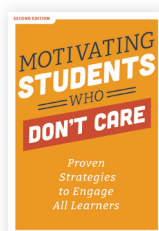
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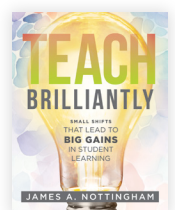
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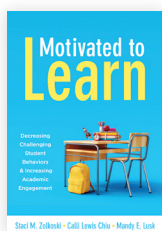
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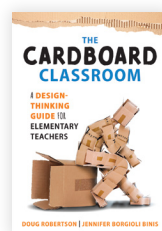
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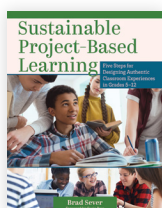


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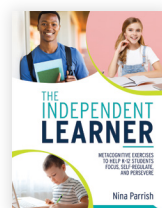
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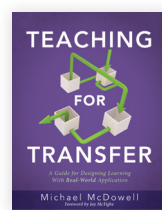
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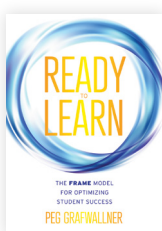
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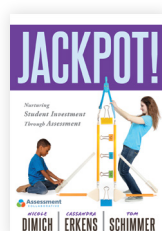
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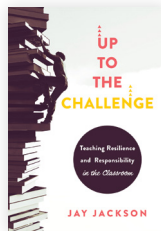
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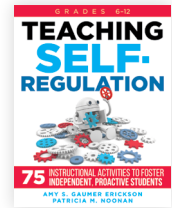
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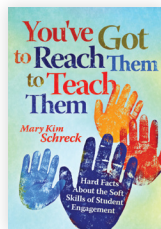
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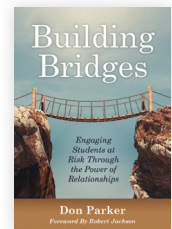
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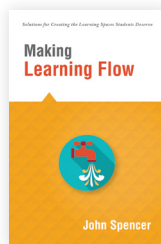
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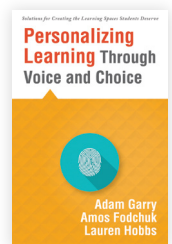
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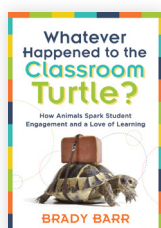
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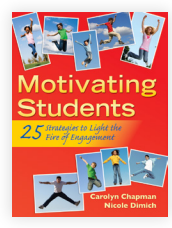
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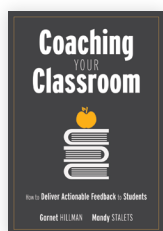
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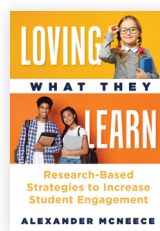
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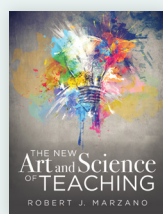
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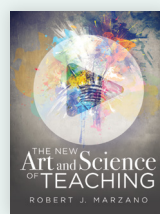
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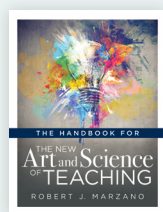


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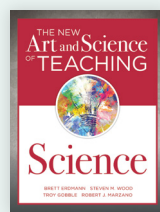


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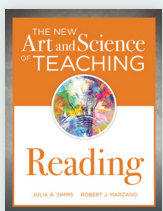
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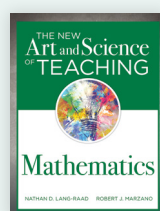
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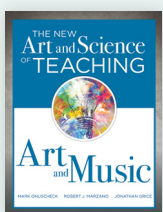
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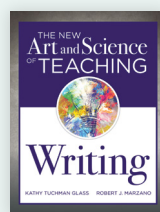
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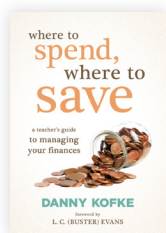
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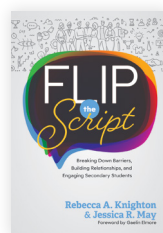
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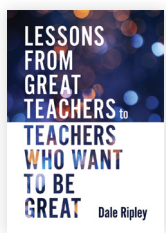
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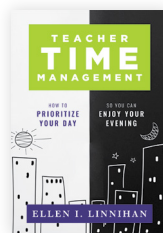


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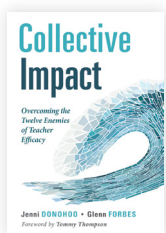
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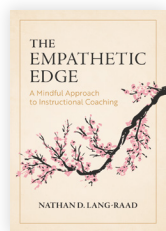
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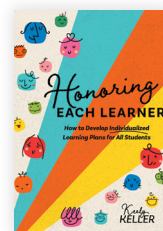
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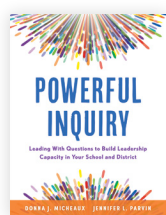
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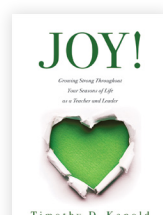
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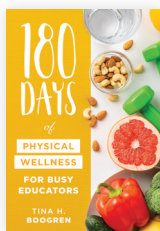


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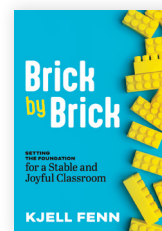
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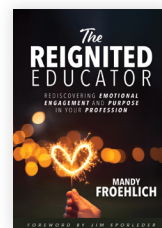
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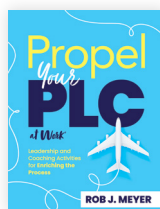
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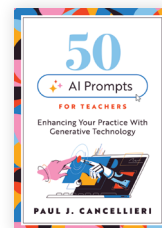
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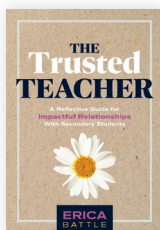
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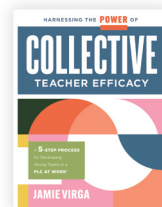
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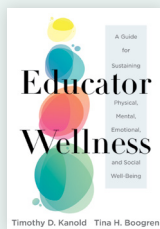
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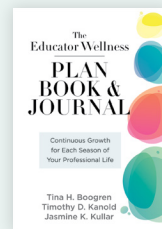
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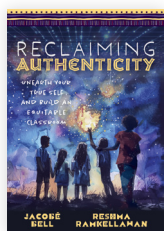
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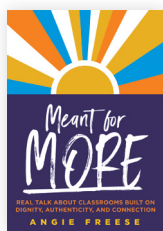
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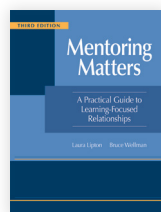
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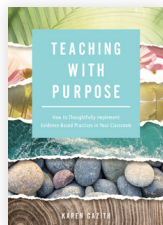
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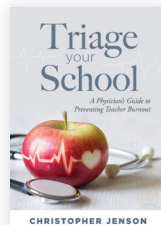
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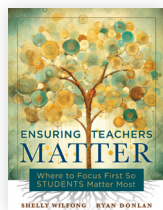
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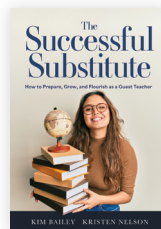
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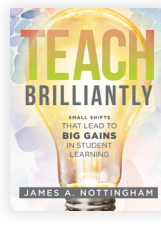
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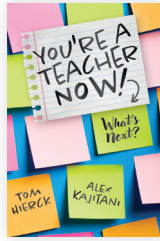


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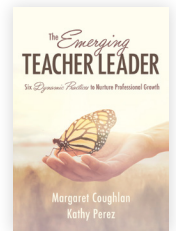
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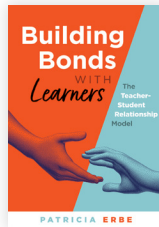
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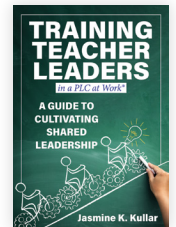
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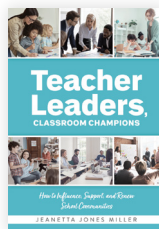
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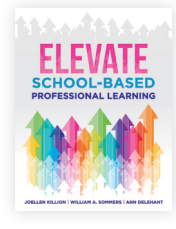


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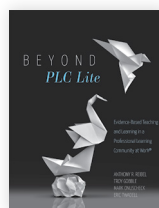
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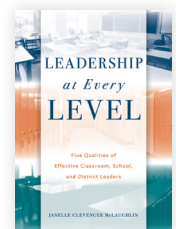
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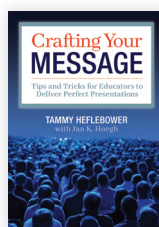
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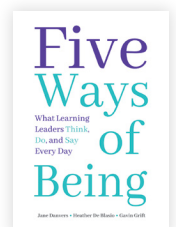
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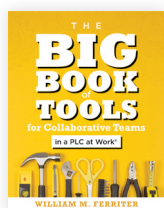
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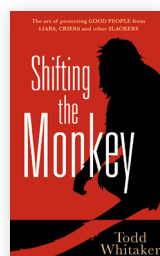


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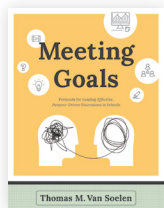
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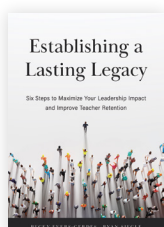
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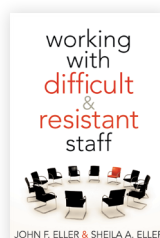
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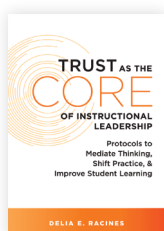


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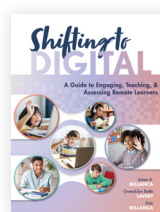
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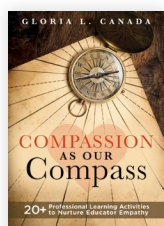
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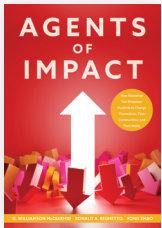
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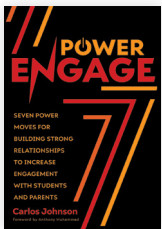
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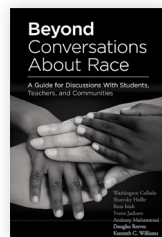
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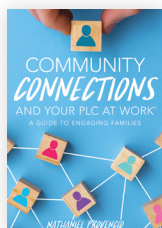
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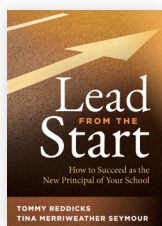
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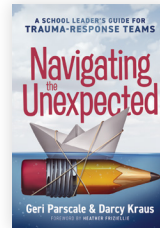
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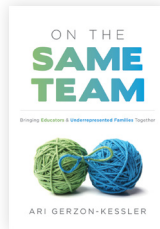
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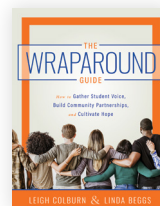
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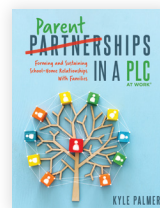
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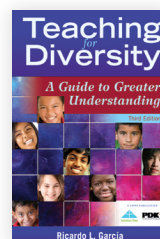
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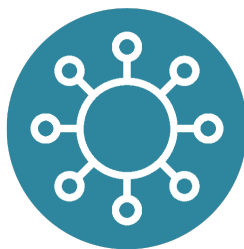
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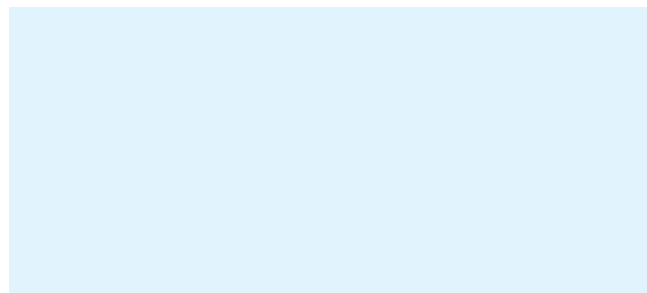
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