

A Data Picture of Our School

Student Achievement Results

Indicator	Year 20__-20__	Year 20__-20__	Year 20__-20__	Facts About Our Data
Based on Our School Assessment Data				
Based on Our District Assessment Data				
Based on Our State Assessment Data				
Based on Our National Assessment Data				

Student Engagement Data

Average Daily Attendance				
Percentage of Students in Extra-Curricular Activities				
Percentage of Students Using School's Tutoring Services				
Percentage of Students Enrolled in Most Rigorous Courses Offered				
Percentage of Students Graduating Without Retention				
Percentage of Students Who Drop Out of School				
Other Areas in Which We Hope to Engage Students, Such as Community Service				

Discipline Data

Number of Referrals/Top Three Reasons for Referrals				
Number of Parent Conferences Regarding Discipline				
Number of In-School Suspensions				

(continued)



A Data Picture of Our School (continued)

Discipline Data (continued)

Indicator	Year 20__-20__	Year 20__-20__	Year 20__-20__	Facts About Our Data
Number of Detentions/Saturday School				
Number of Out-of-School Suspensions				
Expulsions/Other				

Survey Data

Student Satisfaction or Perception Assessment				
Alumni Satisfaction or Perception Assessment				
Parent Satisfaction or Perception Assessment				
Teacher Satisfaction or Perception Assessment				
Administration Satisfaction or Perception Assessment				
Community Satisfaction or Perception Assessment				

Demographic Data

Free and Reduced Lunch				
Percent Mobility				
Percent Special Education				
Percent English as a Second Language				
Ethnicity				
Other				



Critical Issues for Team Consideration

Team Name: _____

Team Members: _____

Use the following rating scale to indicate the extent to which each statement is true of your team.

1	2	3	4	5	6	7	8	9	10
Not True of Our Team			Our Team Is Addressing This				True of Our Team		

1. ____ We have identified team norms and protocols to guide us in working together.
2. ____ We have analyzed student achievement data and established SMART goals to improve upon this level of achievement we are working interdependently to attain. (SMART Goals are Strategic, Measurable, Attainable, Results-Oriented, and Timebound. SMART Goals are discussed at length in chapter 6.)
3. ____ Each member of our team is clear on the knowledge, skills, and dispositions (that is, the essential learning) that students will acquire as a result of (1) our course or grade level and (2) each unit within the course or grade level.
4. ____ We have aligned the essential learning with state and district standards and the high-stakes assessments required of our students.
5. ____ We have identified course content and topics that can be eliminated so we can devote more time to the essential curriculum.
6. ____ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learning.
7. ____ We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction.
8. ____ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
9. ____ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
10. ____ We have developed frequent common formative assessments that help us to determine each student's mastery of essential learning.
11. ____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.



12. ____ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of an ongoing process of continuous improvement designed to help students achieve at higher levels.
13. ____ We use the results of our common assessments to identify students who need additional time and support to master essential learning, and we work within the systems and processes of the school to ensure they receive that support.
14. ____ We have agreed on the criteria we will use in judging the quality of student work related to the essential learning of our course, and we continually practice applying those criteria to ensure we are consistent.
15. ____ We have taught students the criteria we will use in judging the quality of their work and provided them with examples.
16. ____ We have developed or utilized common summative assessments that help us assess the strengths and weaknesses of our program.
17. ____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
18. ____ We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year.



Central Office Effectiveness Feedback Tool

The purpose of this information-gathering tool is to obtain honest feedback on how effective the central office is in supporting each of our schools. We also want your feedback on how we can better assist you in raising student achievement. We ask that every principal and assistant principal complete the tool. We also ask that all central office administrators complete the tool, answering each question as they believe it will be answered by building principals. The information will be compiled to determine district trends and used as a basis for improving or restructuring support and services to our schools.

Please check:

- Principal Assistant Principal Central Office Administrator

Given that:

- a high level of student achievement is an expectation for every school,
- there are no new funds available,
- the central office is fully committed to supporting each school in their improvement efforts,
- there are no sacred or untouchable programs or services, and
- honesty with a problem-solving focus is valued,

please provide us with specific feedback on the following questions.

1. What do you feel are the top three priorities of the district?

2. What can the central office do to better support you in getting your job done? Please provide specific suggestions.

3. What tasks required by the central office would you recommend be simplified or eliminated to give you more time to focus on student achievement? Please be specific.

4. What supports need to be changed, restructured, or created to enhance your school improvement efforts? Please be as specific as possible.



5. As a district, in what areas do we need to be tighter? Please be as specific as possible.

6. As a district, in what areas do we need to be looser? Please be as specific as possible.

7. How do you want the principal and assistant principal meetings to be structured?

8. How do you want other administrative meetings to be structured?

9. Do you feel you have the support of the central office when dealing with difficult personnel issues? Please provide specific examples.

10. Is the central office modeling what the district professes to be important? Please provide specific examples.

11. As a district, are we asking the right questions about how to improve student learning? Please be as specific as possible.

12. As a district, are we effectively monitoring the right and important things? Please provide specific examples.

13. As a district, do we pay sufficient attention to celebrations? Please provide specific examples.

14. Does the central office provide a sense of coherence, speak with one voice, and help you in clarifying the important issues, or does it send mixed messages? Please provide specific examples.



15. Check your top two areas of need and then explain what we can do as a district to provide leadership and support for your needs.

- Assessment _____

- Bilingual Education _____

- Curriculum Development and Clarification _____

- Data Analysis and Storage _____

- Instructional Practices _____

- Professional Development _____

- Special Education _____

- Staffing _____

- Systematic and Timely Interventions for Students Who Need Extra Support _____

- Technology _____

- _____

- _____

16. Is there any additional information you would like to give us on our performance as a central office?

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SMART Goal Worksheet: Third-Grade Team

School: George Washington Elementary **Team Name:** Third-Grade Team **Team Leader:** Theresa Smith

Team Members: Ken Thomas, Joe Ramirez, Cathy Armstrong, Amy Wu

District Goal(s): We will increase student achievement and close the achievement gap in all areas of our middle and secondary schools, using a variety of local, state, and national indicators to document improved learning on the part of our students.

School Goal(s): We will:

1. Increase the percentage of students demonstrating proficiency on both a national reading proficiency assessment and on the state test.
2. Eliminate the achievement gap for minority students.

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: Last year, 18% of our third graders were unable to meet grade-level proficiency standards in reading fluency and comprehension as measured by a standardized, individualized assessment program for early literacy development. Six percent of Caucasian and 33% of minority students were unable to demonstrate proficiency.</p>	<p>We will create a common team schedule that reserves 8:30 to 10:30 for language arts each day. We will designate 45 minutes (9:45 to 10:30) each day for regrouping students into three groups (intensive support, strategic support, and achieving benchmark) based on demonstration of reading fluency and comprehension.</p>	<p>Third-grade team will adhere to the agreed-upon schedule and identify the appropriate reading group for each student by the end of September.</p>	<p>End of September</p>	<p>Students will be assigned to one of three groups on the basis of individual reading assessment results.</p>



SMART Goal Worksheet: Third-Grade Team (continued)

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Goal: This year, 100% of third graders will demonstrate proficiency in reading fluency and comprehension as measured by the standardized, individualized program for early literacy.</p>	<p>The team will expand to include the special education teacher, Title I teacher, speech therapist, and literacy coach during the designated 45 minutes each day. Students in need of intensive support will be assigned to a member of the team in groups of no more than four students. Students in need of more strategic support will be assigned to groups of no more than eight students. Students at benchmark proficiency will be assigned to the remaining team members for reading enrichment and extension activities created by the team. Student proficiency will be monitored on an ongoing basis and membership in the groups will be fluid.</p>	<p>The team will:</p> <ol style="list-style-type: none"> 1. Work with the principal and staff members listed above to create the schedule that allows for this intervention. 2. Create a series of ongoing assessments of reading fluency and comprehension and analyze the results. 3. Align assessments with the content and format of the state test for language arts. 4. Identify specific and precise instructional strategies to address the needs of students assigned to each group. 5. Create a variety of enrichment activities for proficient readers, including Junior Great Books reading circles, independent and group research projects, computer-based explorations, silent sustained reading, and teacher read-alouds. 	<p>The team will administer the standardized assessment three times this year: in mid-September, January, and late April.</p> <p>The team will develop and administer its own assessments every 6 weeks.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. Student movement to higher groups 2. All students demonstrating fluency and comprehension on the standardized assessment 3. All students meeting the proficiency standard on the state test in language arts



SMART Goal Worksheet: Eighth-Grade Math

School: Thomas Jefferson Middle School **Team Name:** Eighth-Grade Math **Team Leader:** Chris Rauch

Team Members: Chris Carter, Dolores Layco, Mary Fischer

District Goal(s): We will increase student achievement and close the achievement gap in all areas of our middle and secondary schools, using a variety of local, state, and national indicators to document improved learning on the part of our students.

School Goal(s): We will:

1. Reduce the failure rate in our school.
2. Increase the percentage of students scoring at or above the established proficiency standard on the state assessment in all areas.

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: Last year, 24% of our students failed one or more semesters of math. And 31% percent of our students were unable to meet the state proficiency standard in math.</p>	<p>We will align each unit of our math program with state standards, study the results of the last state assessment, identify problem areas, and develop specific strategies to address those areas in our course.</p>	<p>Entire team</p>	<p>We will complete the analysis on the teacher workday prior to the start of the year. We will review our findings prior to the start of each new unit.</p>	<p>Written analysis of state assessment and strategies to address weaknesses</p>
<p>Our Goal: This year, we will reduce the percentage of failing grades to 10% or less and the percentage of students unable to meet state standards to no more than 15%.</p>	<p>Develop common formative assessments and administer them every 3 weeks. These assessments will provide repeated opportunities for students to become familiar with the format used on the state assessment.</p>	<p>Entire team</p>	<p>Formative assessments will be created prior to the start of each unit of instruction throughout the year. They will be administered on a day designated by the team.</p>	<p>Student performance on team-endorsed common assessments</p>



SMART Goal Worksheet Eighth-Grade Math (continued)

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
	<p>After each common assessment, we will identify any student who does not meet the established proficiency standard and will work with the counselor to have those students re-assigned from study hall to the math tutoring center.</p>	<p>Members of entire team will request tutoring as their supervisory responsibility; team leader will work with the counselor after each assessment.</p>	<p>Assessments administered every 3 weeks. Students will be assigned to the tutoring center within 1 week of assessment.</p>	<p>Daily list of students receiving tutoring in math</p>
	<p>Replace failing grades from our common assessments with the higher grade earned by students who are able to demonstrate proficiency in key skills on subsequent forms of the assessment after completing tutoring.</p>	<p>Entire team will create multiple forms of each assessment. Tutors will administer the assessment after a student has completed the required tutoring.</p>	<p>Multiple forms of an assessment will be created prior to the start of each unit of instruction. Tutors will administer the second assessment within 2 weeks of a student's assignment to the tutoring center.</p>	<p>Compilation of results from subsequent assessments</p>
	<p>Examine the results of each common assessment in an effort to determine which member of the team is getting the best results on each skill, and then share ideas, methods, and materials for teaching those skills more effectively.</p>	<p>Each member of the team</p>	<p>Ongoing throughout the year each time a common assessment is administered.</p>	<ul style="list-style-type: none"> ■ Analysis of findings after each common assessment is administered ■ Decrease in the failure rate ■ Increase in percentage of students proficient on state assessment



SMART Goal Worksheet: American Government

School: John Adams High School **Team Name:** American Government Team **Team Leader:** Tom Botimer

Team Members: Dan Hahn, Andy Bradford, Nick Larsen, Helen Harvey

District Goal(s): We will provide more students with access to our most rigorous curriculum in each subject area and grade level.

School Goal(s): We will increase by at least 10% the number of students enrolling in:

1. Advanced placement courses
2. Capstone courses in a departmental sequence

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: All students must complete a semester of American Government as a graduation requirement. Last year only 10% of the graduating class fulfilled that requirement by enrolling in advanced placement (AP) American Government.</p> <p>Our Goal: At least 20% of the current junior class will enroll in and complete the advanced placement American Government class next year.</p>	<p>We will make a presentation in each section of United States History, encouraging students to enroll in AP American Government and listing the advantages for doing so.</p> <p>We will coordinate with the guidance department to ensure that when counselors register students for classes, they encourage any student who receives an A at the end of the first semester of United States History to enroll in AP American Government.</p>	<p>Team leader will coordinate the schedule for these presentations with the team leader for United States History. Each member of the team will assist in making these presentations and will distribute a written list of advantages created by the team.</p> <p>Team leader will attend the counselors' team meeting to enlist their support, explain advantages of the AP program, and share the team's strategies for supporting students in AP Government.</p>	<p>Complete presentations by the end of January prior to students registering for their courses for next year.</p> <p>End of first semester</p>	<p>The presentation has been made in every United States History class</p> <p>Minutes of meeting</p>



SMART Goal Worksheet: American Government (continued)

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
	<p>We will advise parents of the benefits of AP American Government.</p>	<p>The team will draft a letter to parents of students who earn an A in United States History at the end of the semester. The letter will list the advantages of completing this course while in high school for any student planning on attending college. It will also include the team's strategy to provide students with additional support. The team will also create a flyer on the benefits of the AP program to be distributed during parent open house.</p>	<p>The flyer will be created for distribution at the open house in early October. The letter will be sent at the end of the first semester.</p>	<p>Completed documents</p>
	<p>We will create study groups to review material prior to the comprehensive assessments we administer every 6 weeks.</p>	<p>The team will create the common comprehensive assessments. Each member will be responsible for conducting one study group to help students review for these tests. Study groups will be held on three evenings in the week prior to the test.</p>	<p>Ongoing throughout the semester</p>	<p>Completion of common assessments and student performance on common assessments. The number of students earning honor grades on the AP exam in American Government will double over last year's total.</p>



SMART Goal Worksheet

School: _____ Team Name: _____ Team Leader: _____

Team Members: _____

District Goal(s): _____

School Goal(s): _____

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness



Cultural Shifts in a Professional Learning Community

A Shift in Fundamental Purpose

From a focus on teaching . . .	to a focus on learning
From emphasis on what was taught . . .	to a fixation on what students learned
From coverage of content . . .	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum

A Shift in Use of Assessments

From infrequent summative assessments . . .	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students
From assessing many things infrequently . . .	to assessing a few things frequently
From individual teacher assessments . . .	to assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment . . .	to balanced assessments
From focusing on average scores . . .	to monitoring each student's proficiency in every essential skill

A Shift in the Response When Students Don't Learn

From individual teachers determining the appropriate response . . .	to a systematic response that ensures support for every student
From fixed time and support for learning . . .	to time and support for learning as variables
From remediation . . .	to intervention
From invitational support outside of the school day . . .	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning . . .	to multiple opportunities to demonstrate learning

(continued)



Cultural Shifts in a PLC (continued)

A Shift in the Work of Teachers

From isolation . . .	to collaboration
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From “collaboration lite” on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are “my kids, those are your kids” . . .	to an assumption that these are “our kids”

A Shift in Focus

From an external focus on issues outside of the school . . .	to an internal focus on steps the staff can take to improve the school
From a focus on inputs . . .	to a focus on results
From goals related to completion of project and activities . . .	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades . . .	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice, and (2) respond to students who need additional time and support



Cultural Shifts in a PLC (continued)

A Shift in School Culture

From independence . . .	to interdependence
From a language of complaint . . .	to a language of commitment
From long-term strategic planning . . .	to planning for short-term wins
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners

A Shift in Professional Development

From external training (workshops and courses) . . .	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) . . .	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties . . .	to team-based action research
From learning by listening . . .	to learning by doing
From learning individually through courses and workshops . . .	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction (“Did you like it?”) . . .	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited, focused initiatives



Developing Norms

Comments to the Facilitator: This activity will enable a group to develop a set of operating norms or ground rules. In existing groups, anonymity will help ensure that everyone is able to express their ideas freely. For this reason, it is essential to provide pens or pencils or to ask that everyone use the same type of writing implement.

Supplies: Index cards, pens or pencils, poster paper, display board, tape, tacks

Time: Two hours

Directions

1. Explain to the group that effective groups generally have a set of norms that govern individual behavior, facilitate the work of the group, and enable the group to accomplish its task.
2. Provide examples of norms by posting the list of norms that appears on page 212.
3. Recommend to the group that it establish a set of norms:
 - To ensure that all individuals have the opportunity to contribute in the meeting;
 - To increase productivity and effectiveness; and
 - To facilitate the achievement of its goals.
4. Give five index cards and the same kind of writing tool to each person in the group.
5. Ask each person to reflect on and record behaviors they consider ideal behaviors for a group. Ask them to write one idea on each of their cards. Time: 10 minutes.
6. Shuffle all the cards together. Every effort should be made to provide anonymity for individuals, especially if the group has worked together before.
7. Turn cards face up and read each card aloud. Allow time for the group members to discuss each idea. Tape or tack each card to a display board so that all group members can see it. As each card is read aloud, ask the group to determine if it is similar to another idea that already has been expressed. Cards with similar ideas should be grouped together.
8. When all of the cards have been sorted, ask the group to write the norm suggested by each group of cards. Have one group member record these new norms on a large sheet of paper.
9. Review the proposed norms with the group. Determine whether the group can support the norms before the group adopts them.

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Developing Norms

WHEN ESTABLISHING NORMS, CONSIDER:	PROPOSED NORM
<p>Time</p> <ul style="list-style-type: none"> ■ When do we meet? ■ Will we set a beginning and ending time? ■ Will we start and end on time? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Listening</p> <ul style="list-style-type: none"> ■ How will we encourage listening? ■ How will we discourage interrupting? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Confidentiality</p> <ul style="list-style-type: none"> ■ Will the meetings be open? ■ Will what we say in the meeting be held in confidence? ■ What can be said after the meeting? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Decision Making</p> <ul style="list-style-type: none"> ■ How will we make decisions? ■ Are we an advisory or a decision-making body? ■ Will we reach decisions by consensus? ■ How will we deal with conflicts? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Participation</p> <ul style="list-style-type: none"> ■ How will we encourage everyone's participation? ■ Will we have an attendance policy? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Expectations</p> <ul style="list-style-type: none"> ■ What do we expect from members? ■ Are there requirements for participation? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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Norms of the National Staff Development Council Board of Trustees and Staff

We will work together as a community that values consensus rather than majority rule.

We will be fully “present” at the meeting by becoming familiar with materials before we arrive and by being attentive to behaviors which affect physical and mental engagement.

We will invite and welcome the contributions of every member and listen to each other.

We will be involved to our individual level of comfort. Each of us is responsible for airing disagreements during the meeting rather than carrying those disagreements outside the board meeting.

We will operate in a collegial and friendly atmosphere.

We will use humor as appropriate to help us work better together.

We will keep confidential our discussions, comments, and deliberations.

We will be responsible for examining all points of view before a consensus is accepted.

We will be guided by the NSDC mission statement, which focuses on organization and professional development to enhance success for all students.

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- **Discipline With Dignity** with Richard Curwin and Allen Mendler
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Additional presentations are available in the following areas:

- At-Risk Youth Issues
- Bullying Prevention/Teasing and Harassment
- Team Building and Collaborative Teams
- Data Collection and Analysis
- Embracing Diversity
- Literacy Development
- Motivating Techniques for Staff and Students



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Learning by Doing: A Handbook for Professional Learning Communities at Work	\$ 27.95		
On Common Ground: The Power of Professional Learning Communities	29.95		
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