



Solution Tree Coaching Academies

*A team approach to providing
life-changing learning experiences*



Solution Tree

Transfer learning into powerful practice

Each of Solution Tree's coaching academies provides a comprehensive series of on-site professional learning opportunities to foster measurable, lasting change that will expand your team's expertise.

The logo for PLC AT WORK features the letters 'PLC' in a large, bold, white font above the words 'AT WORK' in a smaller, white font, all set against a blue rectangular background.

**COACHING
ACADEMY**

The **Professional Learning Communities at Work® (PLC) Coaching Academy** provides in-depth training on the concepts, best practices, and tools for designing, implementing, and evaluating PLCs.

The logo for RTI AT WORK features the letters 'RTI' in a large, bold, white font above the words 'AT WORK' in a smaller, white font, all set against a blue rectangular background.

**COACHING
ACADEMY**

The **Response to Intervention (RTI) at Work™ Coaching Academy** equips educators with the practical, sustainable tools they need for the successful implementation of RTI principles.

The logo for Assessment Collaborative features a circular icon with three overlapping colored segments (blue, green, and red) above the words 'Assessment' in a bold, black font and 'COLLABORATIVE' in a smaller, black font below it.

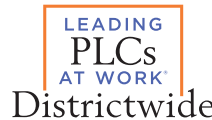
**COACHING
ACADEMY**

The **Assessment Coaching Academy** offers in-depth training, resources, and ongoing support to equip educators with the knowledge and skills they need to provide highly effective assessments.

The logo for Accelerated Learning features a stylized rainbow arch above the words 'Accelerated Learning' in a bold, black font and 'SCHOOL IMPROVEMENT FOR ALL' in a smaller, black font below it.

**COACHING
ACADEMY**

The **Accelerated Learning: School Improvement for All Coaching Academy** focuses on accelerating learning for all students by providing the tools educators need to move from remediation to results.

The logo for Leading PLCs at Work Districtwide features the words 'LEADING PLCs AT WORK' in a bold, black font inside a white rectangular box, with 'Districtwide' in a smaller, black font below it.

**COACHING
ACADEMY**

The **Leading PLCs at Work® Districtwide Coaching Academy** centers on the belief that professional learning communities need to be pervasive throughout the district. So, in-depth training is given on the concepts, tools, and best practices for school districts as they work to create leadership at every level—from the board of education to building-level teacher teams.

How it works

In each of our year-long coaching academies, Solution Tree experts will join a select team of educators at your school or district and focus on effective instruction and quality assessment to boost student achievement.

What's included:

- A rigorously designed, research-based curriculum for your school or district
- Six days of on-site training (three sessions, two days each) led by expert facilitators
- Resources that will assist in initiating and sustaining an open exchange of ideas and advance educator knowledge
- Yearlong support by phone and/or email to help with individual questions

*Since each engagement builds upon the one before it, our coaching academies are designed for one team to attend all the sessions together.

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Empower continuous, sustainable growth for all educators

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

Gain an in-depth understanding of the three big ideas of a PLC:

- ▶ Focus on learning
- ▶ Build a collaborative culture
- ▶ Create a results orientation

And develop answers to the four critical questions:

- 1 What is it we expect our students to learn?
- 2 How will we know when they have learned it?
- 3 How will we respond when some students do not learn?
- 4 How will we respond when some students already know it?



In a PLC, the fundamental purpose, and the reason for collaboration, is to ensure all students learn at high levels. Not most students. Not all the regular education students. Not all the students who come to school ready to learn, or who show proper effort and self-responsibility. All students.”

—*Revisiting Professional Learning Communities at Work®*

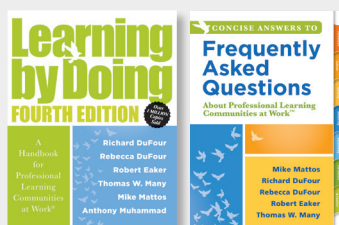
Build a vast body of PLC knowledge and resources

Throughout the duration of the academy, your team will acquire:

- ▶ Research-based best practices and standards for becoming a PLC
- ▶ Sample processes utilized by high-performing PLCs
- ▶ Strategies and tools for designing, implementing, and evaluating your school or district’s journey
- ▶ A collection of PLC resources to help sustain the work

Each participant will receive:

- *Learning by Doing*
- *Concise Answers to Frequently Asked Questions about Professional Learning Communities at Work*
- The PLC at Work Coaching Academy Participant Binder (available exclusively to PLC Coaching Academy participants)



Each team represented receives:

The PLC Toolkit



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

Session One, Day One | *The Four Pillars*

Structured to train teacher teams to lead the PLC at Work® process in their building, each session begins with time to reflect on the challenges and successes that occurred during the interim period and ends with an action-planning period.

Goals for the Day



- ▶ Make introductions.
- ▶ Define the PLC at Work process.
- ▶ Understand the shared foundation of PLCs.
- ▶ Review the academy materials.

Session One, Day Two | *Three Big Ideas*

Goals for the Day



- ▶ Introduce a focus on learning.
- ▶ Understand collaborative culture.
- ▶ Define results orientation.
- ▶ Create SMART goals.
- ▶ Facilitate the work.



Session Two, Day Three | *Assessment*

Identify assessment practices that work.



Goals for the Day

- ▶ Define the PLC at Work vocabulary.
- ▶ Make time for team collaboration.
- ▶ Create essential learnings.
- ▶ Understand common formative assessments.

Session Two, Day Four | *Intervention*



Goals for the Day

- ▶ Use formative assessment to inform and improve practice.
- ▶ Analyze data to identify students who have and have not learned.
- ▶ Make time and support for intervention and extension.
- ▶ Allocate existing resources differently.

“ In a multitiered system of supports, all students have access to rigorous curriculum and effective initial teaching as part of their core instruction, and students are provided additional time and support to fill academic and behavior gaps based on each student’s needs.”

—*Taking Action*

Session Three, Day Five | *Leadership*

Goals for the Day



- ▶ Revisit critical issues for teams.
- ▶ Understand shared leadership.
- ▶ Define loose-tight leadership.
- ▶ Rethink hiring, orienting, and retaining new staff.
- ▶ Identify practices.
- ▶ Learn to build consensus.

Session Three, Day Six | *Celebration*

Goals for the Day



- ▶ Map progress.
- ▶ Learn strategies to have crucial conversations and respond to resistance.
- ▶ Understand the importance of doing the work now.
- ▶ Identify celebrations.



Research-affirmed, results-oriented, and proven to accelerate learning through equitable practice

The best approach to ensure learning for all

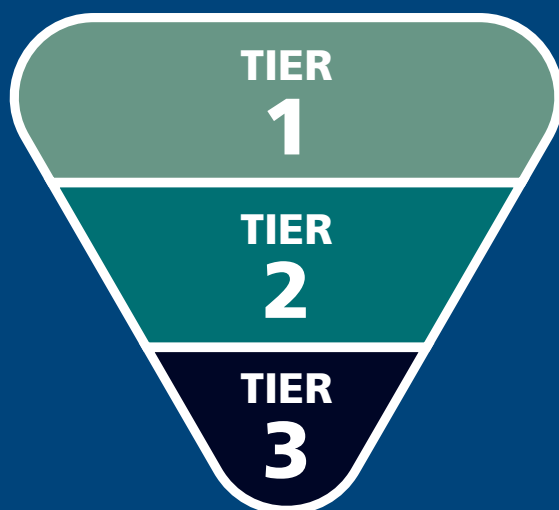
A highly effective response to intervention (RTI) requires educators to work collaboratively and take collective responsibility for every student's success.

RTI at Work™ builds upon the power of the Professional Learning Communities (PLC) at Work® process to:

- ▶ Create an inclusive, learning-focused culture
- ▶ Sustain collaborative teams to support students' academic and behavioral growth
- ▶ Ensure all students receive the time and support they need to learn at high levels

The Third Critical Question in a PLC at Work®:

How will we respond when some students do not learn?



A multitiered system of supports

The RTI at Work inverted pyramid is designed to continually focus a school's collective attention and resources to a single point: the individual child.

- 1 TIER 1**
All students have access to grade-level/course-specific essential standards
- 2 TIER 2**
Additional time and support to learn essential academic and behavior standards
- 3 TIER 3**
Intensive reinforcement in universal skills

Session One, Day One | *RTI at Work Pyramid*

Identify elements of your school culture that can be strengthened through RTI at Work™ practices

Structured to train teams to lead the RTI at Work process in their building, each session begins with time to reflect on the challenges and successes that occurred during the interim period and ends with an action-planning period.

Goals for the Day



- ▶ Go through introductions.
- ▶ Define the RTI at Work vocabulary.
- ▶ Understand the foundational components of the PLC at Work process.
- ▶ Understand why the RTI at Work pyramid is inverted.
- ▶ Define the components of the inverted RTI pyramid.

Session One, Day Two | *The Role of the Guiding Coalition*

Gain consensus on the essential standards that will guide your transformation into a high-functioning team focused on results.

Goals for the Day



- ▶ Understand the importance of establishing a guiding coalition.
- ▶ Establish the “why” behind a culture of collective responsibility.
- ▶ Develop an understanding of how to develop collaborative teacher teams.
- ▶ Understand the impact of staff resistance on the RTI at Work process



Session Two, Day Three | *Essential Standards and Common Formative Assessments*

Determine the extent to which all students currently have access to essential standards.



Goals for the Day

- ▶ Understand the five essential actions of a Tier 1 teacher team and how they connect to the teaching-assessing-learning cycle.
- ▶ Identify how to prioritize essential standards.
- ▶ Develop a process for designing a unit assessment plan.
- ▶ Learn the importance of creating common assessments.
- ▶ Build an understanding of how to foster student investment.

Session Two, Day Four | *Supporting Each Student*



Goals for the Day

- ▶ Ensure access to essential grade-level curriculum.
- ▶ Develop a process to identify and teach essential academic and social behaviors.
- ▶ Discuss how to create a balanced assessment approach.
- ▶ Define how to design and lead Tier 2 academic Interventions.
- ▶ Understand how to monitor the progress of students receiving Tier 2 academic interventions.

“ If your staff view behavior interventions through the lens of education, understanding, and compassion, your actions will result in learning and change.”

—*Behavior Solutions*

Session Three, Day Five | *Tiered Interventions*

Goals for the Day

- ▶ Develop an understanding of how to schedule time for Tier 2 interventions.
- ▶ Establish a process to identify students who require Tier 2 behavior interventions and how to create a plan for intervention.
- ▶ Develop a process to plan and implement Tier 2 interventions for social and academic behaviors.
- ▶ Learn how to coordinate interventions for students needing academic and behavior supports.



Session Three, Day Six | *Tier 3 Reinforcements*

Goals for the Day

- ▶ Understand how to create a dynamic problem-solving site intervention team and a process for referring students.
- ▶ Understand how to identify students needing intensive reinforcements.
- ▶ Discuss prioritizing resources based on greatest student need.
- ▶ Learn the steps to diagnose, target, prioritize and monitor Tier 3 reinforcements.
- ▶ Understand the need to determine whether special education is needed and justified.



Quality assessment is central to every learner's success

Increase assessment literacy and boost the hope, efficacy, and achievement of every student.

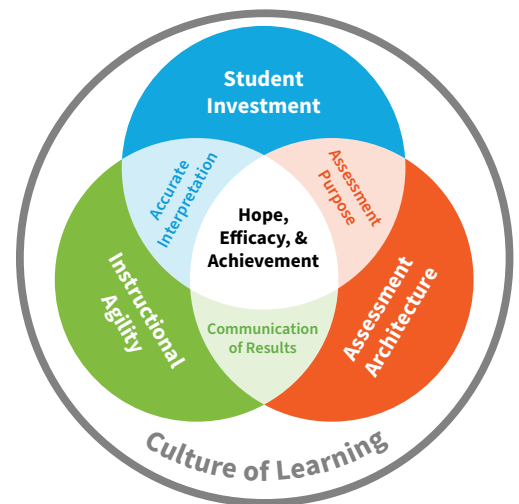
To help teams establish and maintain highly effective assessment processes, we developed the Assessment Coaching Academy designed to optimize learning for teachers, coaches, administrators, and staff.

Prepare your team to explore assessment practices and facilitate critical essential conversations using quantifiable data for reliable results.

The Six Assessment Tenets

Form a powerful approach for utilizing assessment to accelerate learning.

- 1 Students are invested in their learning.
- 2 Communication creates productive results.
- 3 Assessment architecture is planned, purposeful, and intentional.
- 4 Assessment purposes maximize the learning.
- 5 Evidence promotes real-time moves for instructional agility.
- 6 Interpretation of assessment results is accurate.



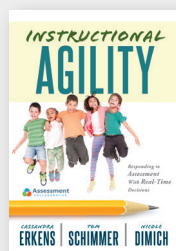
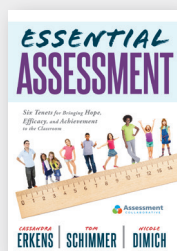
Commit to college and career readiness for every student

Throughout the duration of the academy, your team will:

- ▶ Deepen its understanding of essential assessment concepts
- ▶ Acquire processes utilized by schools that have successfully built a culture of learning
- ▶ Design and execute a plan of action for implementing sound assessment practices
- ▶ Gain strategies and tools for leading and sustaining the work

Each participant receives:

- Coaching Academy Binder
- *Essential Assessment: Six Tenets for Bringing Hope, Efficacy, and Achievement to the Classroom*
- *Instructional Agility: Responding to Assessment With Real-Time Decisions*



Each team represented receives:

The Solution Tree Assessment Toolkit



The Assessment Coaching Academy is structured to train teams to lead the assessment process in their building. Each session begins with time to reflect on the challenges and successes that occurred during the interim period and ends with an action-planning period.

Session One, Day One | *Assessment Architecture*

This session begins with time to reflect on the challenges and success of current assessment practices, then shifts to exploring the fundamental principles of quality assessment designs and ends with an action-planning period.



Goals for the Day

- ▶ Understand the Assessment Literacy Framework.
- ▶ Explore assessment as a means to increase hope, efficacy, and achievement for learners and teachers alike.

Session One, Day Two | *Assessment Architecture*

Identify changes required from the classroom to the boardroom.



Goals for the Day

- ▶ Identify components (Clear Purpose, Standards, Design Features, Aligned Methods, Strategic Pathways) and relationships among the essential aspects of assessment architecture.
- ▶ Create a culture of readiness for aligning to a balanced assessment system.





Session Two, Day Three | *Instructional Agility*

Discover how to enhance learning through instructional agility.



Goals for the Day

- ▶ Identify the mindsets, practices, and processes that establish a culture of learning.
- ▶ Define and describe what it means to be instructionally agile.

Session Two, Day Four | *Instructional Agility*

Foster and maintain a culture of learning.



Goals for the Day

- ▶ Learn specific strategies through which teachers can elicit evidence of learning in a manner that allows for real-time instructional maneuvers.
- ▶ Explore rubrics and proficiency scales for instructional agility.
- ▶ Explore how leaders can expand the collective assessment literacy within their contexts to focus on solidifying a culture that prioritizes learning and quality instructional decision making.



My whole perspective of assessment has changed.
This has changed me as an educator!”

—Raquel Stout, teacher, Staton Elementary, Nevada

Session Three, Day Five | *Student Investment*

Enhance students' academic success and self-fulfillment.



Goals for the Day

- ▶ Identify and understand the fundamentals of effective feedback practices.
- ▶ Explore the connection between assessment practices and student motivation and engagement.
- ▶ Recognize why sound grading practices must align with fundamental assessment principles and how to shift away from the traditional grading constructs.

Session Three, Day 6 | *Student Investment*

Navigate your school's assessment transformation.



Goals for the Day

- ▶ Clarify and personalize the assessment literacy model.
- ▶ Recognize why sound grading practices must align with fundamental assessment principles and learn how to shift away from traditional grading constructs.
- ▶ Explore the role assessment practices play in developing self-regulated learners.



Assessment Guiding Questions

- ▶ How does our school's current understanding of classroom assessment align with research-based best practices?
- ▶ What is required of a culture that supports learning in the classroom?
- ▶ What are our strengths and stretches in designing quality assessments and using them effectively?
- ▶ How do we elicit evidence of learning?
- ▶ What current mindsets, practices, and processes contribute to or inhibit our current degree of instructional agility?
- ▶ What are the implications of our leadership work as we build assessment literacy in our school?
- ▶ Is a paradigm shift required? If so, how will we accomplish it? If not, how will we monitor/support it?
- ▶ What would we, as a leadership team, do to empower and support the teacher mindsets, practices, and processes required to use assessment evidence instructionally and not just for evaluation?

- ✓ Build a learning-rich culture.
- ✓ Improve assessment practices.
- ✓ Develop self-regulated learners.
- ✓ Increase achievement for staff and students.
- ✓ Gain meaningful insight into student learning.
- ✓ Ensure every student is college and career ready.

Achieve these goals and more with the guidance of our Solution Tree Assessment Coaching Academy.



You have the potential to transform the lives of your students.

Accelerated Learning: School Improvement for All Coaching Academy meets your passion for student success with research-backed, practical solutions field-tested in schools and dedicated to learning for all.

Improvement in schools starts with teachers and administrators collectively focused on bringing all students to higher levels of learning. Our experts have proven success with the unique challenges of underperforming schools *and* schools with pockets of students who are in need of intensive interventions to learn. We can help quickly and dramatically improve your results—no matter your school's size, demographics, poverty levels, or current achievement levels.

“ We are not suggesting that teachers need to work harder or longer; teachers already work hard enough. But it is important to engage in the right work—the work that yields better results.”

—Sharon V. Kramer

Session One, Day One | *The Case for Acceleration*

Goals for the Day



- ▶ Define the meaning underlying Acceleration for All.
- ▶ Identify which of the six mindsets most clearly describes your school.
- ▶ Discuss and provide examples of the differences between remediation and acceleration.
- ▶ Identify the challenges to shifting your school's mindset.
- ▶ Determine actions your team can take to shift to an acceleration mindset.

Session One, Day Two | *Culture That Accelerates Learning*

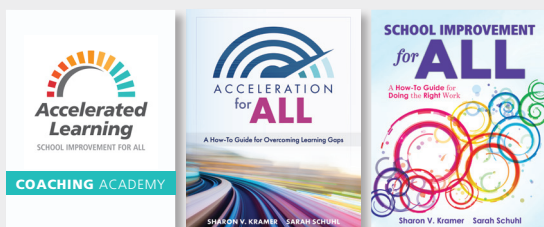
Goals for the Day



- ▶ Name evidence (symbols, artifacts) that learning is required in your school & district.
- ▶ Discuss whether all staff have high expectations for students and believe that they are the key to increased student learning.
- ▶ Discuss annual SMART goals and whether they are audaciously attainable. If not, how can they be made audaciously attainable?
- ▶ Identify how SMART goals are established for different student populations to ensure that every student learns.

Each participant receives:

- Coaching Academy Binder
- *Acceleration for All*
- *School Improvement for All*



Each team represented receives:

- The Solution Tree Accelerated Learning Toolkit



Session Two, Day Three | *Priority Standards and Learning Cycles That Accelerate Learning*

Goals for the Day

- ▶ Define how your team differentiates between priority standards, important-to-know standards, and nice-to-know standards.
- ▶ Identify examples of how your proficiency maps ensure a guaranteed and viable curriculum focused on priority standards.
- ▶ Determine team learning targets to use with students during a unit.
- ▶ Share how your school teams plan units or 10-day learning cycles.



Session Two, Day Four | *Assessment Systems and Daily Grade Level Instruction*

Goals for the Day

- ▶ Complete an assessment audit and determine any adjustments to the assessments currently given in your school or district.
- ▶ Determine specific connections between state assessments, progress-monitoring assessments, team common assessments, and classroom formative assessments.
- ▶ Provide examples of what students, teachers, and teams do with the results of common formative and summative assessments to drive teaching and learning.
- ▶ Identify priority standards students are learning. Determine how they can be taught for conceptual understanding and what connections they have to prior learning.
- ▶ Explore instructional strategies to teach grade-level standards every day and accelerate learning.



Session Three, Day Five | *An Intervention System That Accelerates Learning*

Goals for the Day



- ▶ Identify the tiers of interventions (and effectiveness of each) that are utilized schoolwide.
- ▶ Determine the shifts in practice needed to have more effective interventions and extensions.
- ▶ Share the process school teams use to analyze data in order to identify students who have learned and those who need intervention.
- ▶ Identify the intervention or extension strategies you will try in your school to strengthen student learning.
- ▶ Identify the data you will collect to know if the interventions or extensions are effective.

Session Three, Day Six | *Leadership Practices That Accelerate Learning and Continuous Improvement That Accelerates Learning*

Goals for the Day



- ▶ Discuss how leadership is shared and widely dispersed in your school or district.
- ▶ Summarize the focus of the work of your guiding coalition or learning team.
- ▶ Identify and name the core instructional practices that will result in accelerating learning and eliminating the achievement gap.
- ▶ Identify specific supports that exist to improve instructional practice in every classroom.
- ▶ Discuss several specific ways your school shows it is on a continuous-improvement journey.



The six basic assumptions about aligning the work of collaborative teams:

1. Superintendent leadership matters—a lot!
2. Leaders must connect to the why.
3. Clarity precedes competence.
4. Teamwork is aligned within a simultaneous loose and tight culture.
5. Leaders support teams through reciprocal accountability.
6. Leaders monitor and celebrate the work of teams.



Session One, Day One | *Basic Assumptions About Aligning the Work of Collaborative Teams*

Goals for the Day



- ▶ Understand the six assumptions of aligning the work of collaborative teams from the school board/superintendent to the classroom, districtwide.
- ▶ Develop an understanding of how to use the Leading PLCs at Work[®] Districtwide Plan Book.
- ▶ Develop an understanding of how the work of collaborative teams from the school board/superintendent to the classroom ensures academic equity across the district.

Session One, Day Two | *The School Board and Superintendent Team*

Goals for the Day



- ▶ Discuss how the school board and superintendent can work effectively as a collaborative team.
- ▶ Understand that when proposing and initiating change it is important to establish the “why.”
- ▶ Learn how White River School District used the data protocols embedded in their TACA (Teacher Analysis of a Common Assessment) process.
- ▶ Explore the power of a districtwide calendar to ensure the work layered under the four critical questions is prioritized and accomplished.
- ▶ Understand the critical role of a districtwide guaranteed and viable curriculum in ensuring high levels of learning for all students.



Session Two, Day Three | *District Leadership Team*



Goals for the Day

- ▶ Understand why it is important for principals to also be district leaders.
- ▶ Develop an understanding of how the district leadership team collaborates to impact student learning and principal leadership.
- ▶ Discover the multiple ways that district leadership teams create an environment of continuous learning.
- ▶ Analyze the role and value of the building learning coordinator.
- ▶ Understand the importance of frequent recognition and celebration of student achievement and the work that aligns with PLC concepts and practice.

Session Two, Day Four | *The Building Leadership Team*



Goals for the Day

- ▶ Understand the role of the team leader and the relationship between team leaders and principals.
- ▶ Develop an understanding of why team leader training is vital for effective collaboration.
- ▶ Develop collective efficacy through a “these kids are our kids” attitude.
- ▶ Understand the importance of building leadership team meetings to review schoolwide data and to learn together.
- ▶ Build an understanding of how to develop a healthy school culture by doing the work of a PLC.
- ▶ Nurture an understanding of how principals and teacher leaders learn together to advance the work (such as determining essential standards, unwrapping standards, developing proficiency scales, etc.) on every team.

Session Three, Day Five | *Teacher Collaborative Teams*



- ▶ Understand controllable and uncontrollable variables in relation to the work of a collaborative team.
- ▶ Develop an understanding of the work connected to the research-based controllable variables.
- ▶ Discuss how a guaranteed and viable curriculum has a direct impact on learning for all students.
- ▶ Develop an understanding of how districtwide systems are used to monitor, support, and extend student learning.
- ▶ Understand the importance of frequent recognition and celebration of student achievement and the work that aligns with PLC concepts and practices.

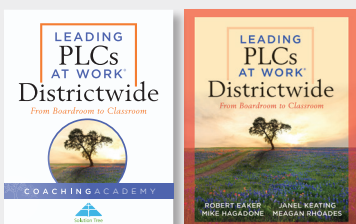
Session Three, Day Six | *Envisioning an Aligned District*



- ▶ Understand how the unit plan fits into the continuous improvement cycle.
- ▶ Understand how singletons engage in the collaborative process.
- ▶ Understand the impact of aligning concepts and practices districtwide.
- ▶ Summarize how the work of collaborative teams is both top-down and bottom-up.

Each participant receives:

- Coaching Academy Binder
- *Leading PLCs at Work® Districtwide*



Each team represented receives:

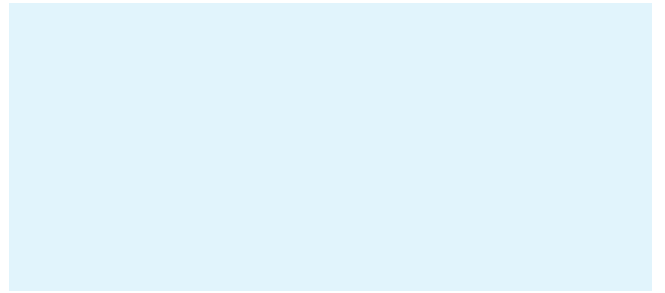
- The Solution Tree *Leading PLCs at Work Districtwide Toolkit*





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 Please recycle.



Behind the numbers are real students thriving

We're all better when
we work together



Scan the QR code to access our Evidence of Excellence catalog and learn how schools and districts just like you are achieving success with support from Solution Tree.