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SPRING/SUMMER 2026

Your guide for professional learning for preK-12 educators



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AI Ed pg 1 | **PLC at Work**® pg 5 | **Accelerated Learning** pg 30

Transforming School Culture pg 41 | **RTI at Work**™ pg 55 | **Assessment Collaborative** pg 68

Mathematics at Work™ pg 84 | **DNA Mathematics** pg 90 | **Wellness Solutions for Educators**™ pg 107



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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).

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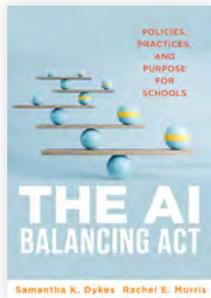


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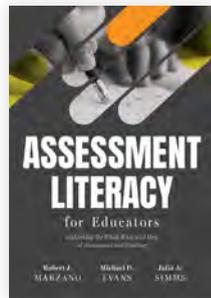
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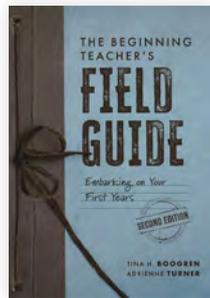
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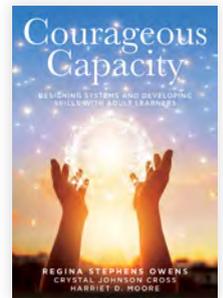
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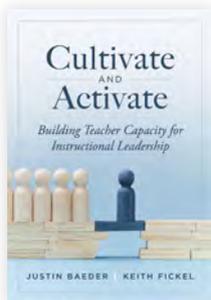
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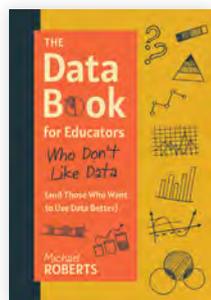
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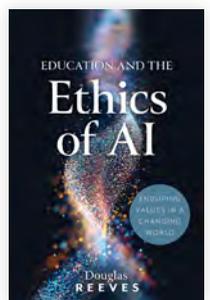
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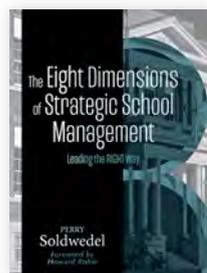
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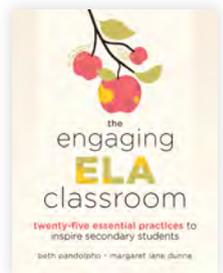
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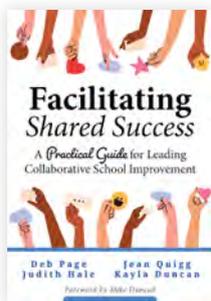
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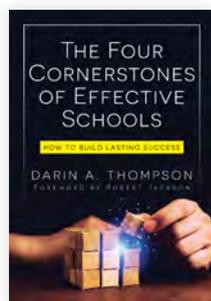
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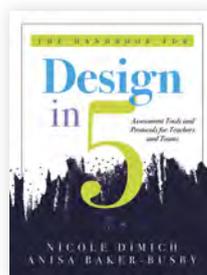
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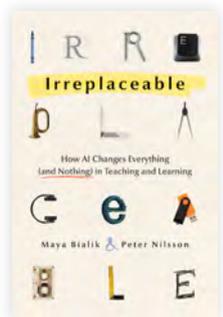
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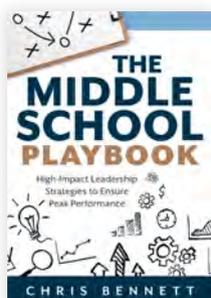
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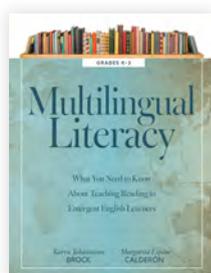
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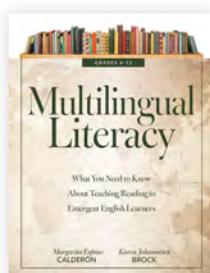
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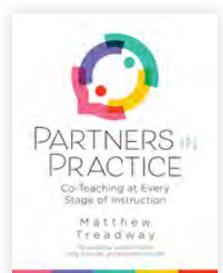
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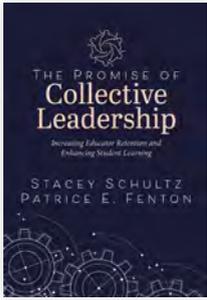
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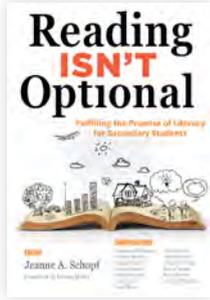
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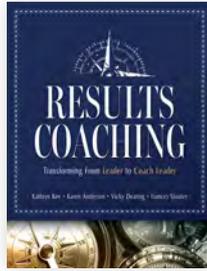
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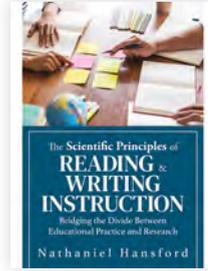
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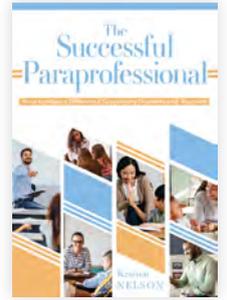
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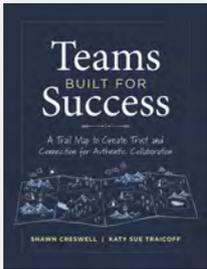
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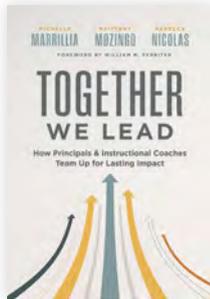
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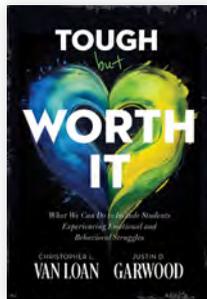
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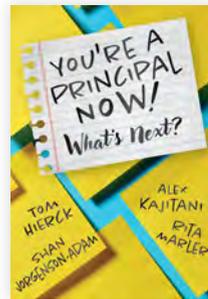
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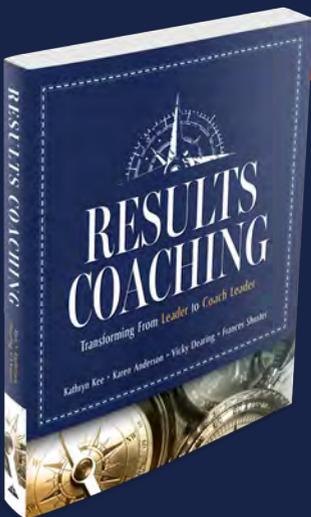
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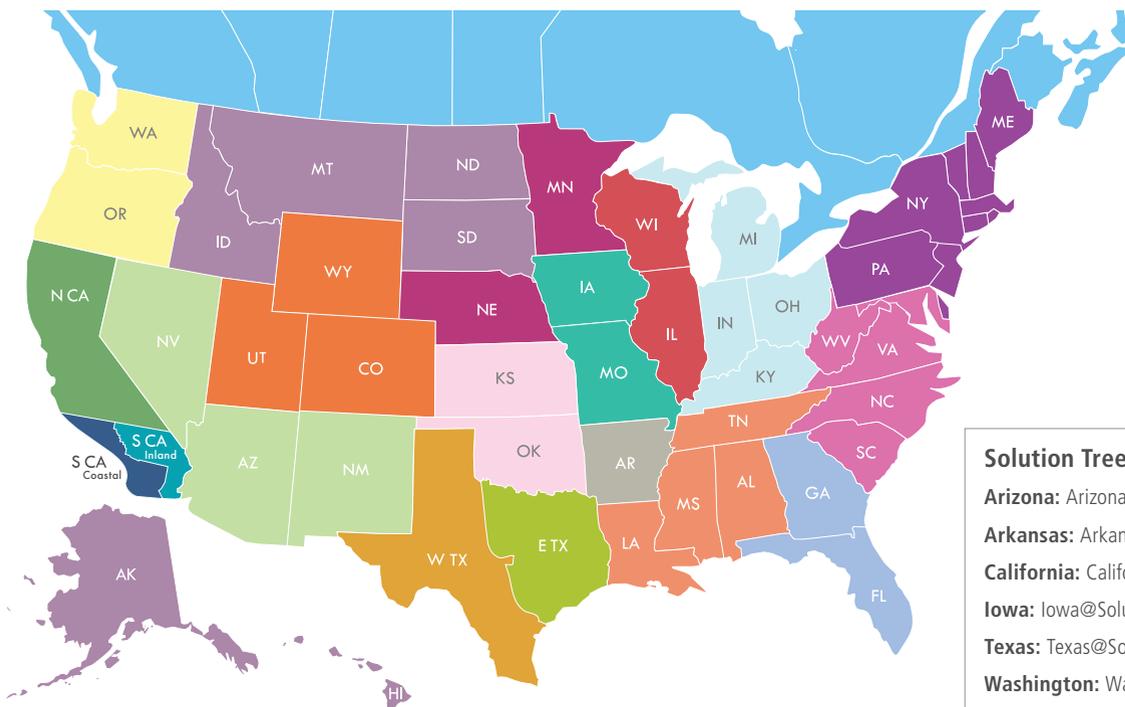


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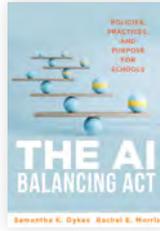
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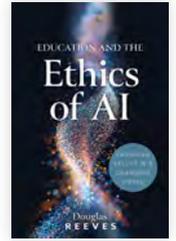
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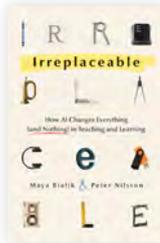
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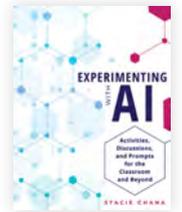
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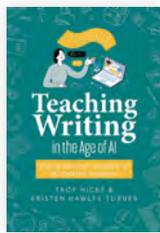
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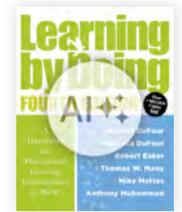


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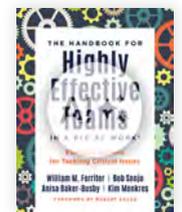
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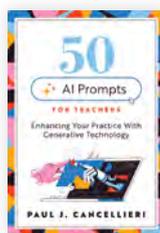
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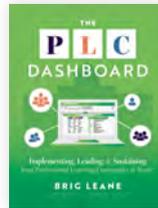


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By Jen Minor and Amy Moore
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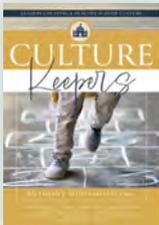
By Brig Leane

Foreword by Robert Eaker

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Leadership and Coaching Activities for Enriching the Process

By Rob J. Meyer

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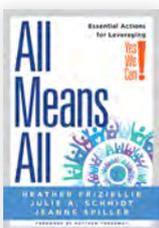
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Blending the Science of Reading and Professional Learning Communities at Work®

By George Georgiou and Greg Kushnir

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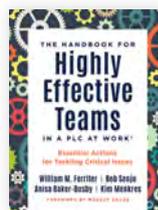
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By Heather Friziellie, Julie A. Schmidt, and Jeanne Spiller

Foreword by Matthew Treadway

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The Handbook for Highly Effective Teams in a PLC at Work® NEW

Essential Actions for Tackling Critical Issues

By William M. Ferriter, Bob Sonju, Anisa Baker-Busby, and Kim Monkres

Foreword by Robert Eaker

This easy-to-read, conversational book provides the tools, strategies, and real-world insights teams need to boost student achievement.

26GCTG-S2B-BKG211 **\$48.95** USD | **\$66.00** CAD
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272 pages



AUTHOR SPOTLIGHT

Featuring Douglas Reeves
and Robert Eaker



**FEATURED
RESOURCE**

Featured resource: *Cultural Caring* See page 6 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?

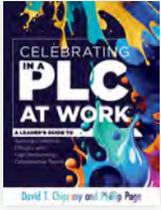
Building strong relationships with families is essential to fostering a culture of caring. Many parents, including international or culturally diverse families, feel alienated from schools, seeing them as unwelcoming or intimidating. To bridge this gap, educators must create safe, accessible spaces—whether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



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

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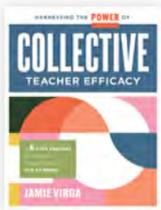
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By Jamie Virga

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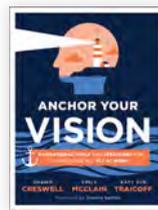
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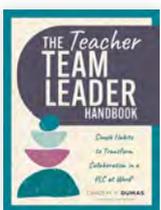
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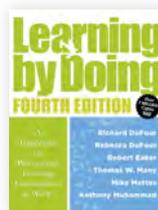
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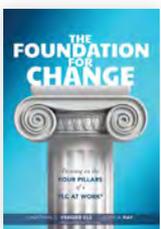
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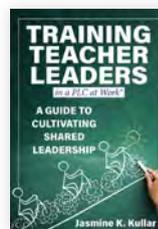
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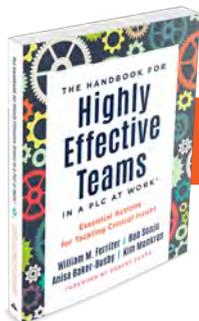
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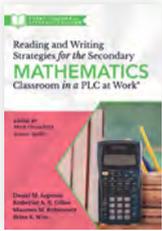
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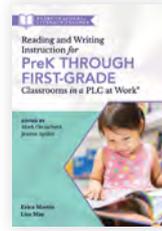


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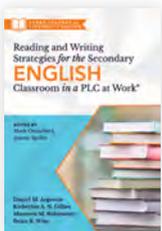


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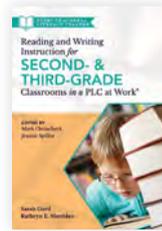


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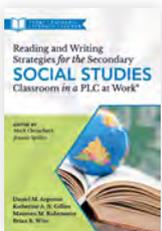


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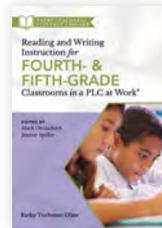


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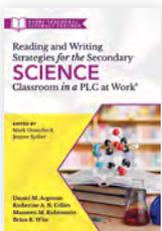


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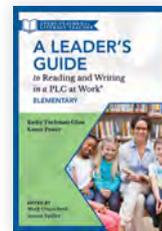


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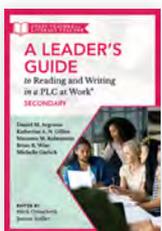


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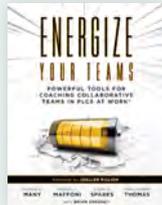
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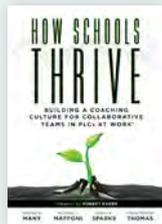
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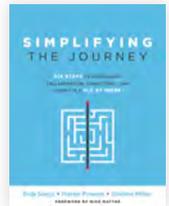
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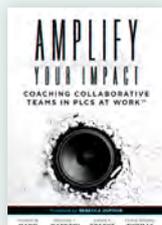
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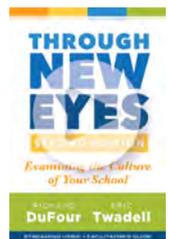
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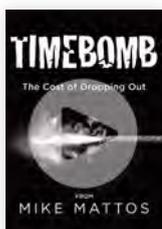
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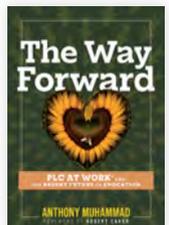
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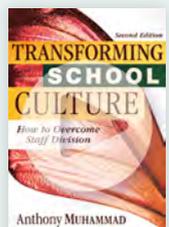
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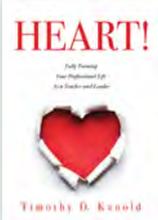
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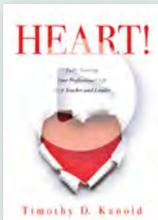
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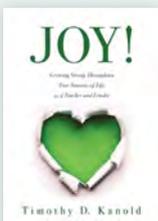
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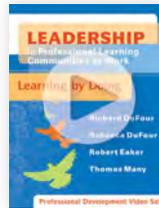
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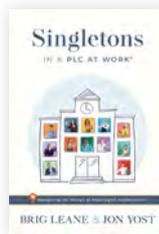
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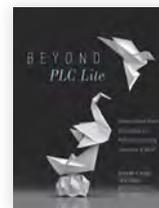
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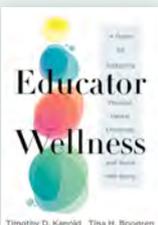
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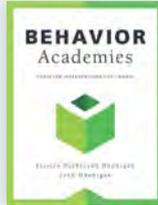
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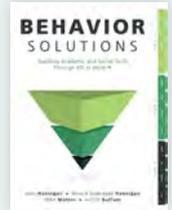
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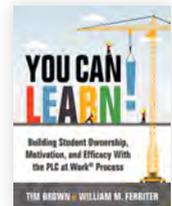
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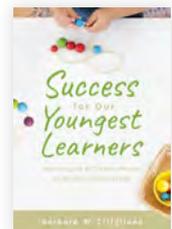
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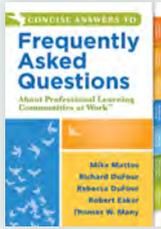
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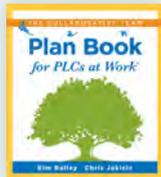
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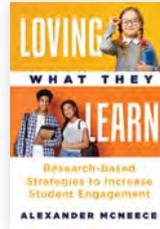


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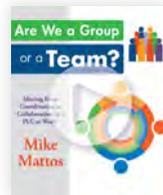
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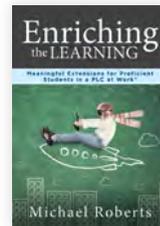
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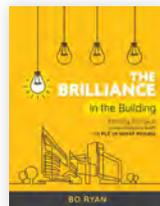
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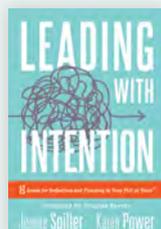
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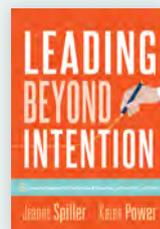
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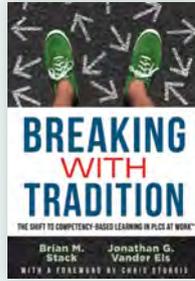
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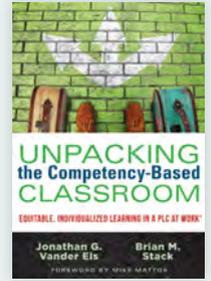
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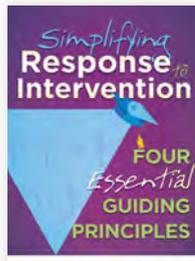
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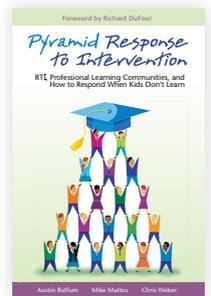
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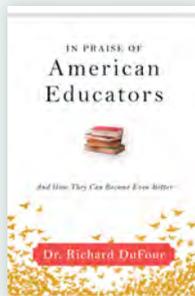
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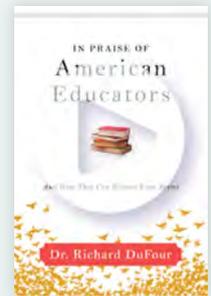
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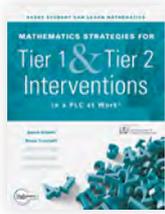


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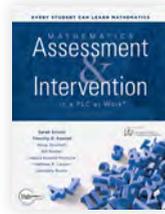
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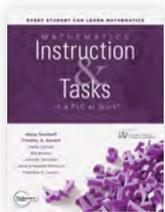


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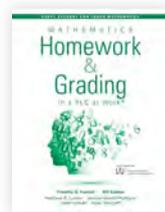


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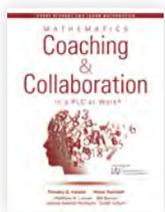


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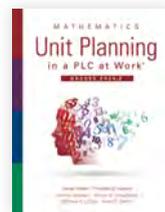


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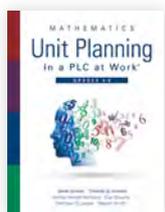


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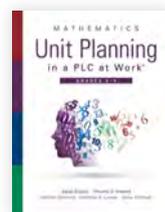


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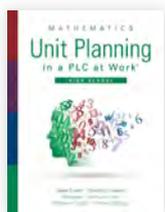


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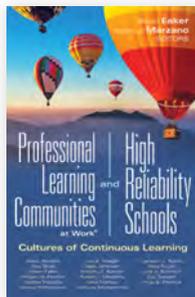
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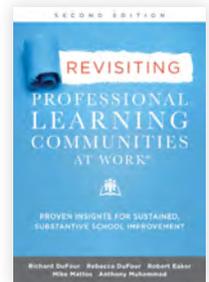
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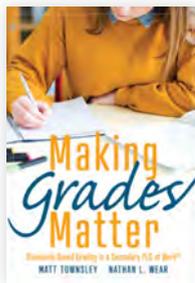
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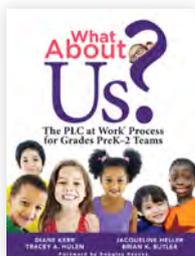
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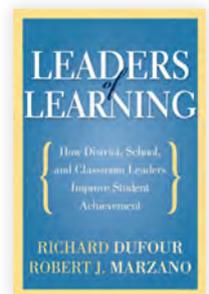
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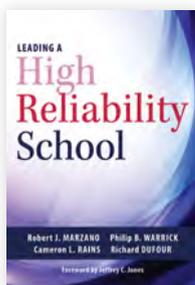
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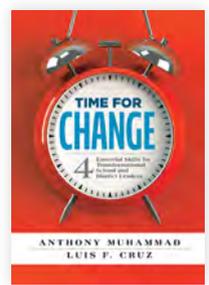
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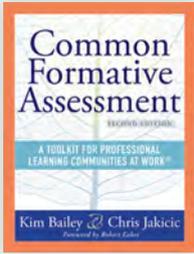
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Look for the companion resource *A Handbook for High Reliability Schools* on page 136



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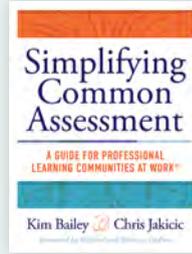
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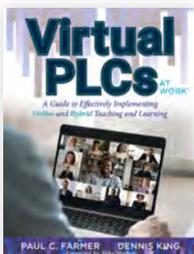
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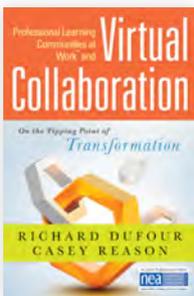
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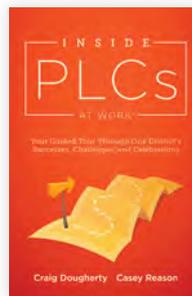
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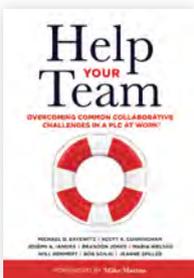
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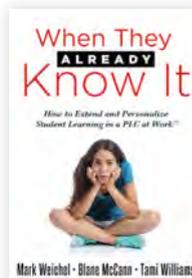
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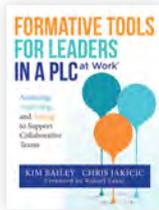
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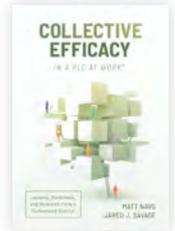
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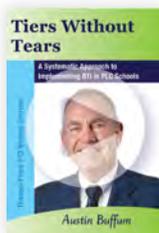
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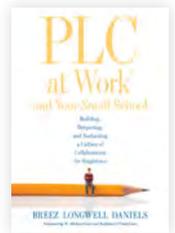
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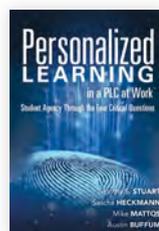
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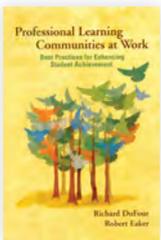
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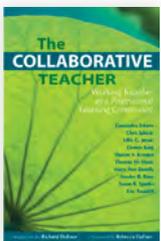
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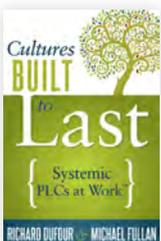
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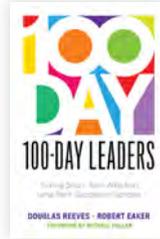
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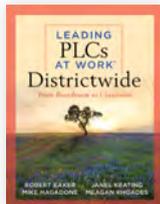
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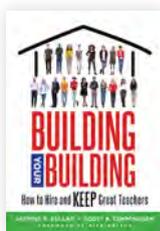
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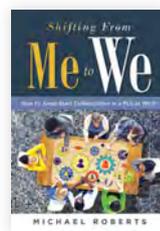
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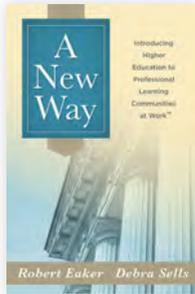
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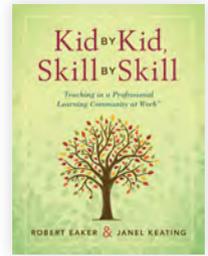
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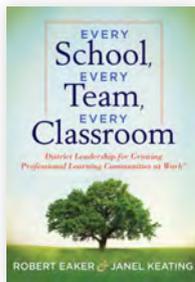
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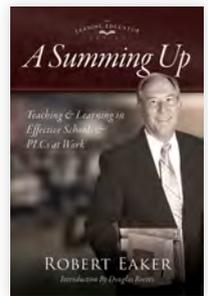
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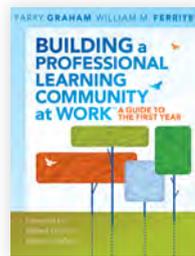
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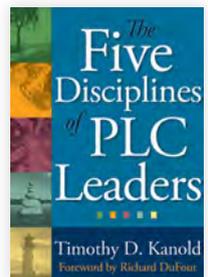
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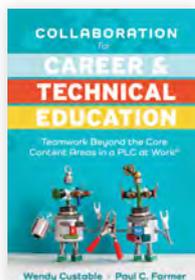
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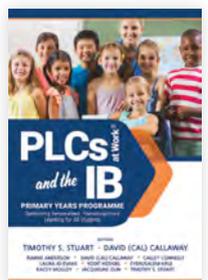
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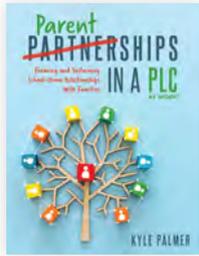
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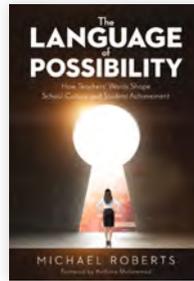
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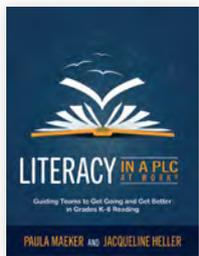
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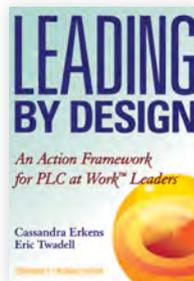
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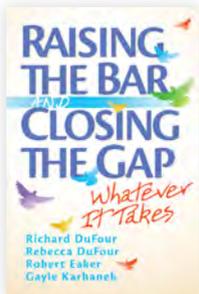
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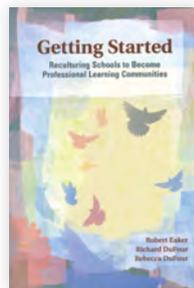
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Solution Tree

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Michael Roberts



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Eddie Velez

Additional experts

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Scott Carr
Barbara Coleman
Shawn Creswell
Joe Cuddemi
Jennifer Deinhart
Chad M. V. Dumas

Cassandra Erkens
Heather Friziellie
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Julie A. Schmidt
Sarah Schuhl
Bob Sonju

Jeanne Spiller
Tessa Ferriby Thomas
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Jonathan G. Vander Els
Jamie Virga
Jon Yost

For a complete list of experts, go to SolutionTree.com/PLC-PD-Experts

Professional Development Services

To help you determine which services may be right for you, each of our professional learning engagements is designed to fit your goals, budget, and time commitment.

<h2>BUILDING Your Skills</h2>	<h2>DEEPENING Your Skills</h2>	<h2>SUSTAINING Your Skills</h2>
<p>One day with an expert in your school or district. Your team will gain understanding, inspiration, and strategies to start a professional learning program.</p>	<p>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.</p>	<p>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.</p>
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<p style="text-align: center;">1-DAY COMMITMENT</p>	<p style="text-align: center;">2- TO 4-DAY COMMITMENT</p>	<p style="text-align: center;">MULTI-DAY COMMITMENT</p>

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

Featured Services

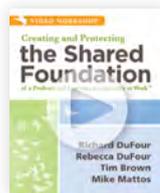
Building Your Skills

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

Page 19

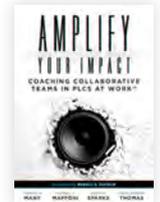
Deepening Your Skills

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.

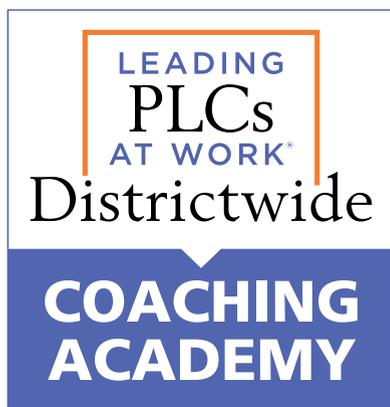


Recommended Resource

Page 11

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

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HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT



HONEOYE FALLS, NEW YORK

2,046 STUDENTS / 19% FREE OR REDUCED LUNCH / 2% ENGLISH LEARNERS / 11% SPECIAL NEEDS

90% WHITE / 4% HISPANIC / 1% ASIAN OR FILIPINO / 1% BLACK / 4% MULTIRACIAL

Targeted teamwork drives steady academic gains districtwide

CHALLENGE

When Holly Sidebottom arrived at Honeoye Falls-Lima Central School District in 2017, she joined Superintendent Gene Mancuso, who had been leading the district since 2013. Together, they pursued a shared vision of creating a genuine professional learning community (PLC).

Collaboration was not fully integrated into teaching practices at HF-L, and many educators worked independently. The district also lacked a guaranteed and viable curriculum as well as common assessments. And while overall enrollment began to decline, student needs increased significantly, with more English language learners, students with disabilities, and students qualifying for free or reduced-price lunch.

IMPLEMENTATION

The journey to achieving a culture of collective teacher efficacy at HF-L started when district leaders attended their first PLC at Work[®] Institute in 2017. That fall, collaboration structures were strengthened, and teacher leadership roles were realigned to support professional learning teams.

By the 2018–2019 school year, the district partnered with Solution Tree associate Jamie Virga to focus on building accountability systems and consistency. Through on-site coaching, teams refined the use of essential standards charts and common assessments, ensuring students in every classroom had access to the same high-quality instruction.

During the summer of 2020, in a virtual session with Response to Intervention (RTI) at Work[™] associate

Mike Mattos, educators applied their essential standards to confront learning loss and identify targeted supports for students. From this session, staff began a book study on *Taking Action: A Handbook for RTI at Work[™]* by Mike Mattos, Austin Buffum, Janet Malone, Nicole Dimich, Sarah Schuhl, and Luis F. Cruz. This resource helped HF-L educators continue to refine multitiered system of supports in every building.

- PLC at Work Institute
- PD with associates Jamie Virga, Jack Baldermann, and Mike Mattos
- *Taking Action* book study
- PD with Anthony Muhammad
- Collaborative Common Assessment PD with Sarah Schuhl and Nicole Dimich
- PD with Chad M. V. Dumas, Dave Ludy, Dave Chiprany, Matthew Treadway, and Kenneth C. Williams
- Assessment Collaborative Institute
- PD with Anthony R. Reibel
- *Embracing Relational Teaching* book study
- *Beyond PLC Lite* book study

Next, HF-L hosted a two-day institute with associate Anthony Muhammad. This deepened their focus on transforming school culture, sustaining a nurturing daily environment and collective responsibility for all students. During this same school year (2021–2022), Solution Tree provided focused support on working with organizational



*We have a structure to survive any shift now.
We're in this mode. This is what we do now.*

GENE MANCUSO / SUPERINTENDENT, HONEOYE FALLS-
LIMA CENTRAL SCHOOL DISTRICT, NEW YORK

resistors to solidify the shift in culture. Teams also continued to attend PLC at Work Institutes, including a virtual keynote with Kenneth C. Williams to expand shared purpose.

HF-L's focus then shifted to include quality assessment. Associate Sarah Schuhl provided targeted training on developing collaborative common assessments, and Nicole Dimich led workshops on building a balanced assessment system. The team followed this with an Assessment Collaborative Institute in Cedar Rapids, Iowa. Throughout the 2022–2024 school years, associates Chad M. V. Dumas, Dave Ludy, Dave Chiprany, Matthew Treadway, and Anthony R. Reibel also provided crucial expertise in leadership, multitiered system of supports (MTSS) alignment, and evidence-based teaching.

RESULTS

Over the past several years, HF-L's sustained commitment to the PLC at Work process has yielded significant, measurable gains across the district. The collaborative culture drove consistent improvement in student proficiency and efficacy. Data on the same students tracked over three years demonstrate the power of collective efficacy in action.

- More than 40% of students in key cohorts now exceed state standards (Level 4 proficiency)
- Current sixth graders saw 28% growth in ELA proficiency over three years (Grades 3–5).
- Current ninth graders achieved 27% growth in ELA proficiency over three years (Grades 6–8).

The district also achieved critical operational outcomes:

- Manor Intermediate was recognized as a Model PLC at Work® school in 2023.
- The district saw a significant decrease in discipline referrals.
- Staff report a stronger sense of purpose, shared responsibility, and heightened collective efficacy.

HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT ELA PROFICIENCY RATES





Accelerated Learning

Why Accelerated Learning?

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 underperforming struggle with many challenges, and we can help your staff work together to overcome the obstacles that stand in the way of student success.

Learning is required

Boldly commit to the mission that every student can succeed—and acceleration is the pathway. Our experts partner with you to assess your current reality and design a customized school improvement plan. Together, we'll implement the structural changes needed to turn the tide and build a truly learning-focused culture.



Activate PEOPLE

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



Align PROCESSES

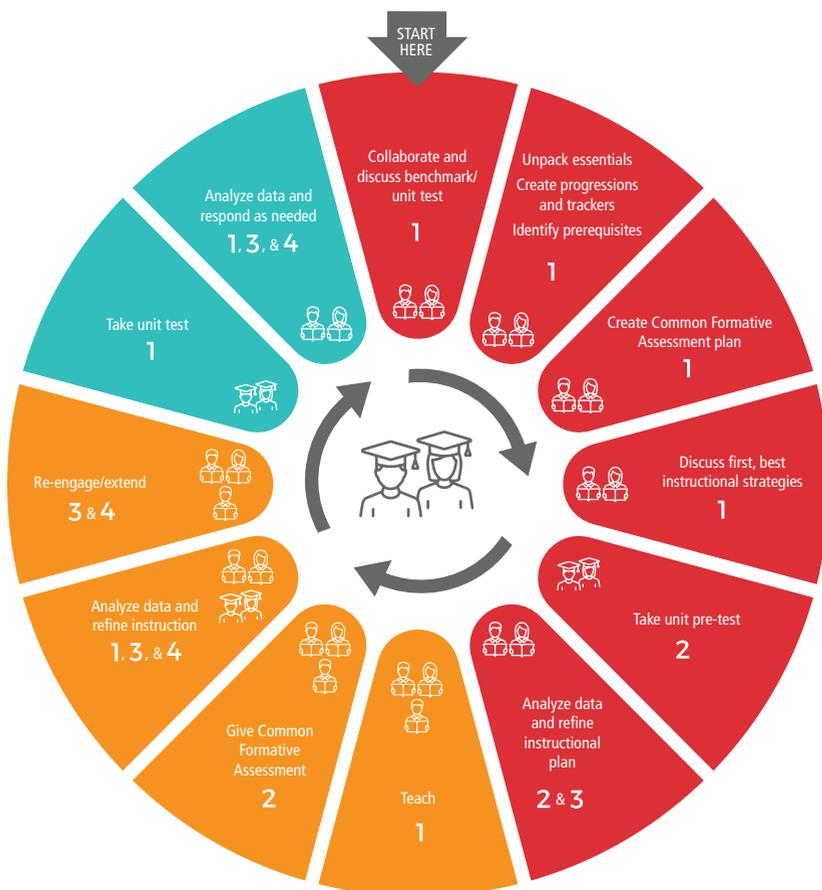
Connect all actions in this cycle to one or more of the four critical questions of PLC at Work®.



Create ROUTINES

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

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



3 Phases of Instruction

-  Pre-Instruction
-  Instruction
-  Post-Instruction

PLC Critical Questions Addressed

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

Activity Performed by

-  Teacher Teams
-  Teachers
-  Students

Companion Resources

Acceleration for All

#1 NEW RELEASE ON AMAZON

A How-To Guide for Overcoming Learning Gaps

By Sharon V. Kramer and Sarah Schuhl

Explore research-informed, ready-to-implement, practical strategies for accelerated learning so all students achieve at grade level and beyond.

26GCTG-S2B-BKG049 **\$45.95** USD | **\$62.00** CAD
ISBN 978-1-954631-01-4
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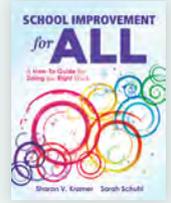
School Improvement for All

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With this practical guide, K–12 educators will target specific needs with an immediate course of action within a professional learning community.

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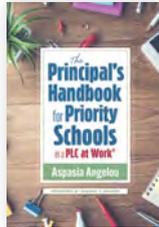
The Principal's Handbook for Priority Schools in a PLC at Work®

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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How to Leverage PLCs for School Improvement

By Sharon V. Kramer

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

26GCTG-S2B-BKF668 **\$26.95** USD | **\$36.50** CAD
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72 pages



▶ See page 40 for more books in this series.

Charting the Course for Collaborative Teams

Lessons From Priority Schools in a PLC at Work®

Edited by Sharon V. Kramer

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

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

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232 pages



Charting the Course for Leaders

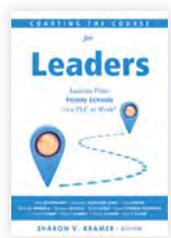
Lessons From Priority Schools in a PLC at Work®

Edited by Sharon V. Kramer

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

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

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Harness collaboration and data to drive learning

In every school, some students struggle to keep pace with grade-level expectations. Remediation often falls short, leaving these students further behind. This institute shifts the focus from “catching up” to accelerated learning for all students, ensuring they reach and exceed grade-level proficiency. Join our expert thought leaders and practitioners to collaboratively discover how to unlock the potential of every learner.



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GLENDALE ELEMENTARY SCHOOL DISTRICT



GLENDALE, ARIZONA

14 SCHOOLS / 8,858 STUDENTS / 69% FREE OR REDUCED LUNCH
31.1% ENGLISH LEARNERS / 11.8% SPECIAL NEEDS

73.9% HISPANIC / 9.7% BLACK / 9.2% WHITE / 3.2% ASIAN / 2.3% MULTIRACIAL
1.5% AMERICAN INDIAN / 0.2% NATIVE HAWAIIAN OR PACIFIC ISLANDER

Within three years of implementing Accelerated Learning, grade 3 math proficiency climbs

A large, stylized graphic of the number "55" followed by a percentage sign. The numbers are filled with a blue and yellow checkered pattern and have a white outline.

CHALLENGE

Glendale faced a series of significant challenges during the COVID-19 pandemic. As in virtually every district during this time, the pandemic severely disrupted student learning, leaving gaps in achievement and making it difficult for educators to bring their students to the next level. Additionally, teacher shortages posed an obstacle with a decline in certified staff. These issues led to inconsistent instruction and a lack of structured support for both educators and students.

In response to these challenges, Superintendent Cindy Segotta-Jones and district leaders sought a way to ensure that every student had access to high-quality instruction, regardless of their starting point. Bringing Accelerated Learning professional development to the district and diving into the work proved essential to this goal. The key was creating a culture where teachers could collaborate effectively and use data-driven strategies to support student learning.

IMPLEMENTATION

As assistant superintendent, Cindy supported early efforts to implement Professional Learning Communities (PLC) at Work®. After becoming superintendent, she partnered with Solution Tree to strengthen the work, ensuring greater fidelity and allowing the PLC to thrive. She and her leadership team guided teachers and leaders within the district to attend institutes, summits, and professional development events focused on assessment, collaborative teams, and ELL instruction. Through these experiences,

the district became even more aware of the power of PLCs and how they could transform schools.

“When you look at collaborative teams at grade levels, no one is left isolated. When you function with collaboration, it strengthens everyone,” Cindy shared.

Glendale Elementary School District ensured that professional learning was not a one-time event, but an ongoing, embedded practice through professional development. This allowed teachers to engage in meaningful training that directly impacted their daily instruction.

The district embraced best practices to build a strong PLC by establishing collaborative teams, utilizing Solution Tree resources, and engaging school leaders in meaningful learning experiences. Teachers participated in book studies centered around *Learning by Doing* and *School Improvement for All*, while school leaders received expert guidance and support from Solution Tree associates. At each grade level, collaborative teams worked together to share best practices, analyze student data, and develop targeted improvement strategies.

Implementation extended beyond teachers, school leaders, and Solution Tree associates. Students also played a vital role in their own success. With a focus on student ownership of learning, data tracking became part of daily routines, helping students track their progress and see growth. Accessible data created a mindset shift in students where success was measured daily, not just at the end of the year.



We are here to educate children regardless of what we are dealt. It's our responsibility; we owe that to our students.

CINDY SEGOTTA-JONES / SUPERINTENDENT

RESULTS

Cindy does not shy away from this fundamental belief: "We are here to educate children regardless of what we are dealt," she says. "It's our responsibility; we owe that to our students."

Backed by a dedicated staff, Cindy is making good on this promise. As a result of Accelerated Learning, Glendale Elementary School District has made impressive strides in third- and fifth-grade mathematics proficiency. The percentage of third-grade students meeting or exceeding proficiency rose significantly from 17.5% in the 2021–22 school year to 27.1% in 2023–24. During the same period, fifth-grade mathematics students showed notable improvement, with proficiency rates climbing from 13.4% to 20.5%.

These gains reflect the district's dedicated focus on strengthening foundational math skills and providing targeted interventions to support all learners, helping more students not only meet standards but excel beyond them.



3RD GRADE MATHEMATICS AASA* PERCENT PASSING



5TH GRADE MATHEMATICS AASA* PERCENT PASSING



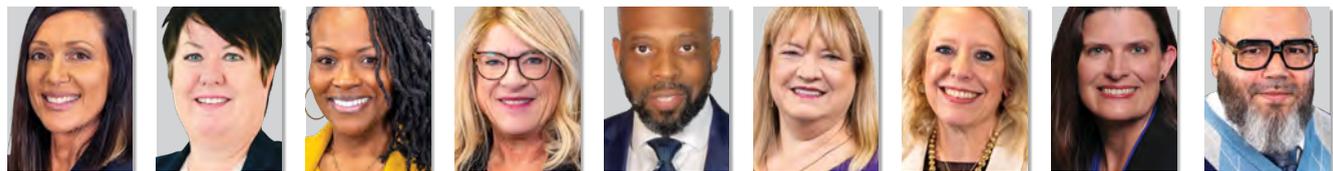
*Arizona's Academic Standards Assessment



Led by Dr. Sharon V. Kramer, our **Accelerated Learning** experts have proven success with the unique challenges of schools labeled as underperforming.

Explore our Accelerated Learning resources at SolutionTree.com/FastTrack

Bring our experts to your school



Aspasia Angelou Jane Ardell Anisa Baker-Busby Amy Clark Michael L. McWilliams Cheryl O’Leary Dana Renner Sarah Schuhl Eddie Velez

Additional experts

- | | | | | |
|-------------------|-----------------------|--------------------|-------------------------|---------------------|
| Casey R. Ahner | Tesha Ferriby Thomas | Greg Kushnir | Cristi Parsons | Clara Sale-Davis |
| Joe Cuddemi | Jody Gallimore | Kristi S. Langley | Karen Power | Tamie Sanders |
| Jennifer Deinhart | Jacqueline Heller | Brig Leane | Michael Roberts | Jeanne Spiller |
| Matt Devan | Mary Hendricks-Harris | Michelle Marrillia | Kimberly Rodriguez Cano | Mona Toncheff |
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Professional Development Services

BUILDING Your Skills	DEEPENING Your Skills	SUSTAINING Your Skills
<p>One day with an expert in your school or district. Your team will gain understanding, inspiration, and strategies to start a professional learning program.</p>	<p>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.</p>	<p>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.</p>
<p>Keynote</p>	<p>Accelerate to Educate: Overcoming Learning Gaps Workshop</p>	<ul style="list-style-type: none"> Needs Assessment Project Planning Embedded Coaching Content-Specific Training Step Up and Transition Days Unit Planning Support Systems for Struggling Schools
<p>1-DAY COMMITMENT</p>	<p>2- TO 4-DAY COMMITMENT</p>	<p>MULTI-DAY COMMITMENT</p>

All training is delivered by an Accelerated Learning author or certified associate.

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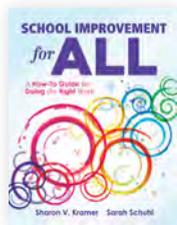
Building Your Skills

1-DAY COMMITMENT

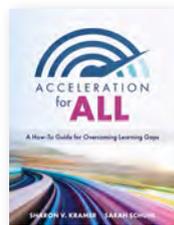
Keynote

An expert author or certified Accelerated Learning associate will present key ideas for transforming culture and structures that support a learning-focused culture.

Recommended Resources



Page 31



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Deepening Your Skills

2- TO 4-DAY COMMITMENT

Accelerate to Educate: Overcoming Learning Gaps Workshop

Struggling students rarely escape the endless cycle of remediation. We know that the most effective catalyst for achieving grade-level proficiency lies in accelerated learning. In this 2-Day Workshop, you'll learn practical instructional strategies to ensure high levels of learning for all students.

- Set audaciously attainable goals using a strength-based system that identifies areas of opportunity in the data.
- Create a community of learners as the foundation for achieving equity.
- End negative student talk and practice the strength-based language of high expectations, rigor, and hope.
- Learn how to build prerequisite skills into existing units of study at the point of need.
- Limit the catch-up standards to the skills and concepts underpinning on-level curriculum.

Sustaining Your Skills

MULTI-DAY COMMITMENT

Needs Assessment

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

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

Project Planning

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

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

Embedded Coaching

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

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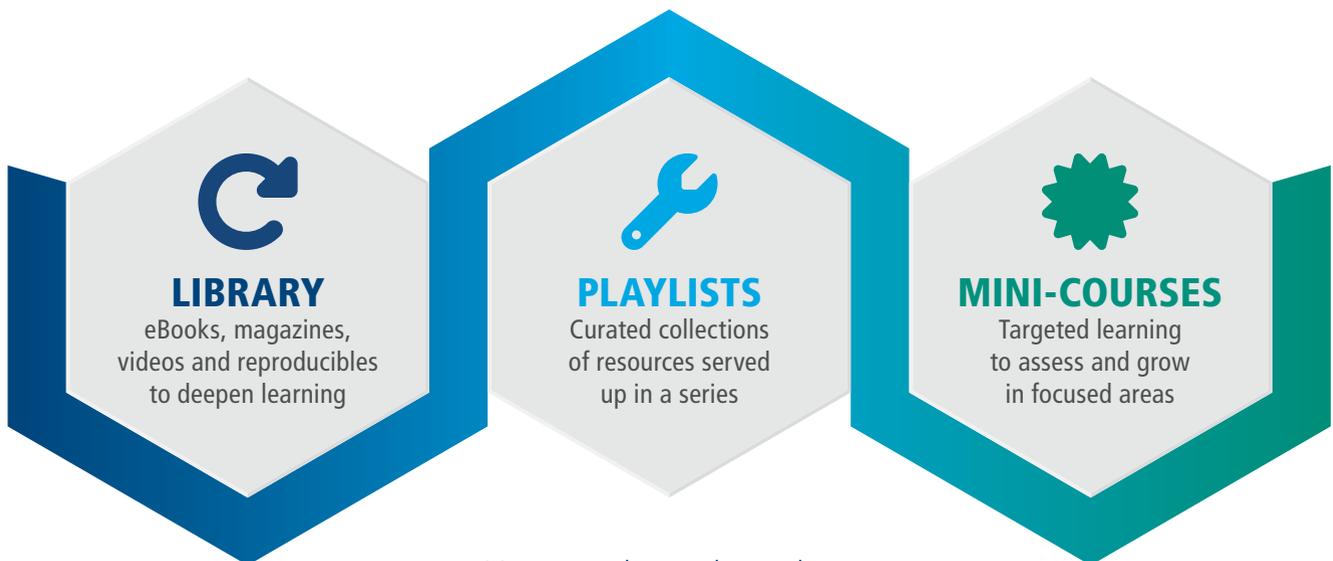
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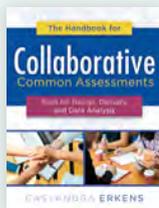
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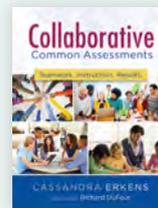
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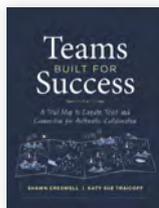
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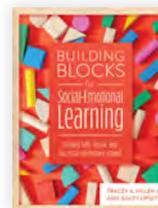
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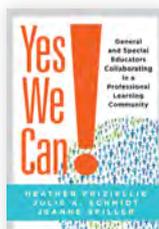
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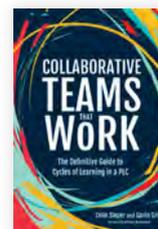
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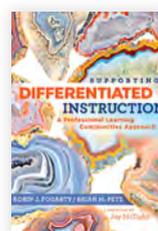
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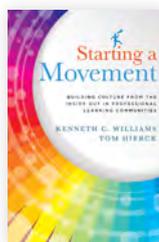
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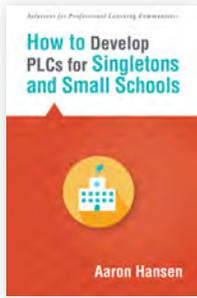
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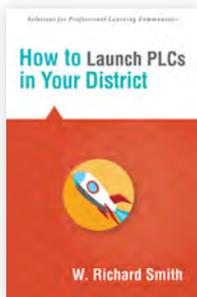


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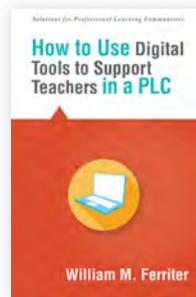


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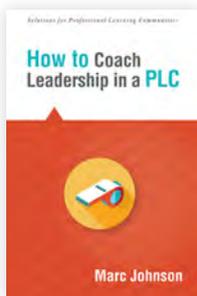


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What happens when teachers team up?

Spoiler alert—good things. When educators work in professional learning communities, collaboration goes up and so does student success. This blog dives into how real schools are making teamwork work.



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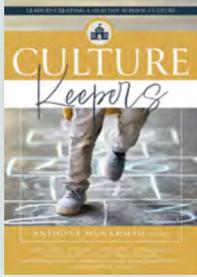
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Transforming School Culture





Culture Keepers

Leaders Creating a Healthy School Culture

Edited by Anthony Muhammad

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Culture Champions

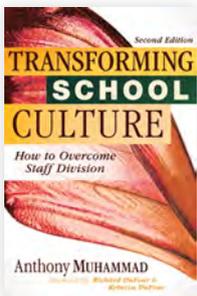
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Edited by Anthony Muhammad

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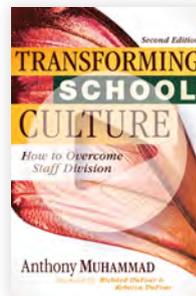
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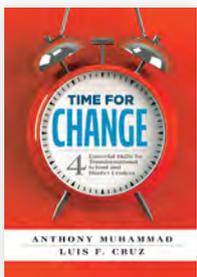
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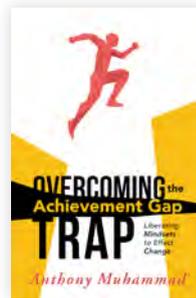
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▶ 2-DAY WORKSHOP AVAILABLE. Learn more on page 44.



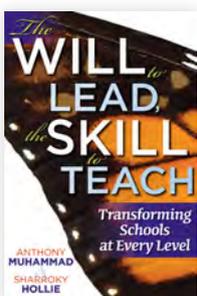
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AUTHOR SPOTLIGHT

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RESOURCE

Featured resource: *Culture Keepers* See page 42 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

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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

our values and actively cultivate a system where these commitments are lived, reinforced, and honored daily. This continuous cycle of reinforcement ensures that the culture remains a living, breathing entity, resilient to change and firmly rooted in shared purpose.



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Developed by Anthony Muhammad and based on his pivotal work in schools, **Transforming School Culture** services improve equity and learning outcomes for all students.

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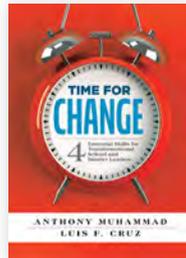
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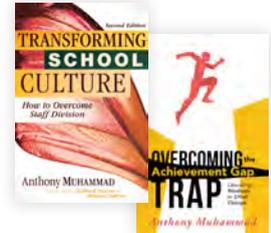


Recommended Resource

Page 42

School Culture Audit

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



Recommended Resources

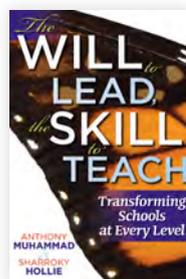
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Deepening Your Skills

2- TO 4-DAY COMMITMENT

The Will to Lead, the Skill to Teach

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



Recommended Resource

Page 42

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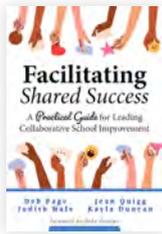
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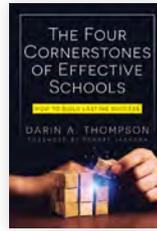
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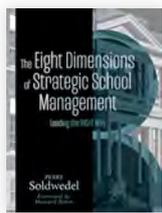
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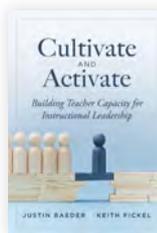
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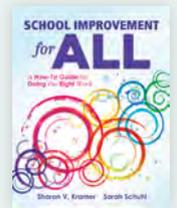


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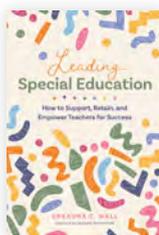
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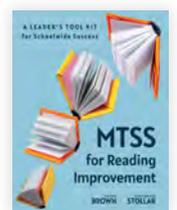
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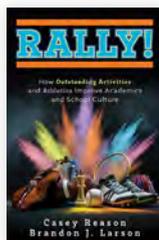
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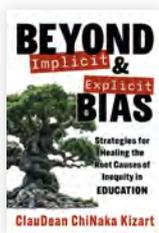
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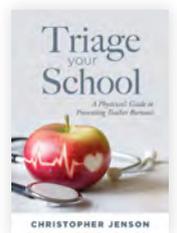
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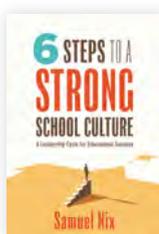
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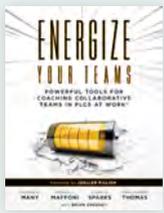
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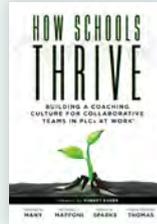
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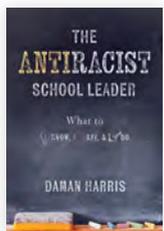
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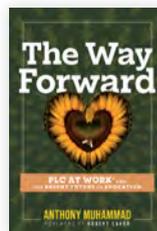
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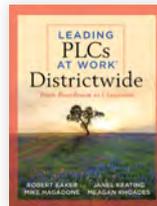
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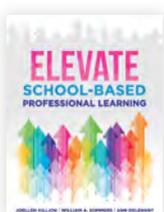
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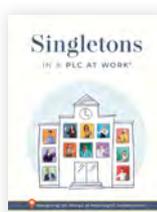


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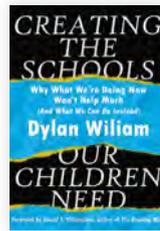
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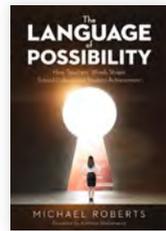
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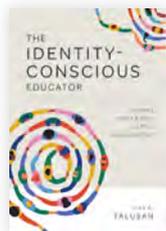
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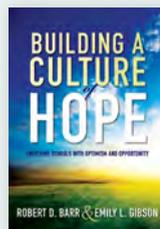
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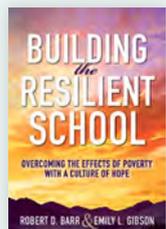
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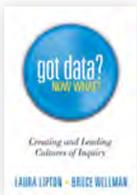
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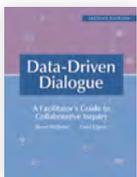
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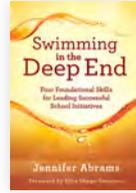
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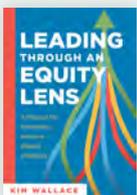
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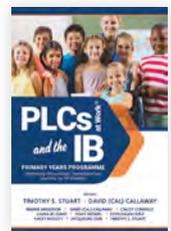
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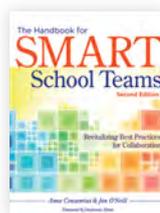
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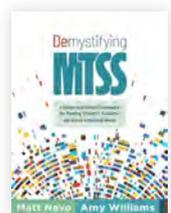
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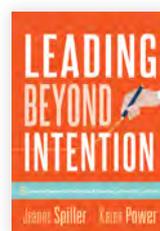
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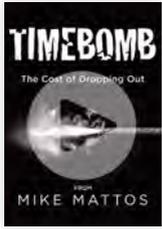
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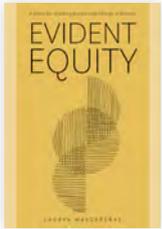
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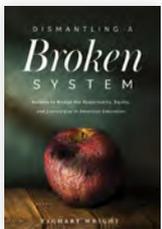
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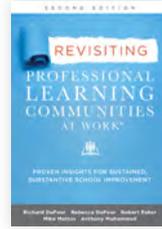
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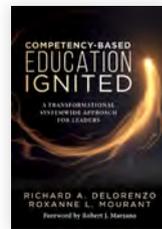
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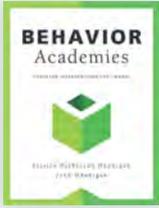
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Response to Intervention



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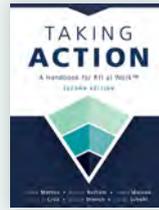


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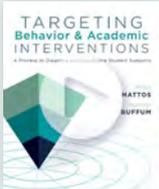
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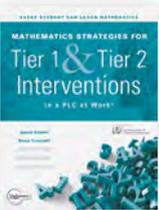


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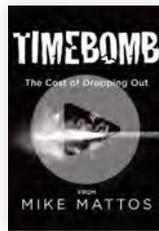
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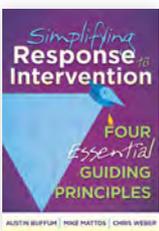
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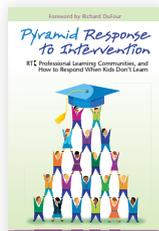
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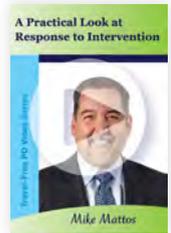


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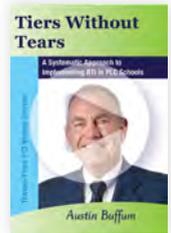
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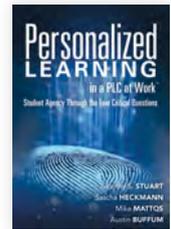
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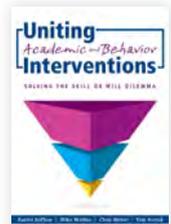
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 KEYNOTE SPEAKERS



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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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

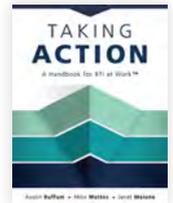
Included Resource: The RTI Toolkit (Page 66)

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.



Recommended Resource
Page 56

- 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.

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.

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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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MULTI-DAY COMMITMENT

RTI AT WORK™

COACHING ACADEMY



Mike Mattos
RTI at Work™ creator

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

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

Throughout the duration of the academy, your team will:

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

Each participant receives:

- Training Guide
- *Taking Action* (Page 56)
- *Uniting Academic and Behavior Interventions* (Page 57)

Each school represented receives:

- The RTI Toolkit* (Page 66)



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

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DEER VALLEY UNIFIED SCHOOL DISTRICT



PHOENIX, ARIZONA

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Meet the nation's first DuFour and Eaker Ambassador Model PLC at Work[®] district

CHALLENGE

While Deer Valley Unified School District (DVUSD) had MTSS structures in place, rising post-COVID behavioral incidents and suspension rates highlighted the need for a more systematic approach to student behavior. District leaders set a goal to reduce suspensions by 25%, navigating challenges including a growing number of new teachers with limited behavior-management experience, substitute rotations, and larger class sizes—all underscoring the urgent need for proactive, districtwide behavioral supports.

IMPLEMENTATION

In 2021, DVUSD embarked on a multiyear implementation plan, spearheaded by Jessica Tucker and Gary Diaz Zehrbach, PhD, deputy superintendent of administrative leadership and services, to address student behavior. The initiative began with a districtwide book study of *Behavior Solutions* by John Hannigan, Jessica Djabrayan Hannigan, Mike Mattos, and Austin Buffum, building shared understanding and commitment among leaders from all departments. In 2022–2023, district and pilot teams participated in virtual workshops and professional development with John and Jessica Hannigan, laying the foundation for a long-term coaching and implementation plan.

District and school teams then attended the RTI at Work[™] Institute, formalizing K–12 strategies and ensuring consistent implementation across all sites. To address persistent behavioral challenges, DVUSD established behavior academies in select schools—structured

interventions designed to build skills and support students' reentry into general education.

In 2023–2024, the district deepened its commitment by embedding essential academic and social behaviors into its five-year strategic plan and Portrait of a Graduate initiative—while also launching districtwide training on Tier 1 behavioral prevention with direct support from central office leaders and the Hannigans.

RESULTS

Three years into implementing Behavior Solutions, DVUSD has seen measurable success in both behavior and academics. Proactive, consistent supports have fostered a positive school culture where students feel supported and ready to learn.

BEHAVIORAL OUTCOMES

- Districtwide suspensions dropped significantly; teacher confidence in handling discipline rose from 60% → 98%
- 53% decrease in suspensions in year one; an additional 25% decrease in year two

ACADEMIC ACHIEVEMENTS

- 27 schools earned an A rating from the Arizona State Board of Education (2023–2024)
- Students outperformed state averages by 13 points in math, 11 in ELA, 18 in science
- 4-year graduation rate: 94.6%, 17.6 points above state average

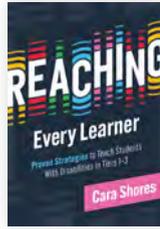
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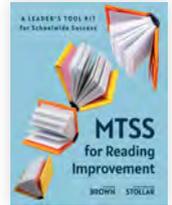
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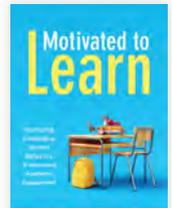
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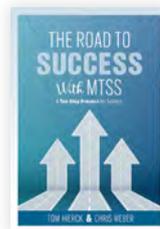
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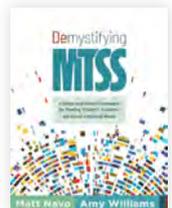
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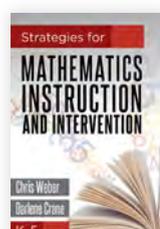


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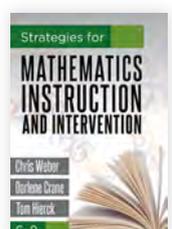


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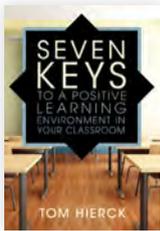
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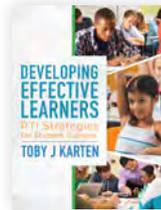


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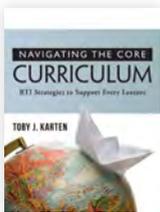
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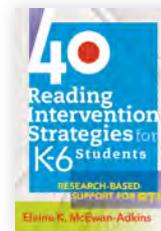
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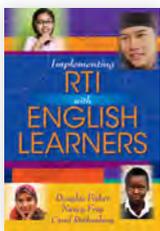
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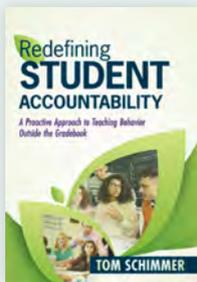
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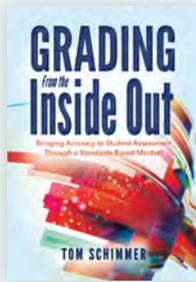
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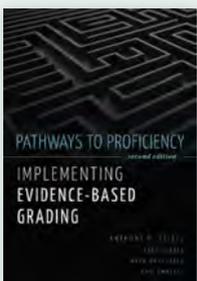
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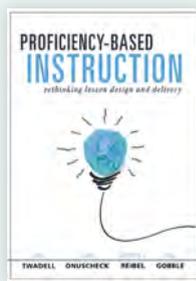
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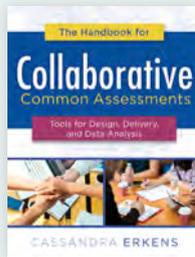
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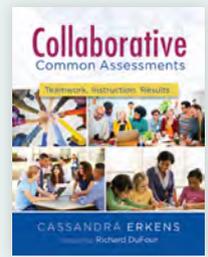
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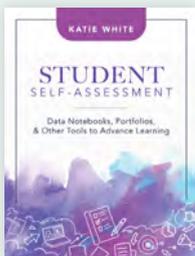
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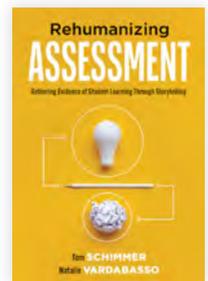
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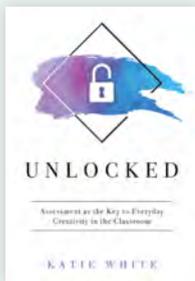
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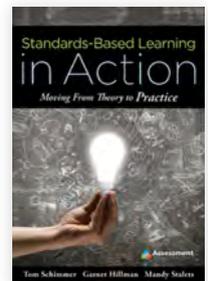
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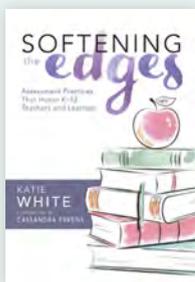
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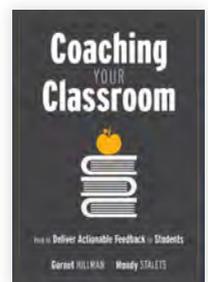
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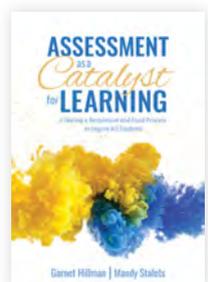
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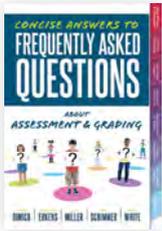
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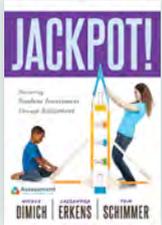
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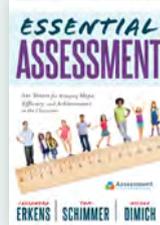
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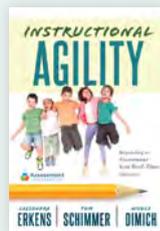
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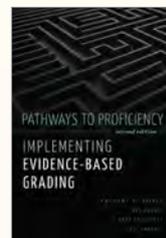
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Featured resource: *Pathways to Proficiency* See page 68 for details.

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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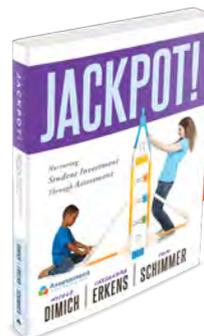
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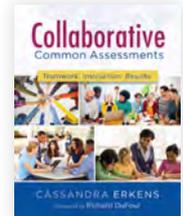
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- Focus on the keys to accurate design and effective use of collaborative common assessments.
- Gain supportive tools, such as planning templates and protocols.



Recommended Resource

Page 69

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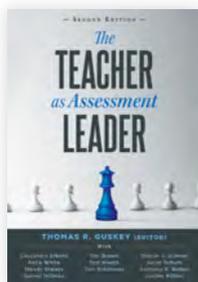
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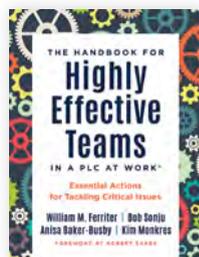
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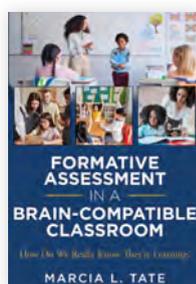
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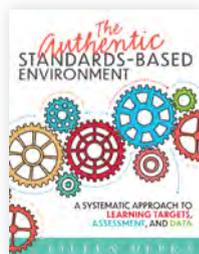
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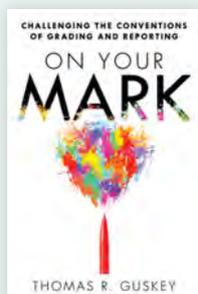
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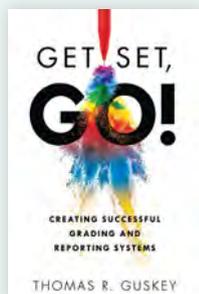
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AUTHOR SPOTLIGHT

Featuring Tom Schimmer
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FEATURED
RESOURCE

Featured resource: *Rehumanizing Assessment* See page 69 for details.

What led you to reexamine conventional assessment practices, and what inspired you to shift the conversation toward storytelling as a meaningful method of assessment?

Tom: Conventional assessment asks students to recall the *right answer*, but it rarely captures the *story of learning* behind it. That gap has always been a problem, but AI has made it undeniable. When a tool can generate a polished product in seconds, teachers

can no longer rely on artifacts alone to know whether students actually did the thinking. But AI can't tell a student's story—the missteps, revisions, decisions, and breakthroughs. That's why we turned to storytelling: It reveals the human process behind the performance.

For an educator ready to “rehumanize” their assessment practices, what is one concrete step you recommend starting with tomorrow, and how would you measure its impact?

Natalie: Start by identifying one critical competency in your subject, the skill that shows up across multiple tasks. This instantly shifts assessment from “Did they complete the assignment correctly?” to “How are they growing as critical thinkers, collaborators, creators, etc.?” When you anchor your feedback to

a competency, rather than a single task, it becomes transferable across multiple tasks. Students begin to see patterns in their learning, not just task-specific fixes. You'll know it's working when their progress shows up in new contexts.

What challenges do educators commonly face when moving away from conventional assessments toward narrative approaches, and what strategies have you found most effective in helping them make that shift successfully?

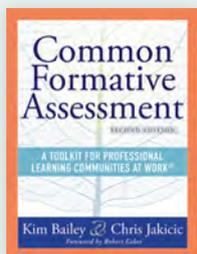
Tom: The biggest challenge is that educators grade too often and too early, ending the story before it gets good. Once a grade appears, students stop revising and stop revealing their thinking. The most effective strategy is shifting feedback into a *dialogue*. A single-point rubric invites students to add evidence, explain

decisions, and extend the narrative of their learning. When teachers delay the grade as long as possible, students stay in the learning phase longer. That space is where narrative assessment becomes both natural and powerful.

Looking ahead at the world of education, what do you see as the next frontier in assessment work (beyond what's in this book)?

Natalie: The next frontier is augmented humanity. As AI takes on more of the planning load (drafting lessons, generating exemplars, designing tasks, etc.) it frees teachers to return to the heart of assessment: *sitting beside* students in dialogue. That space is where students learn to analyze their own work,

make decisions, and grow their competencies with intention. In this future, AI becomes a powerful thought partner—not to replace human judgment, but to elevate it, so students can engage more deeply in assessment *of, for, and as* learning.



Common Formative Assessment

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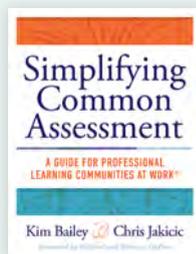
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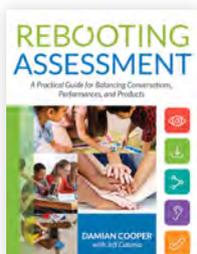
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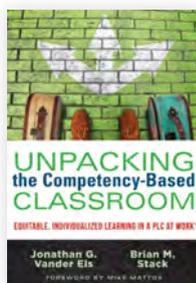
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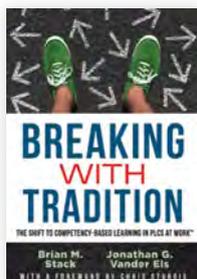
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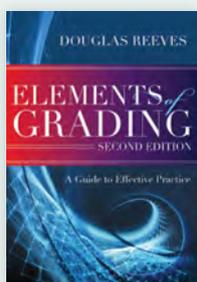
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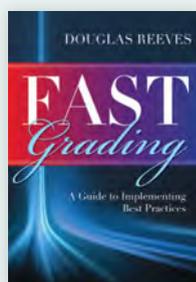
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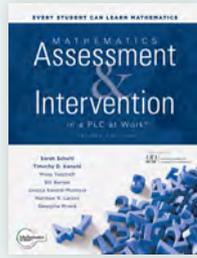
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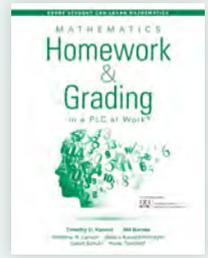
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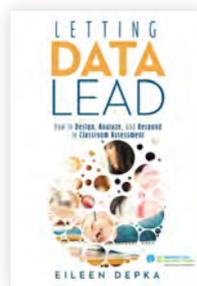
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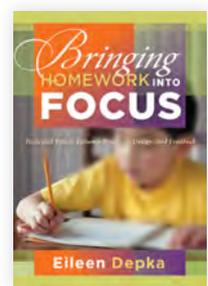
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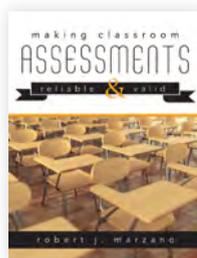


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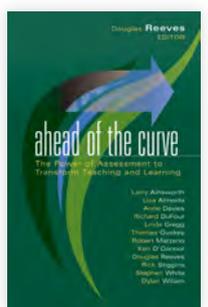
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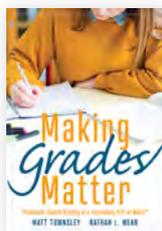


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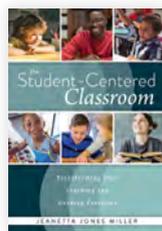
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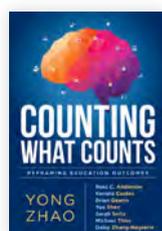
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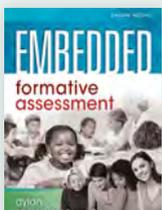
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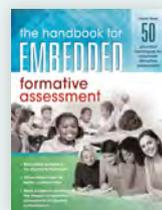
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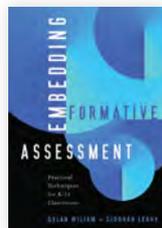


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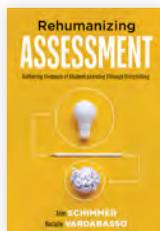
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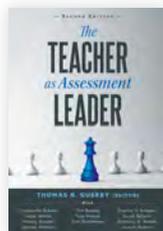
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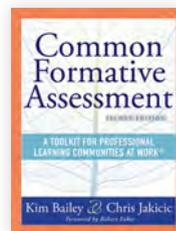
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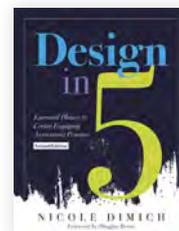
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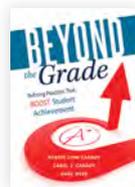
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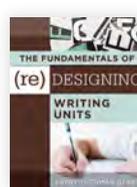
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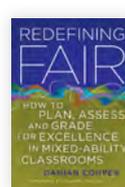
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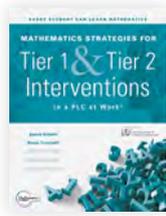
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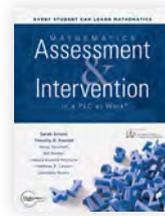
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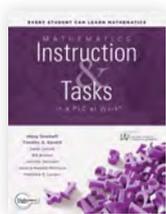


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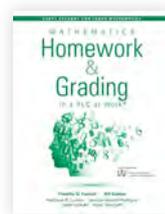


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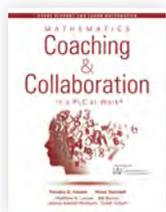


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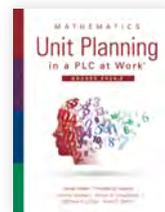


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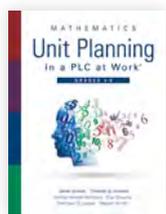


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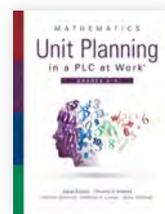


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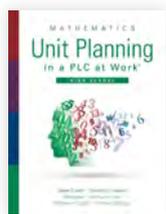


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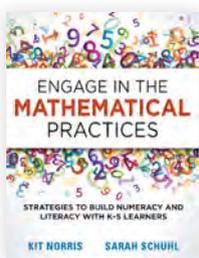
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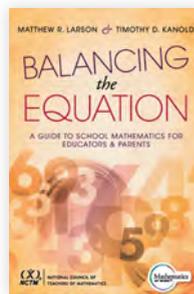
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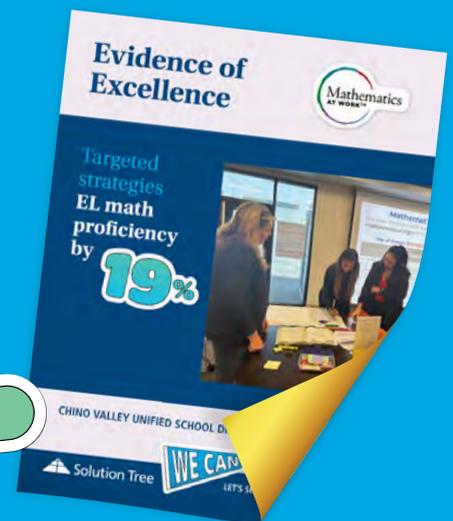
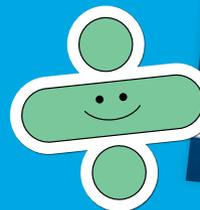
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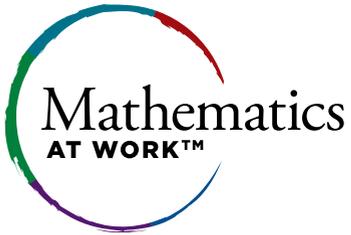
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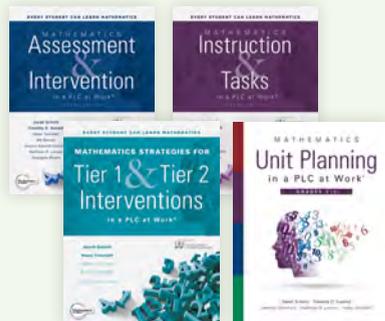
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Featured Resources



See page 84

Sustained equity and improvement in mathematics requires:

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

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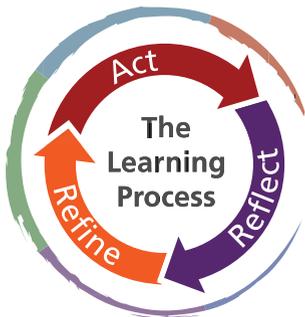
—Timothy D. Kanold, author

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The Reflect, Refine, and Act Cycle

Persevere

Ask: How well do I revise my work and take action?

Work the Task

Ask: How well do I use and understand appropriate solution strategies?

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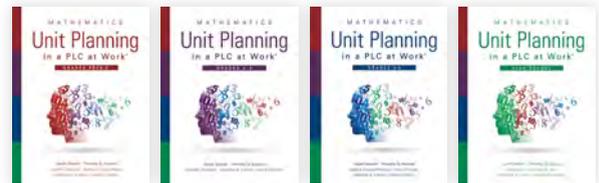
Ask: How well do I respond and take action to feedback?

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Recommended Resources

Page 84

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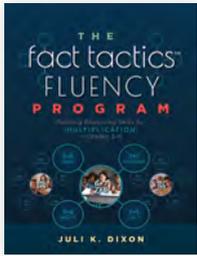
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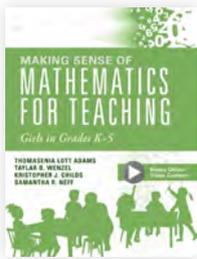
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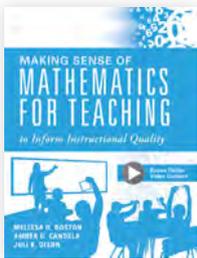


Making Sense of Mathematics for Teaching Girls in Grades K–5

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

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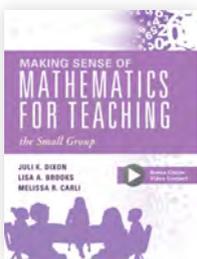


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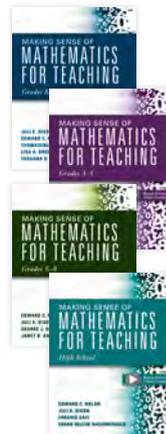


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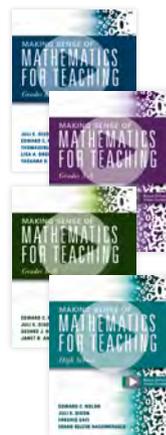
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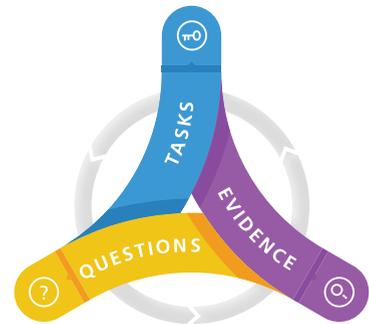
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All training is delivered by a DNA Mathematics author or certified associate.

Featured Resources



Making Sense of Mathematics for Teaching series Page 90

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 90

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

Featured Services

Building Your Skills

1-DAY COMMITMENT

Keynote

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

Big-Picture Shifts in Content and Instruction

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

Deepening Your Skills

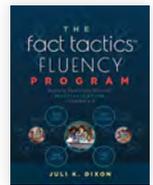
2- TO 4-DAY COMMITMENT

School Walkthroughs

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 90

Sustaining Your Skills

MULTI-DAY COMMITMENT

On-Site Support

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

Customized Services

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

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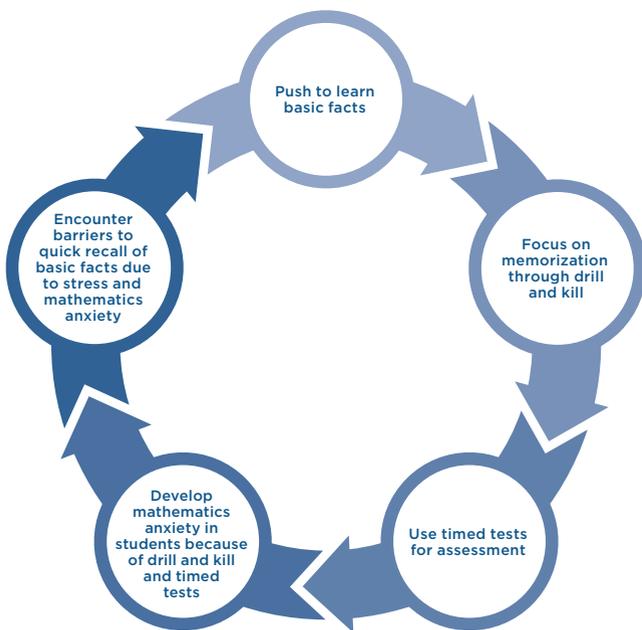
SolutionTree.com/DNA-PD-Services or **800.733.6786**

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

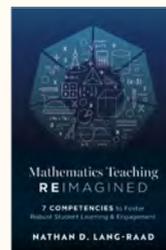
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AUTHOR SPOTLIGHT

Featuring Nathan D. Lang-Raad



FEATURED
RESOURCE

Featured resource: *Mathematics Teaching Reimagined* See page 96 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?

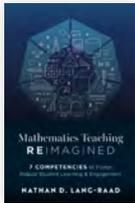
A pervasive misconception is that mathematics ability is innate rather than developed through effective instruction. Many teachers also mistakenly believe that procedural fluency and conceptual understanding represent competing priorities rather than complementary elements. *Mathematics Teaching Reimagined* 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.



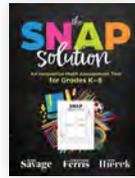
Mathematics Teaching Reimagined **NEW**

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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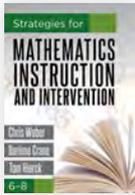
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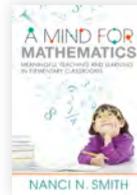


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By Chris Weber, Darlene Crane, and Tom Hierck

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A Mind for Mathematics

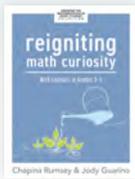
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Growing the Mathematician in Every Student collection



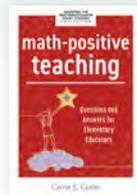
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Math-Positive Teaching **NEW**

Questions and Answers for Elementary Educators

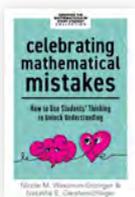
By Carrie S. Cutler

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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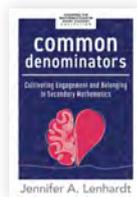
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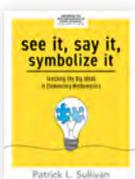
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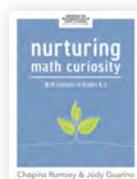
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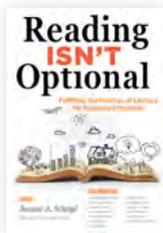
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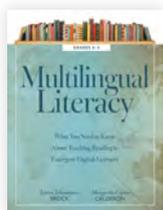
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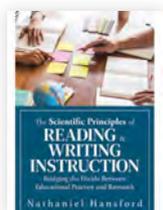
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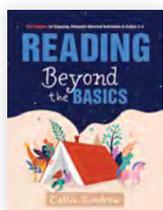
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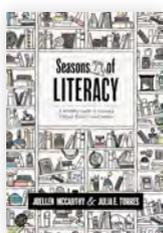
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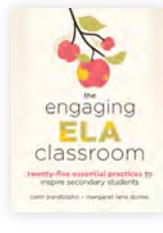
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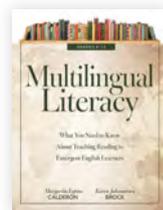
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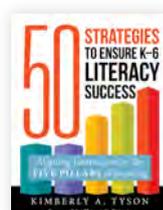
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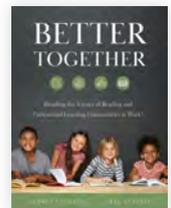
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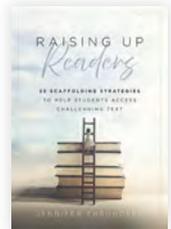


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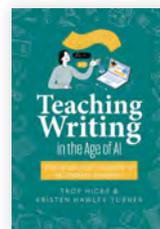


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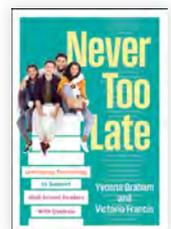


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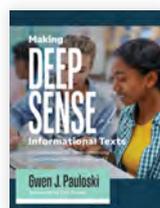


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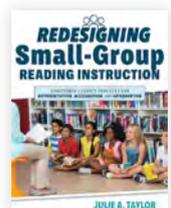


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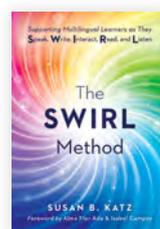


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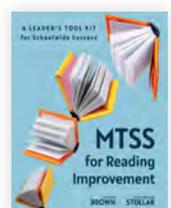


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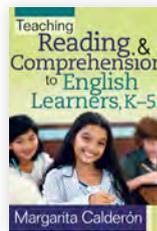
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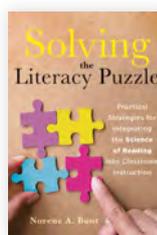
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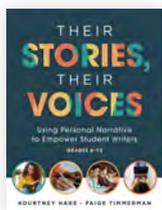
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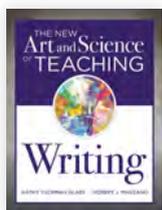
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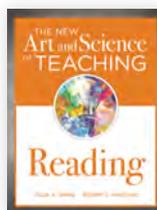
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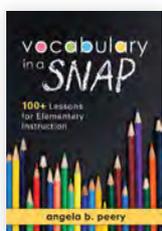
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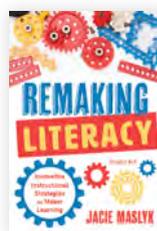
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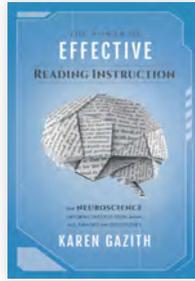
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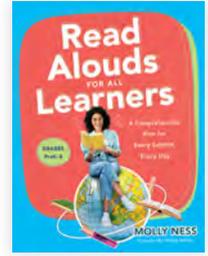
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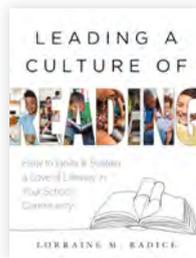
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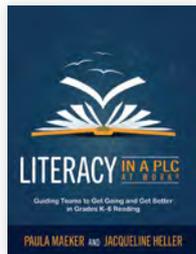
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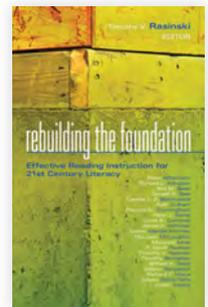
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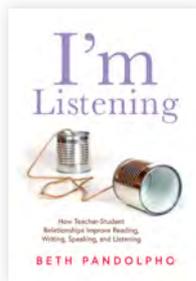
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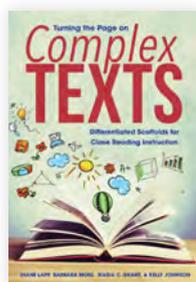
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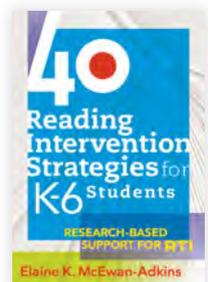
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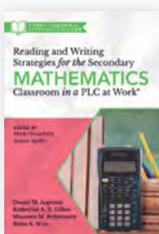
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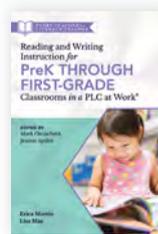


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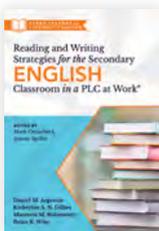


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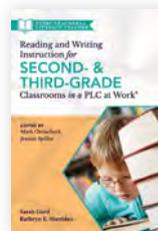


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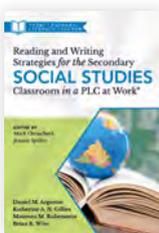


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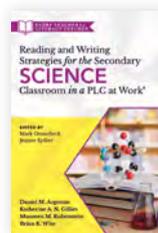


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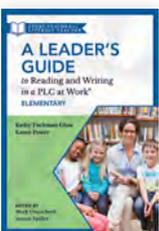


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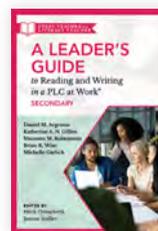


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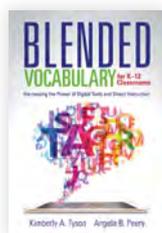
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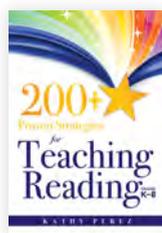


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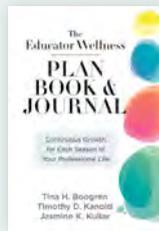
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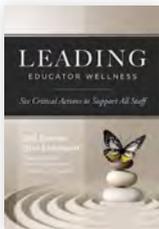
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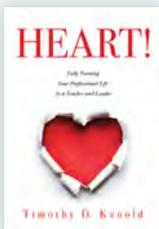
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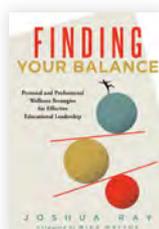
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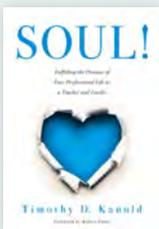
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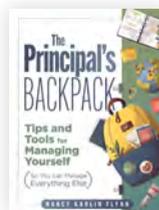
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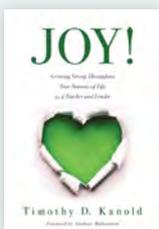
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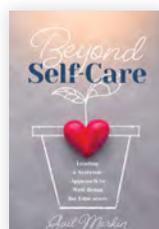
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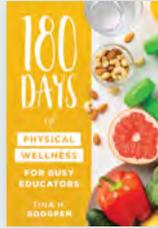
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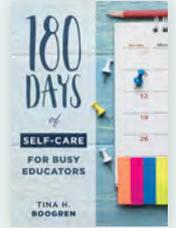
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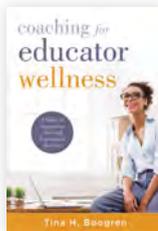
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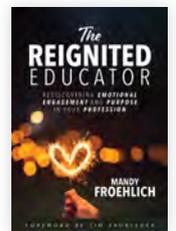
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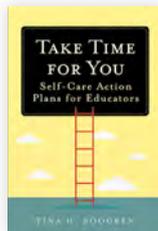
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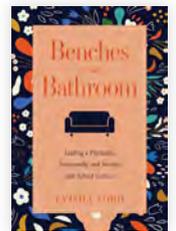
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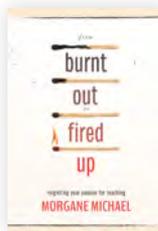
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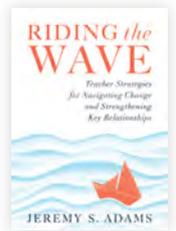
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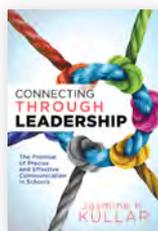
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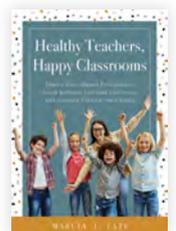
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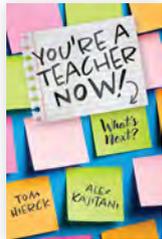
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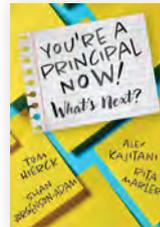


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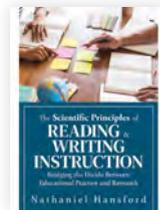
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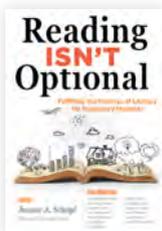
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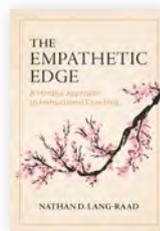
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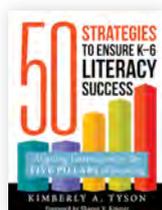
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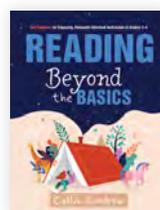
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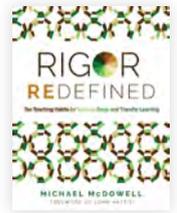
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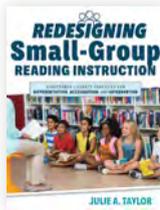
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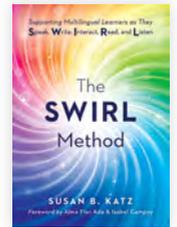
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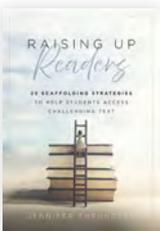
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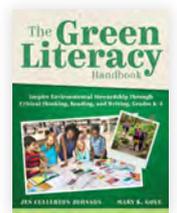
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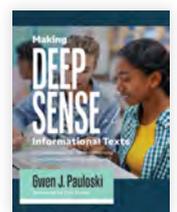
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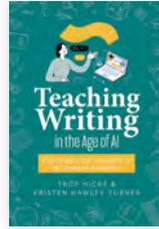
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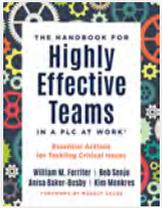
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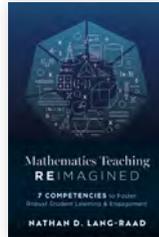
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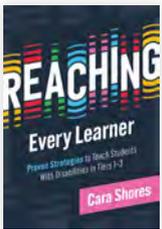
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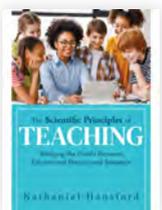
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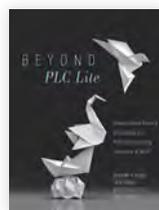
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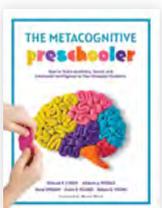
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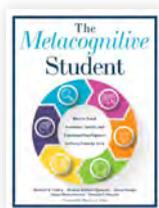
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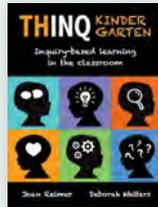
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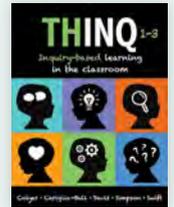
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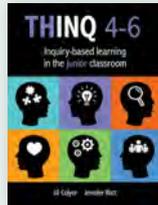
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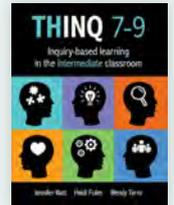
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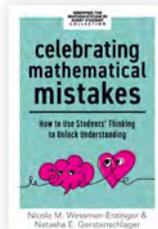
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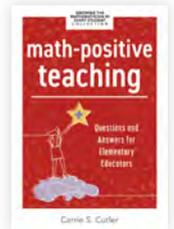
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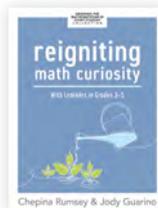
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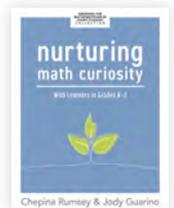
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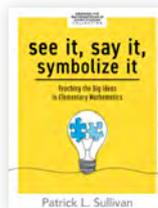
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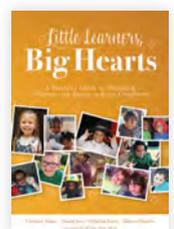
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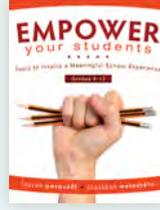


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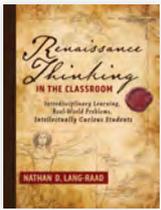


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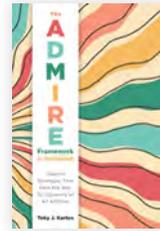
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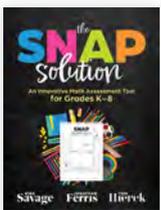
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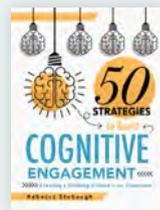
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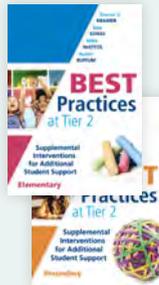
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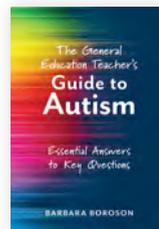
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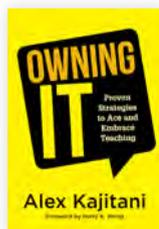
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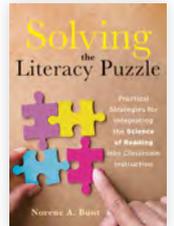
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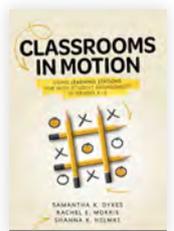
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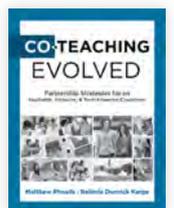
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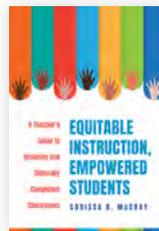
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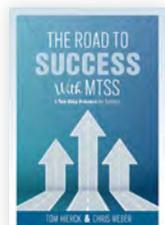
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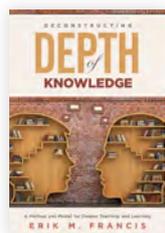
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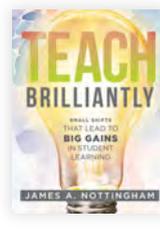
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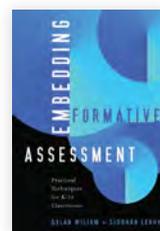
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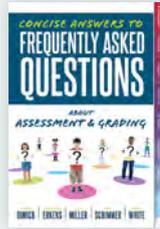
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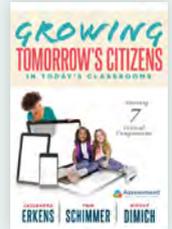
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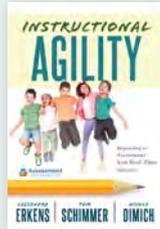
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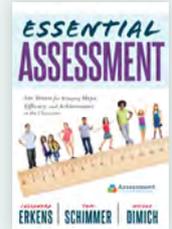
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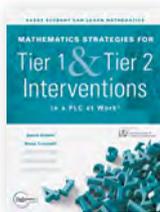
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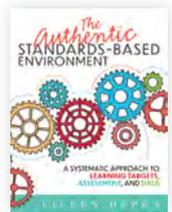
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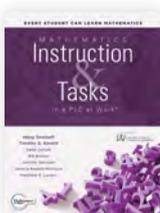


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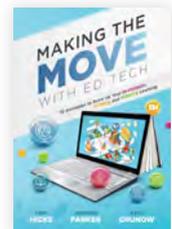
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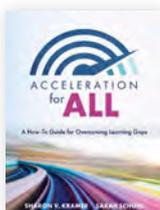
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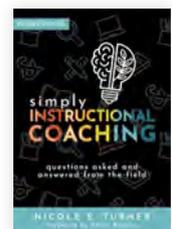
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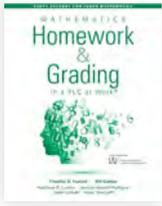
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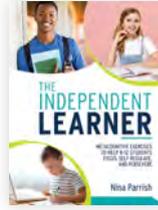
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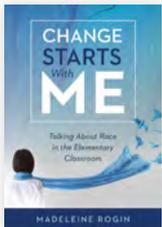
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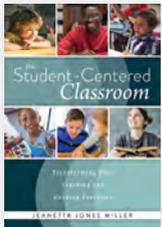
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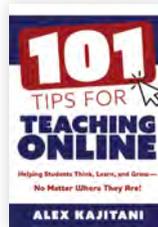
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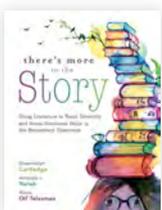
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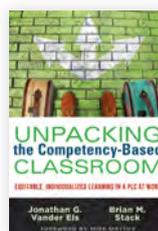
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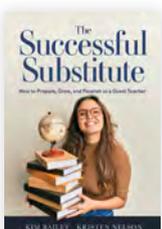
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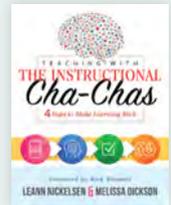
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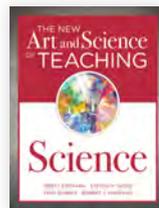


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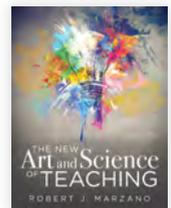


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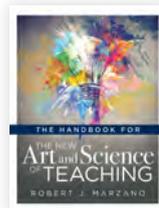
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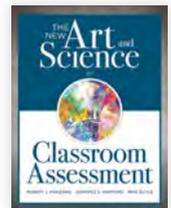


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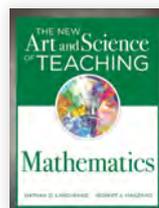


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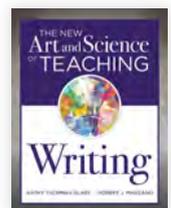


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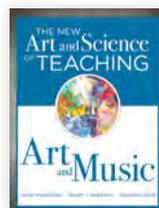


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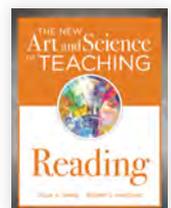


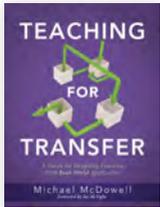
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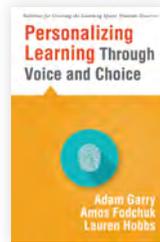
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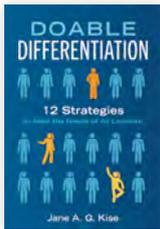
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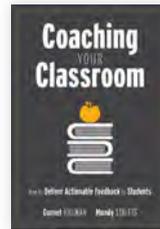
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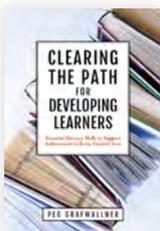
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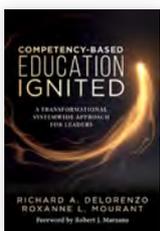
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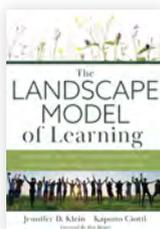
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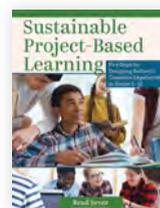
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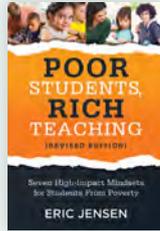
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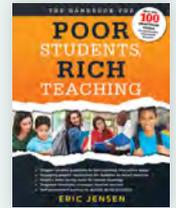


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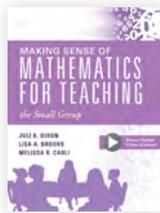
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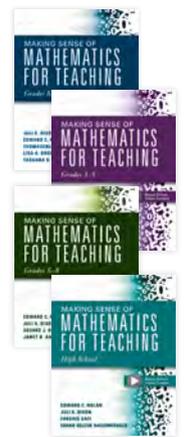
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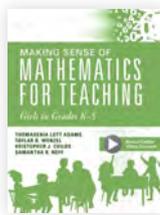


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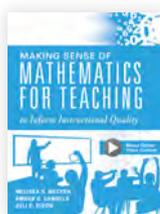


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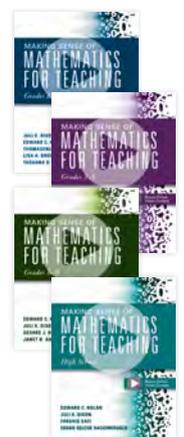
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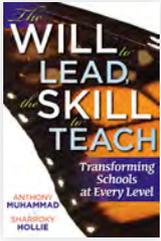
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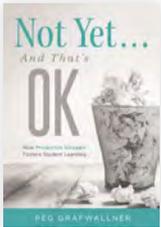


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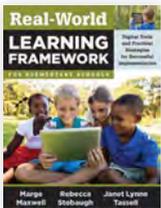


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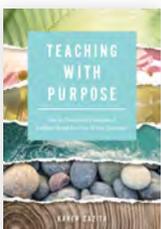


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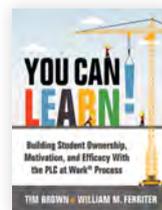


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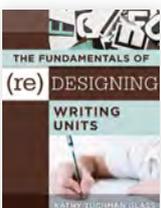


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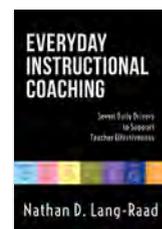
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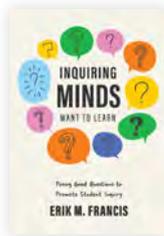
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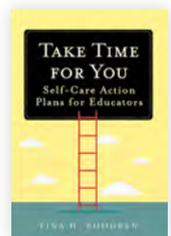
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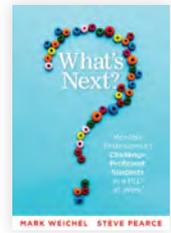
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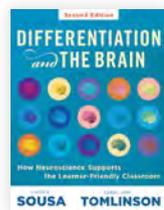
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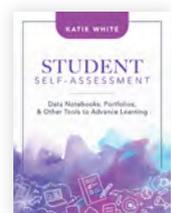
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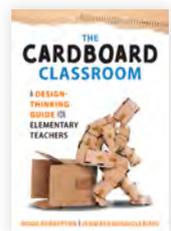
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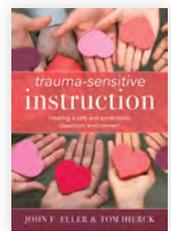
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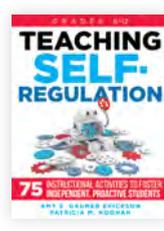
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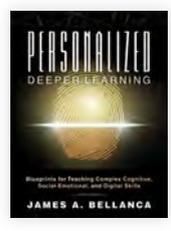
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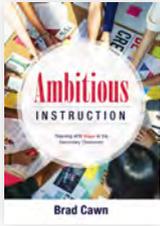
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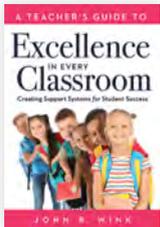
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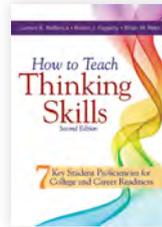
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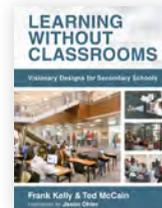
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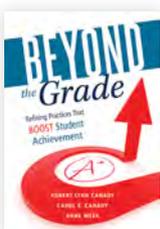
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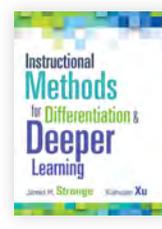
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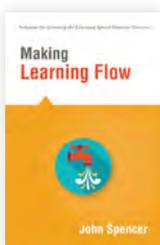


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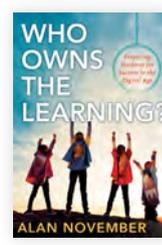
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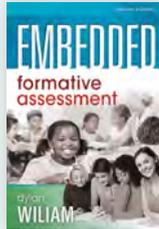
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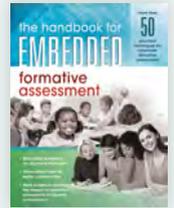
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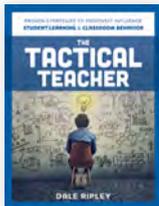


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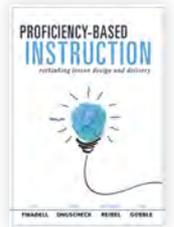
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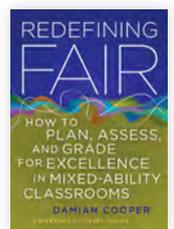
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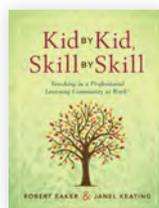
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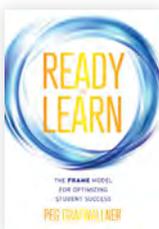
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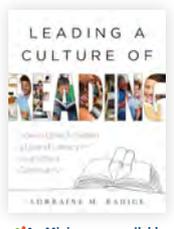
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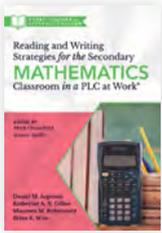


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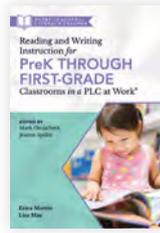


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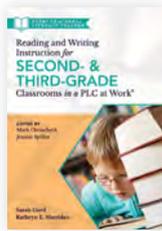


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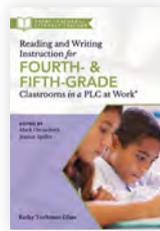


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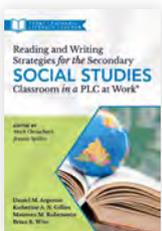


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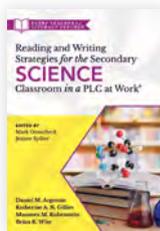


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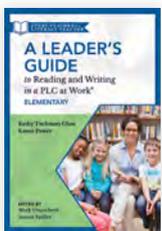


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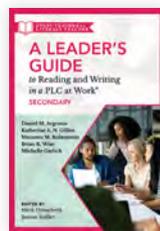


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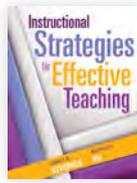
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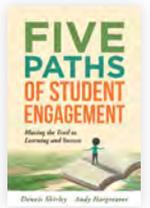
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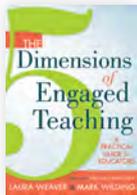
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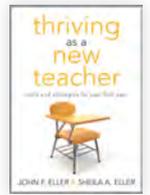
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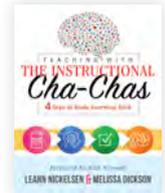
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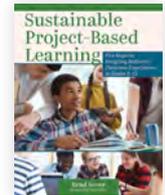
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Recommended Resource
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Recommended Resource
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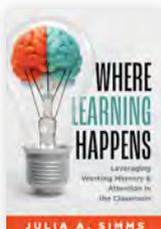
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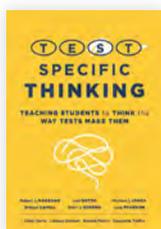
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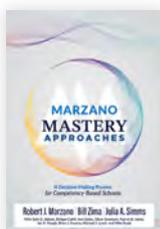
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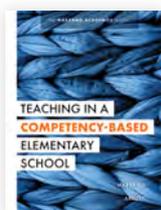
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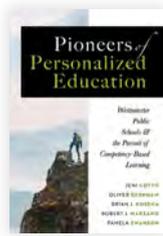
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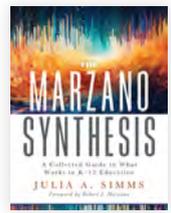
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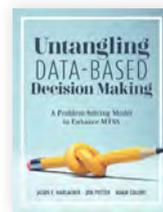
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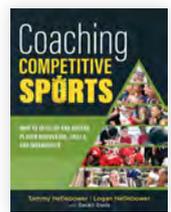
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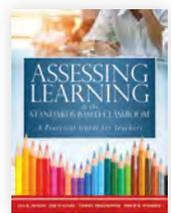
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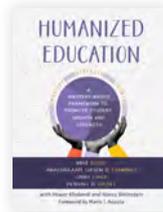
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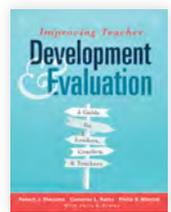
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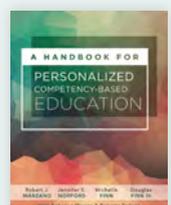
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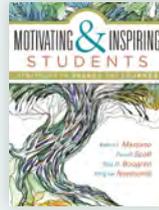
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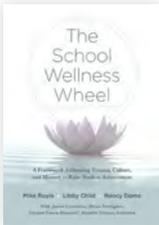
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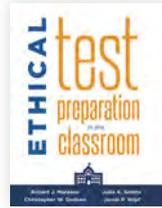
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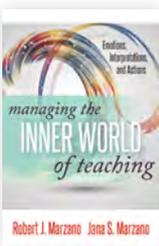


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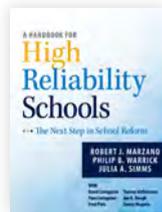


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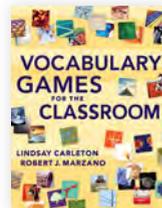


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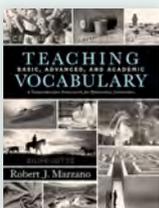
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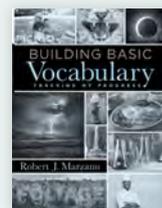


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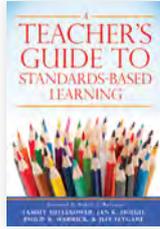
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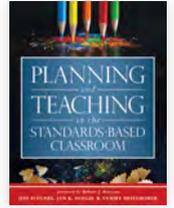
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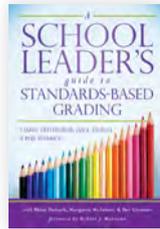
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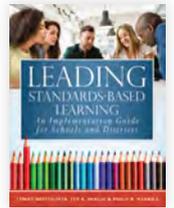
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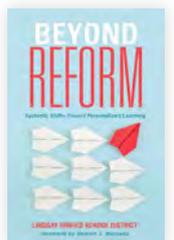
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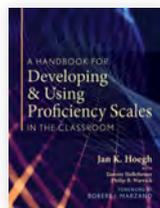
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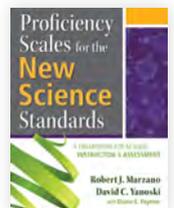
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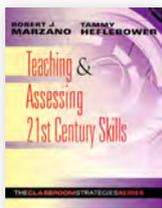
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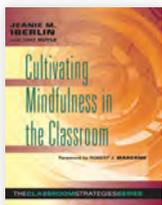
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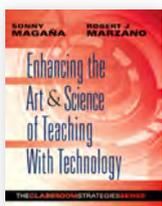
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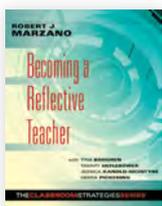


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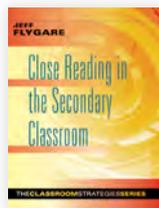
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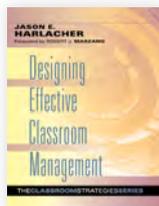


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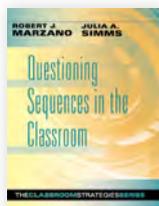
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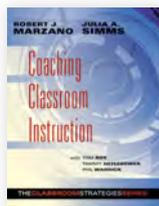


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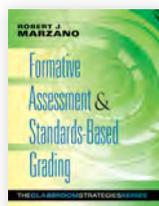
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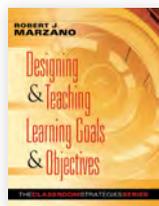


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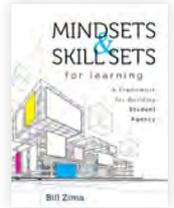
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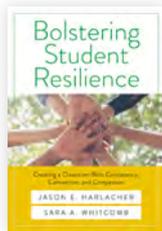
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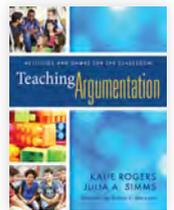
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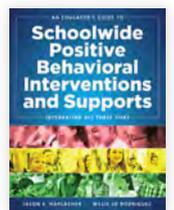
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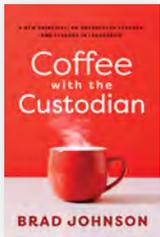
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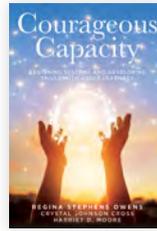
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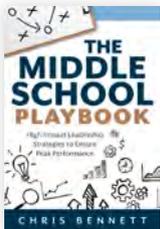
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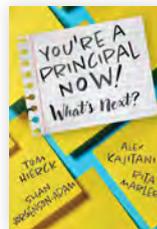
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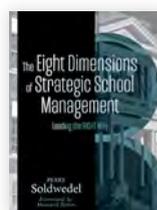
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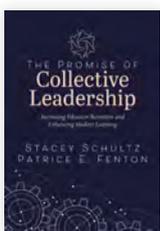
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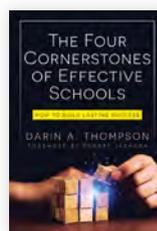
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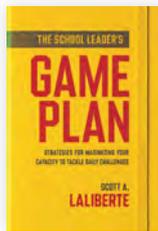
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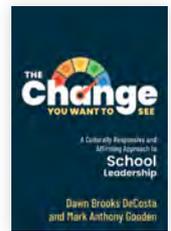
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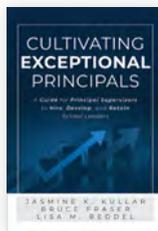
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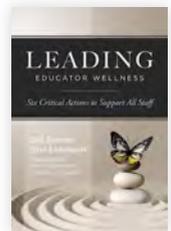
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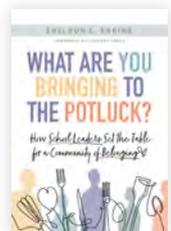
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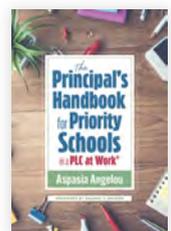
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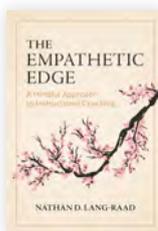
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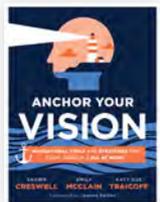
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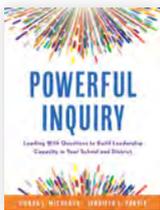
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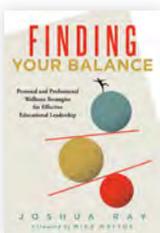
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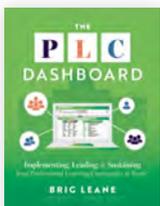
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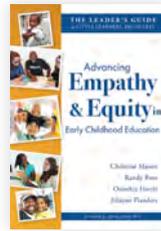
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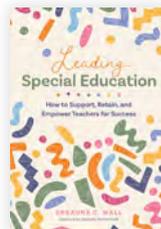
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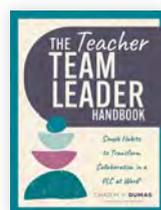
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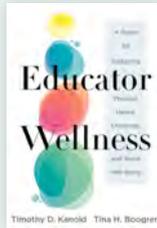
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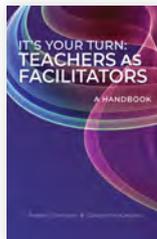
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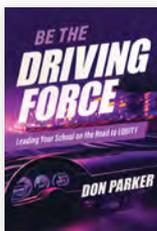
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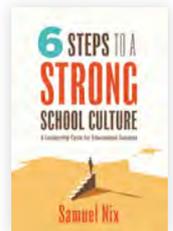
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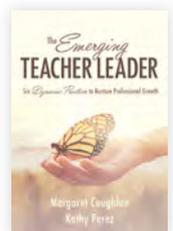
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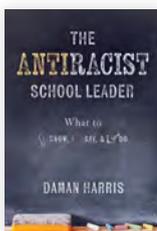
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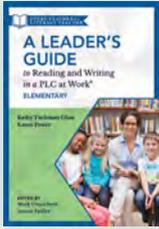
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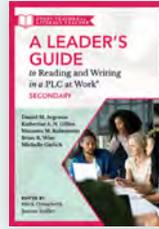


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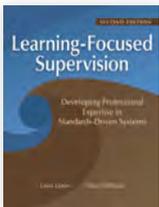
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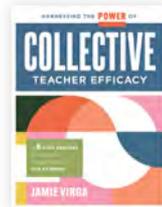
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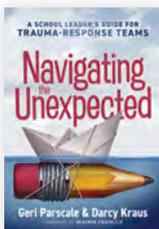
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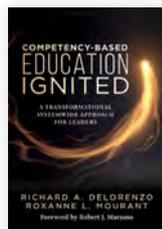
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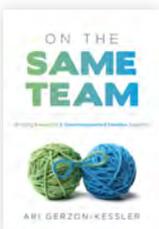
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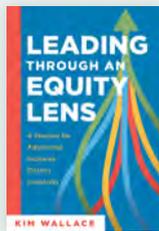
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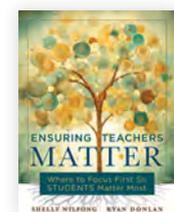
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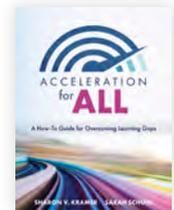
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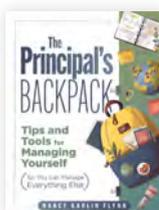
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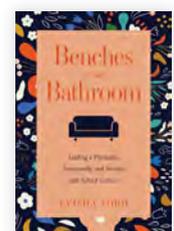
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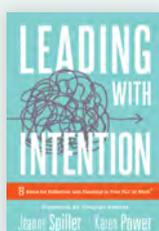
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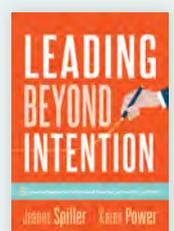
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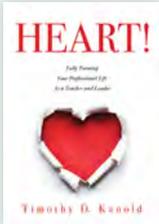
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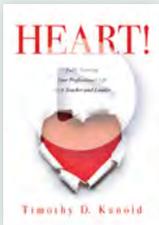
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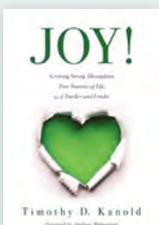
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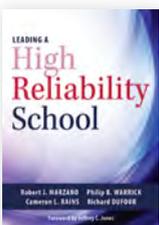
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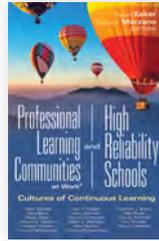
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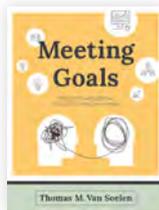
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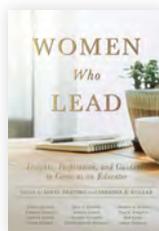
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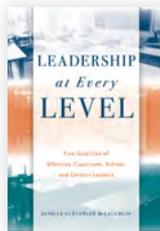
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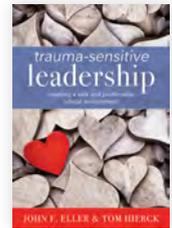
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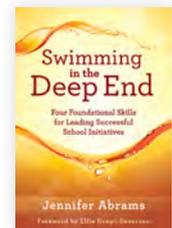
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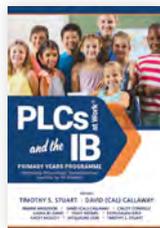
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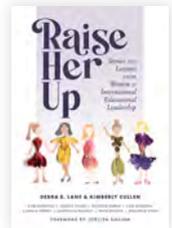
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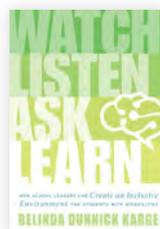
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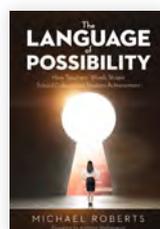
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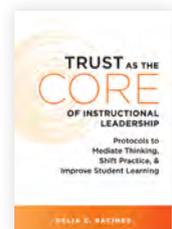
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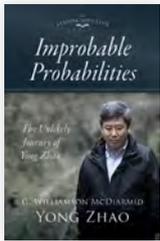
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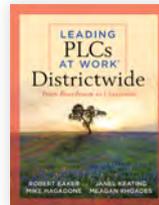
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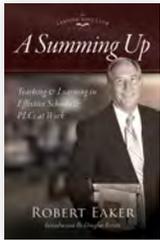
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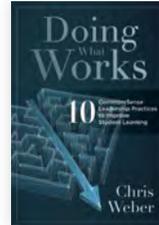
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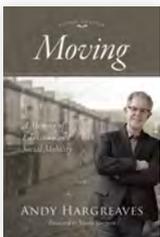
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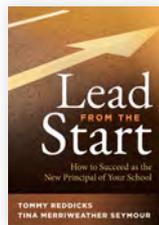
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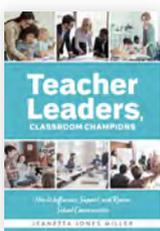
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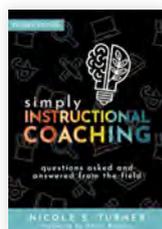
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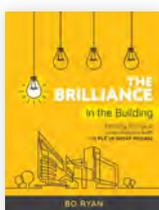
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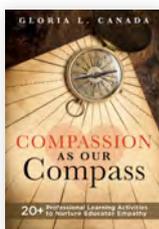
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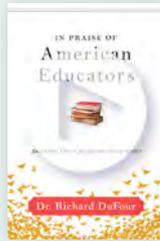
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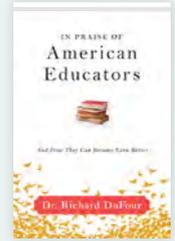
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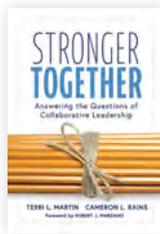
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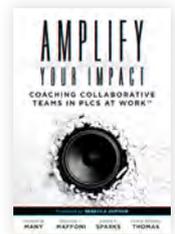
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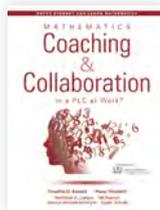
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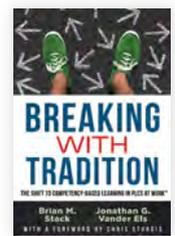
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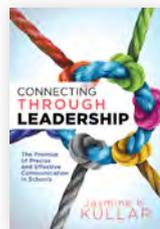
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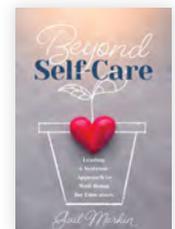
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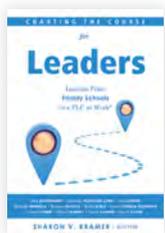
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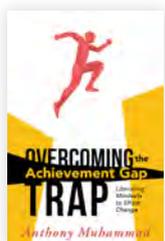


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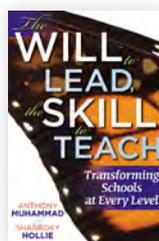
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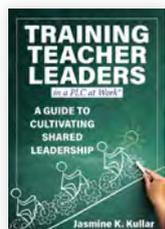
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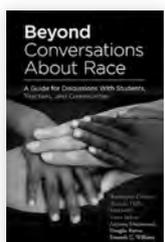
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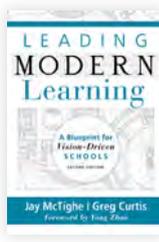
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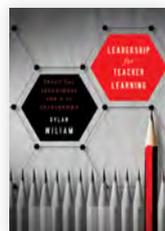
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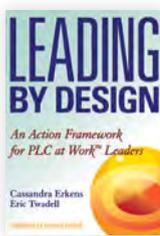


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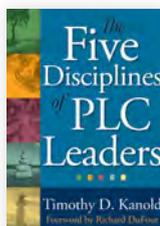
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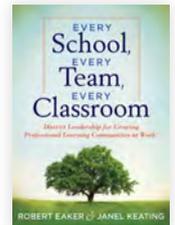
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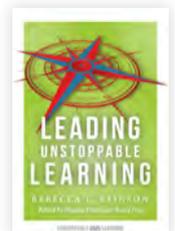
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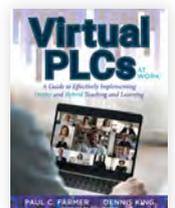
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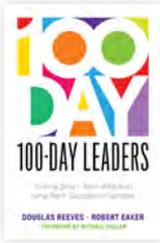
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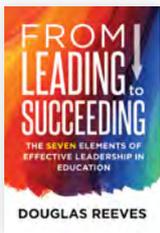
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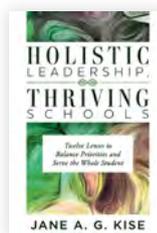
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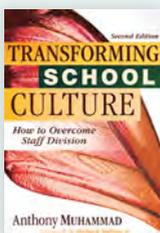
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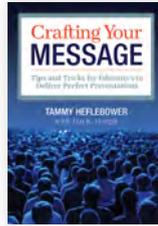
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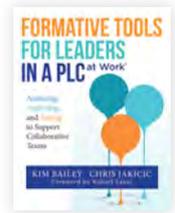
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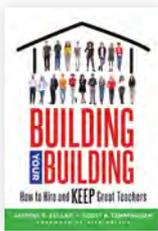
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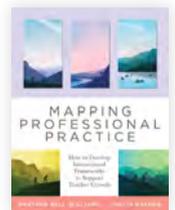
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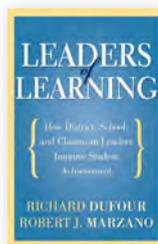
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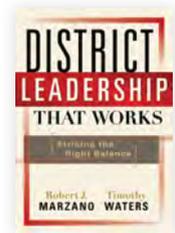
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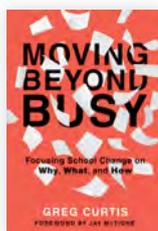
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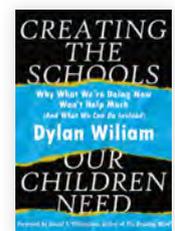
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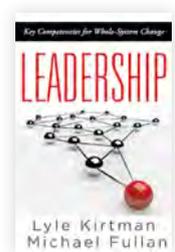
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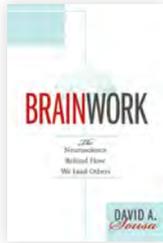
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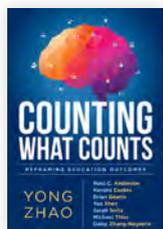


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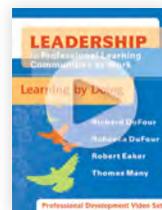
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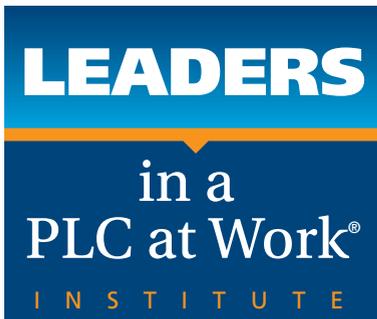
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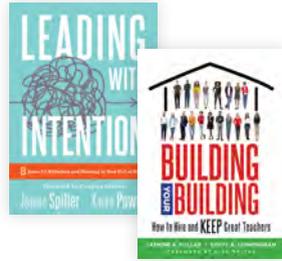
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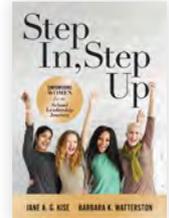
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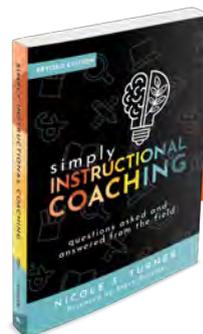
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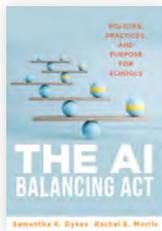
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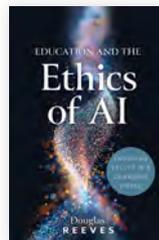
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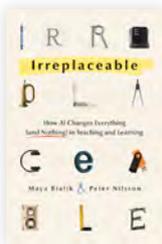
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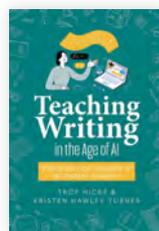
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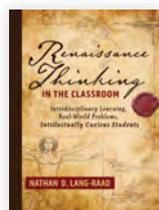
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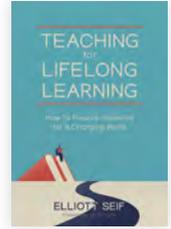
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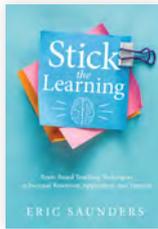
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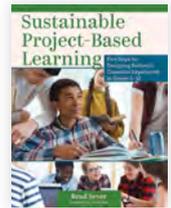
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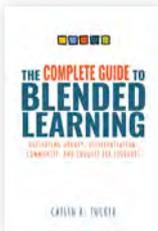
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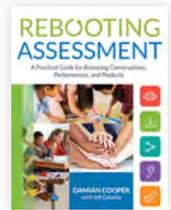
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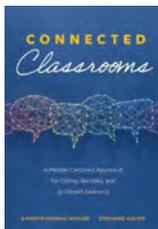
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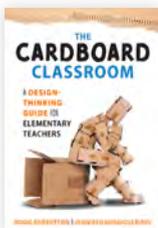
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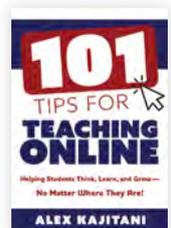
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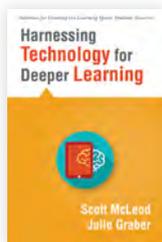
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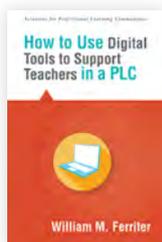
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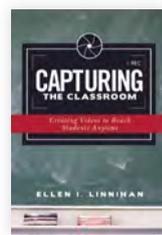
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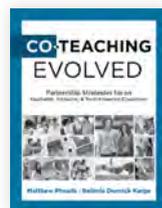
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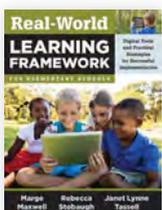
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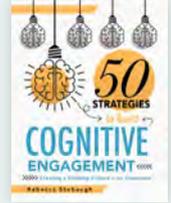
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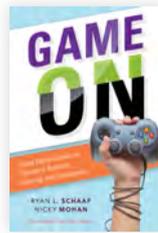
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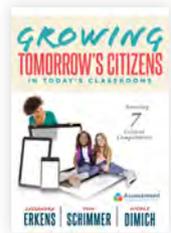
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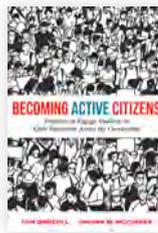
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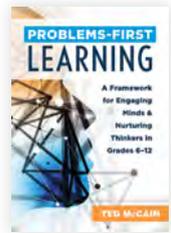
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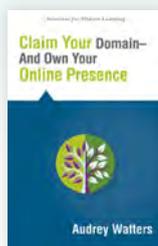


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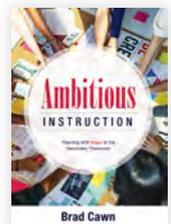
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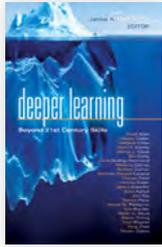
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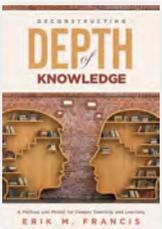
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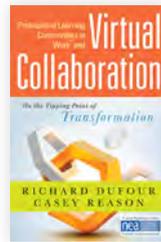
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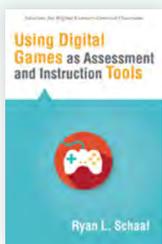
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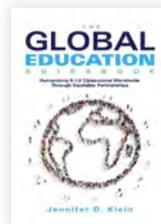
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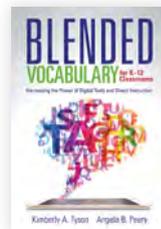


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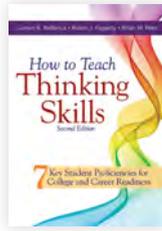
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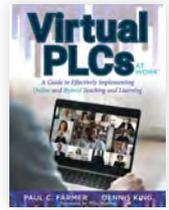
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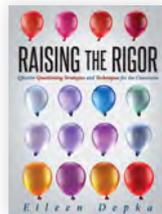
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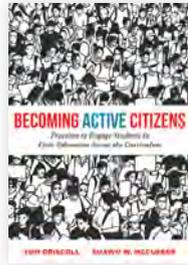
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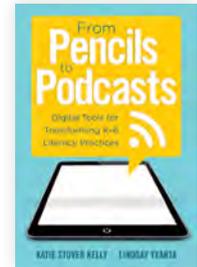
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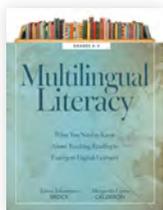
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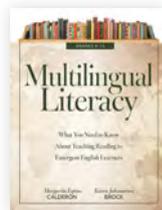
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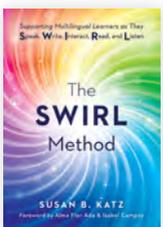
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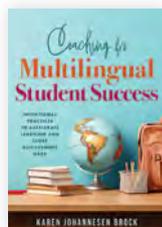
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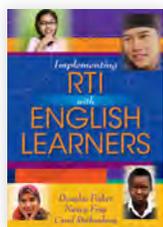
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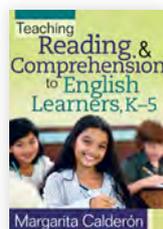
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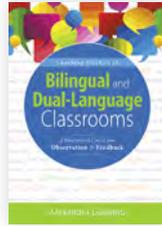


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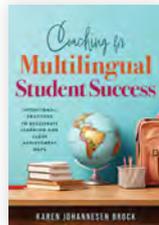
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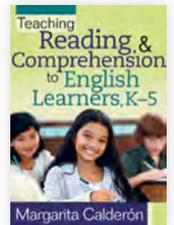
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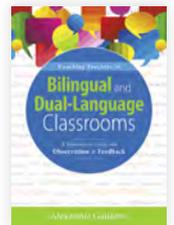
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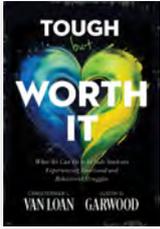
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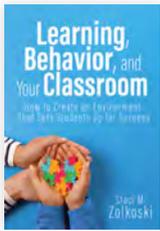
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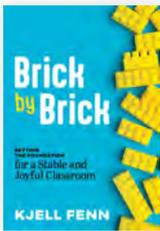
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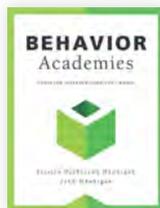
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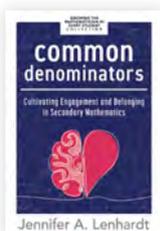
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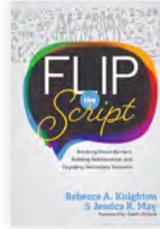
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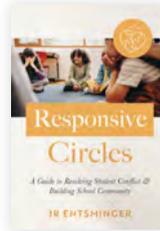
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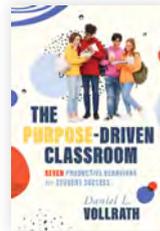
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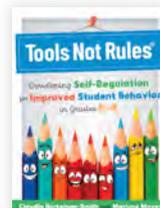
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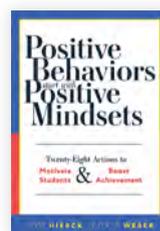
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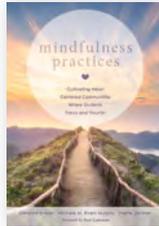
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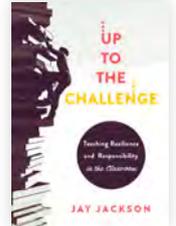
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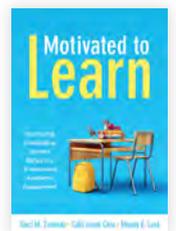
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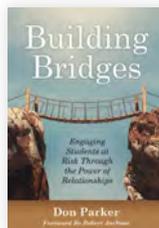
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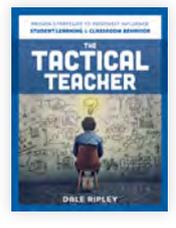
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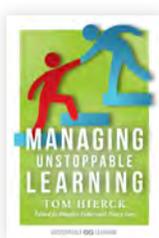
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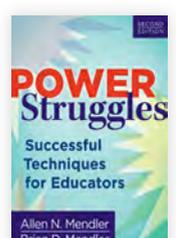
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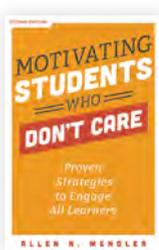
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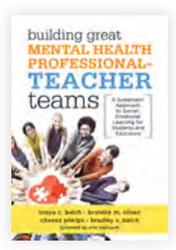
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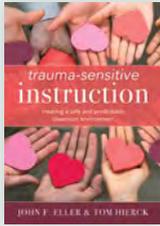
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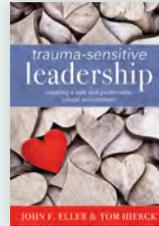
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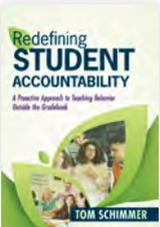
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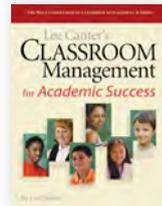
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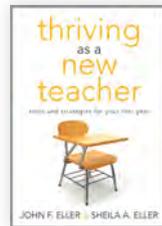
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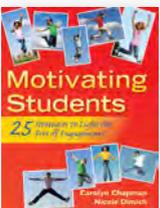
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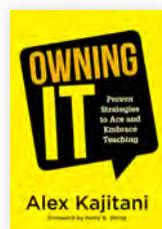
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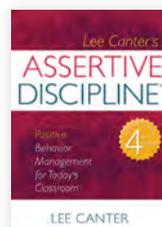
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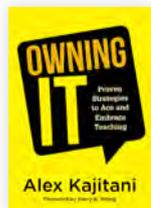
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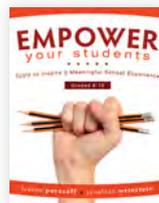
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Recommended Resource
Page 180

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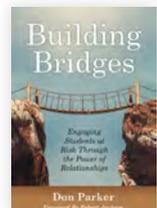


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Page 116

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Page 179

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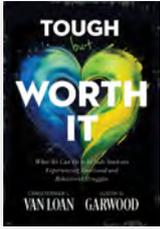
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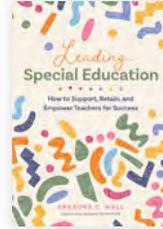
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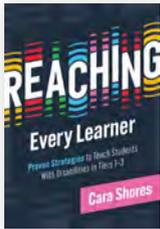
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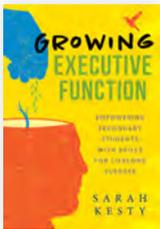
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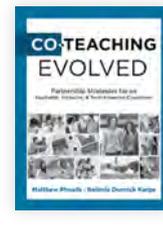
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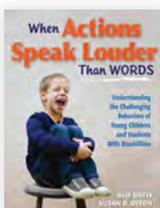
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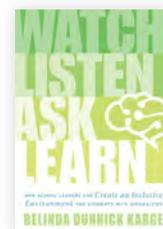
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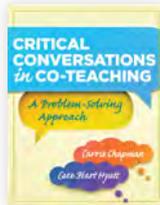
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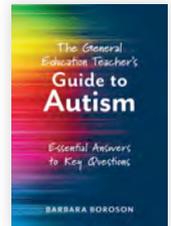
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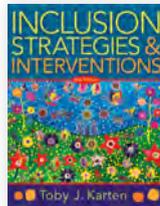


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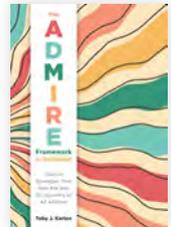
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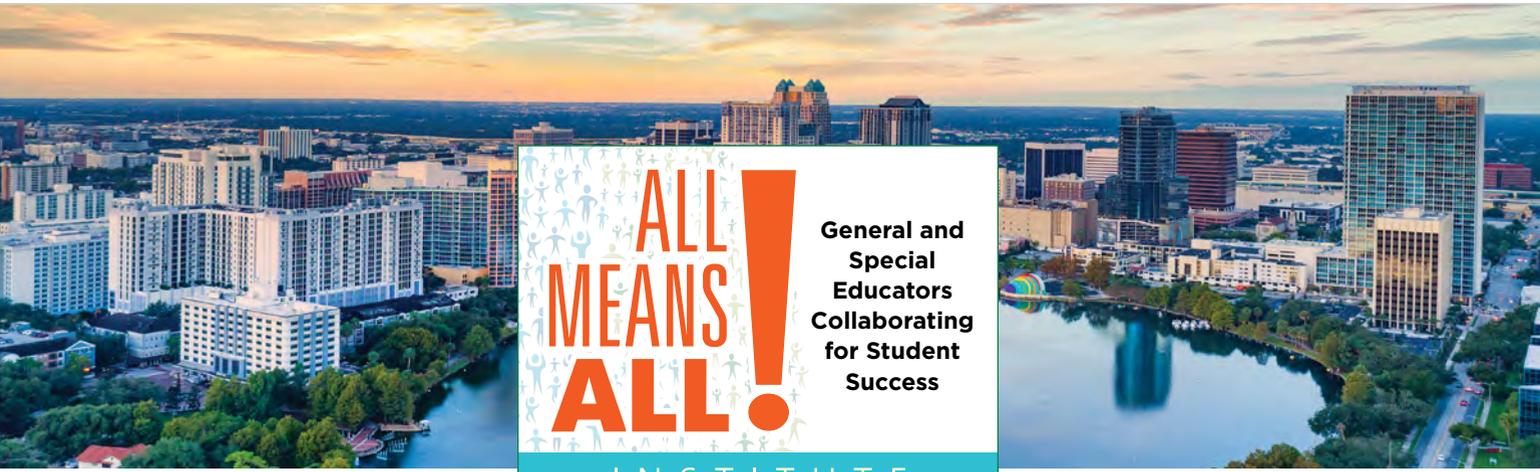


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Meet the Beyond Labels PD experts

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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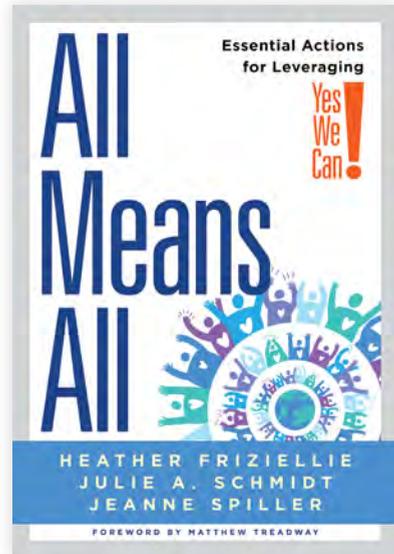
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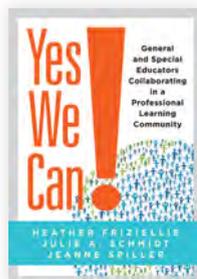
Yes We Can! BESTSELLER

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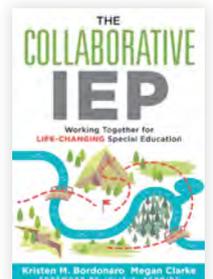
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Foreword by Julie A. Schmidt

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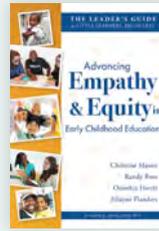
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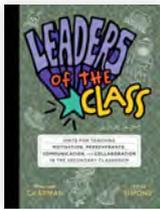
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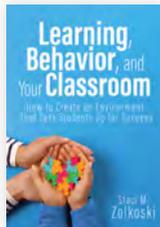
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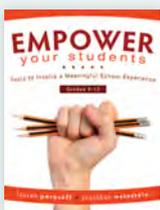


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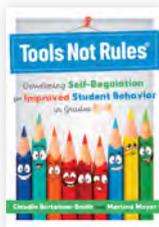
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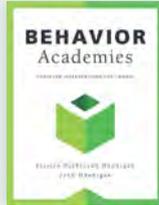
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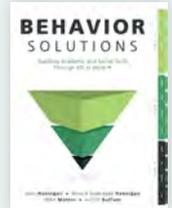
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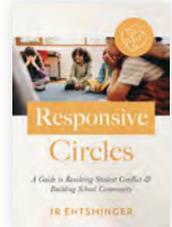
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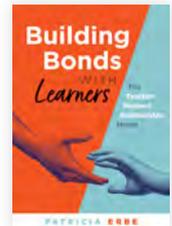
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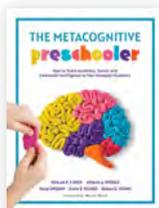
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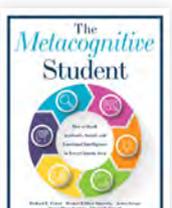
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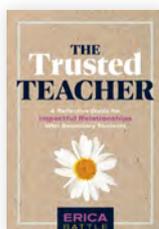
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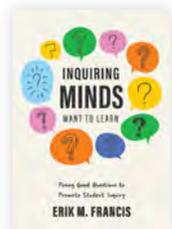
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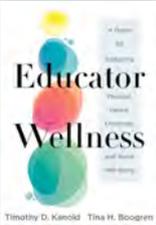
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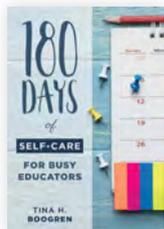
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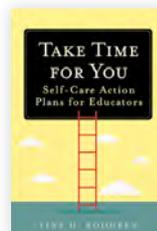
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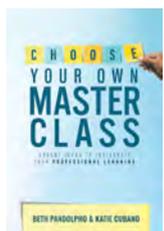
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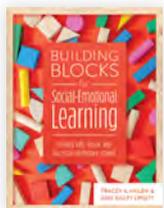
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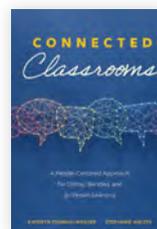
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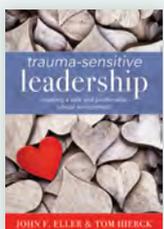
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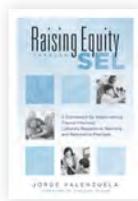
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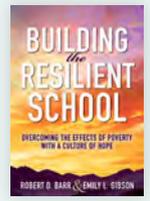
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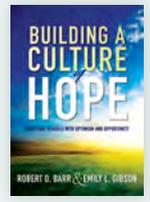
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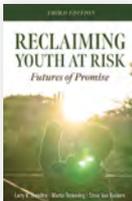
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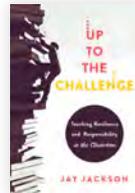
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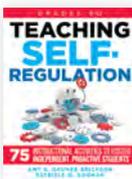
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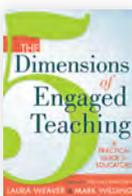
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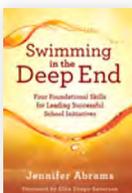
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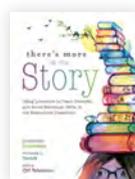
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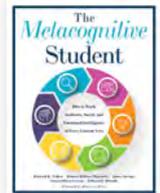
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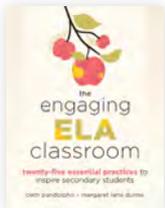
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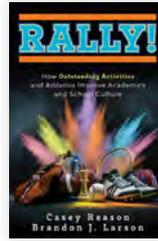


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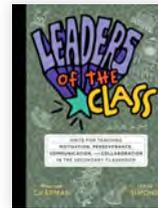


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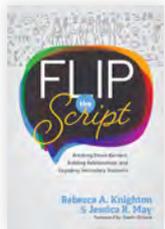


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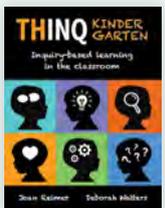


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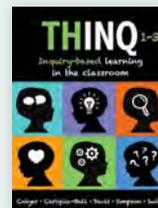
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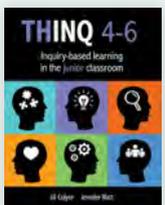
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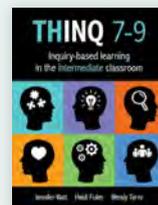
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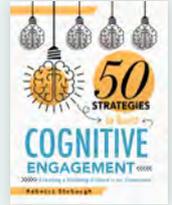
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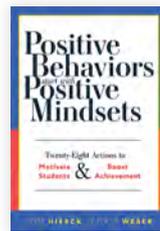
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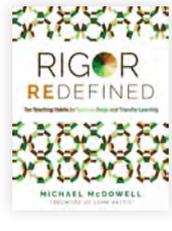
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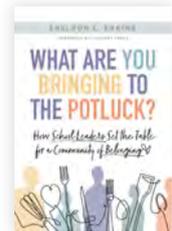
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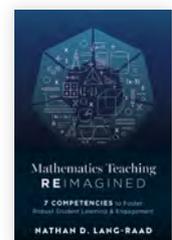
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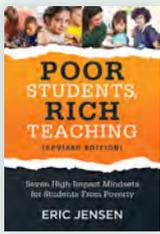
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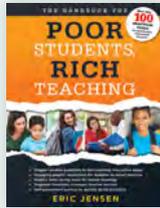
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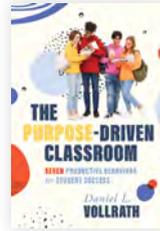


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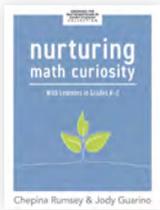
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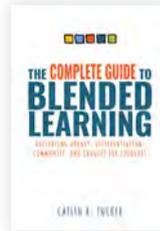
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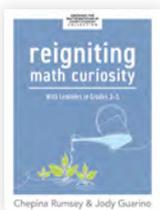
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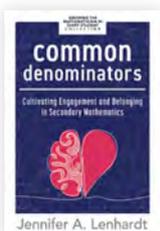
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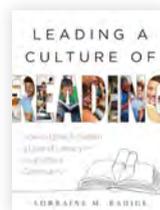
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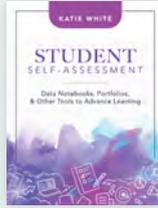
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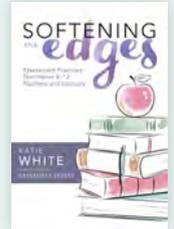
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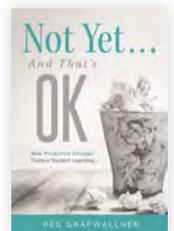
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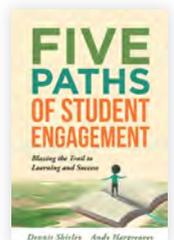
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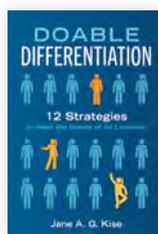
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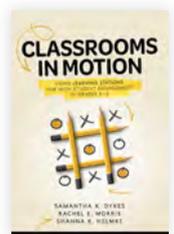
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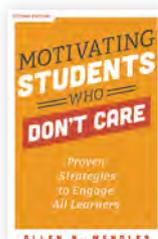
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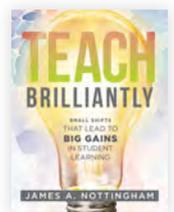
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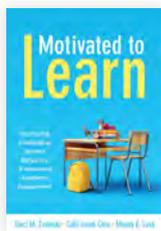
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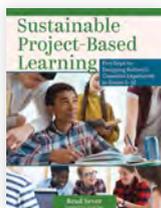
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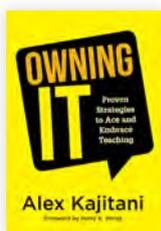
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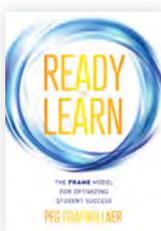
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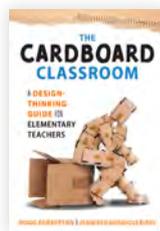
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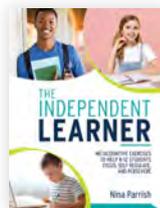
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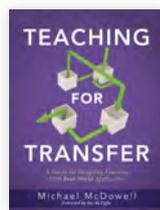
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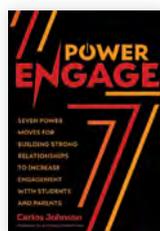
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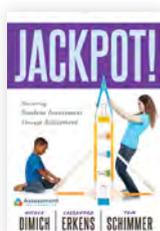
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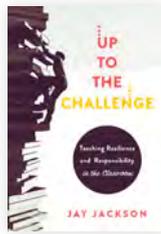
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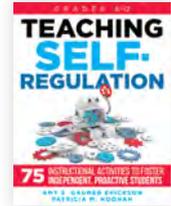
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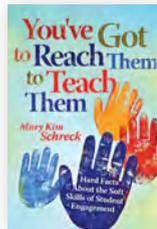
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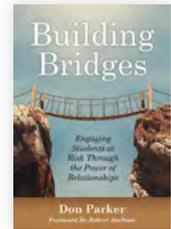
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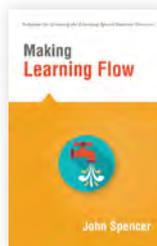
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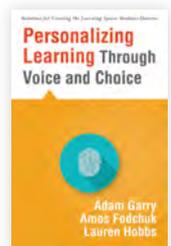
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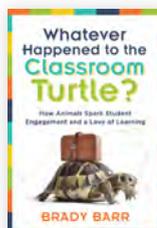
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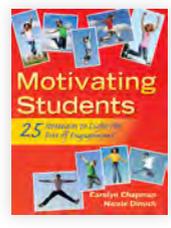
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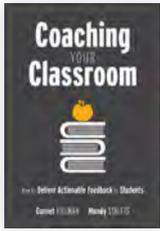
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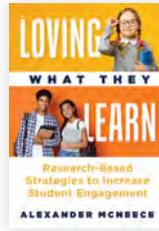


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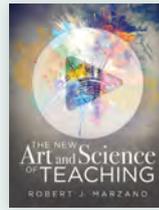
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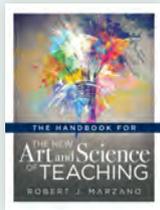


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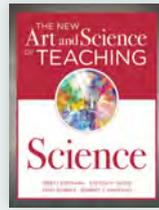


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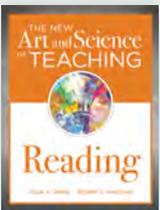
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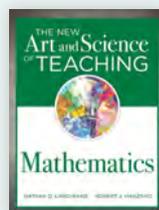
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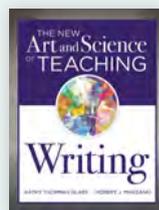
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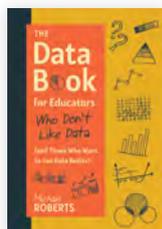
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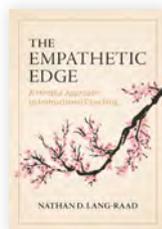


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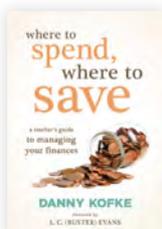
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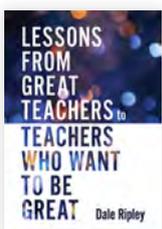
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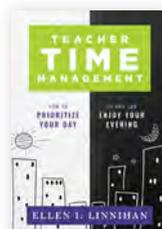


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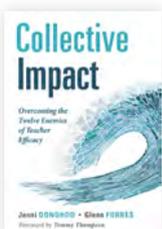
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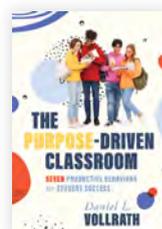
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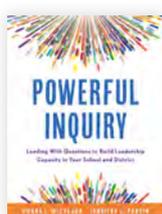
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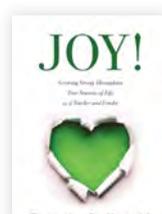
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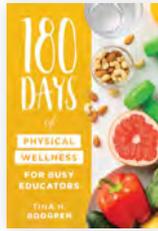
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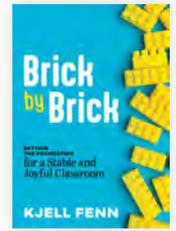
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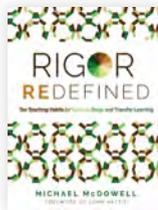
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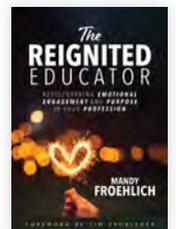
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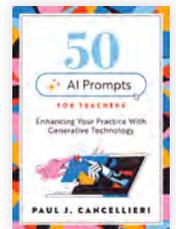
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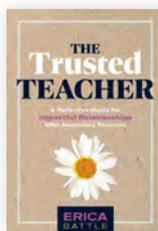
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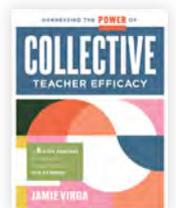
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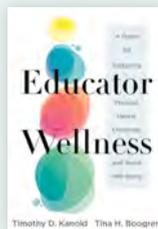
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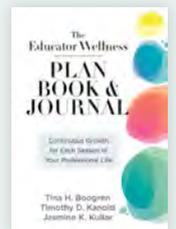
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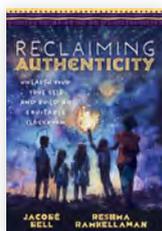
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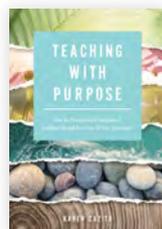
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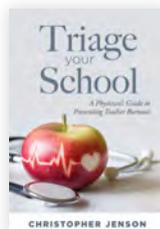
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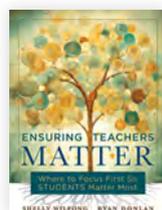
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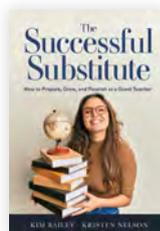
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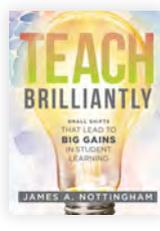
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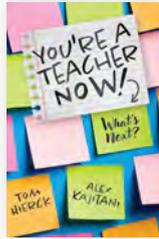


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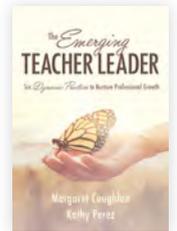
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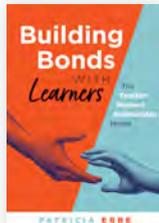
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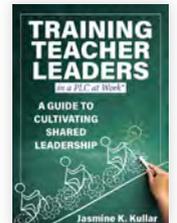
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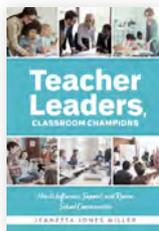
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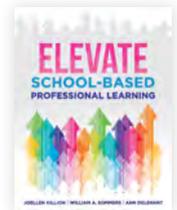


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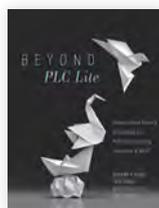
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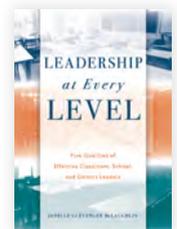
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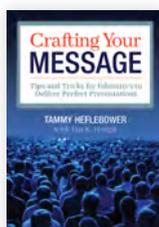
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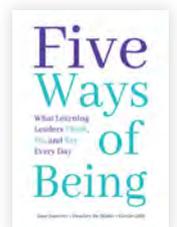
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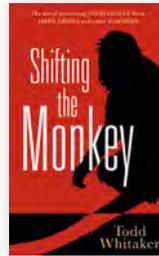


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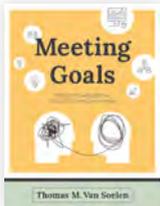
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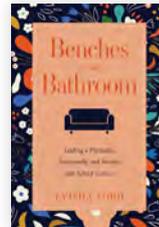
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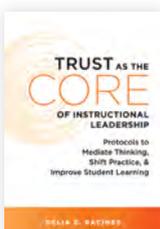


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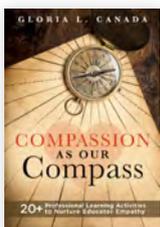
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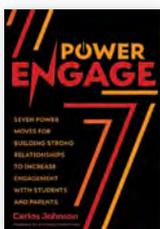
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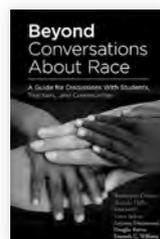
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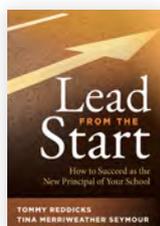
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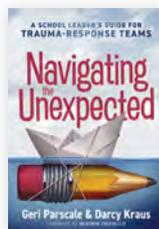
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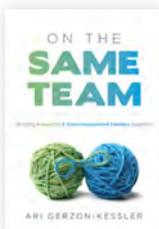
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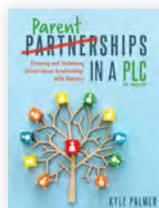
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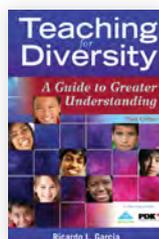
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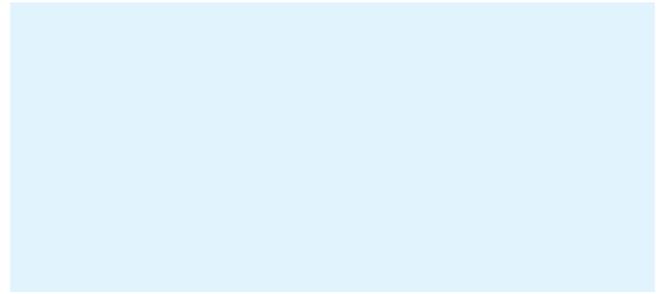
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