

VICTORIA PAGONIS

# Workshop Catalogue

Professional development for school districts — grounded in *The Truth About Public Education* and thirty years of practice at every level of the system.

## TEACHER & STAFF WELLBEING

### PILLAR 1 — PEOPLE FIRST

#### Breaking the Burnout Cycle

Moves beyond self-care messaging to examine the structural conditions driving teacher stress: decision fatigue, secondary trauma, curriculum churn, and the excellence penalty. Participants map root causes in their own district and design concrete changes to working conditions.

Half day · Superintendents, principals, HR directors · *Chapter 2*

### PILLAR 1 — PEOPLE FIRST

#### Sustainable Teaching Environments

Introduces what sustainable teaching looks like in practice — protected planning time, coherent assessment, and manageable initiative loads. Links teacher wellbeing directly to student outcomes and long-term improvement.

Half day · Teachers, instructional coaches, building leaders · *Chapters 2, 6*

### PILLAR 1 — PEOPLE FIRST

#### Supporting the Adults Who Support Students

Addresses secondary trauma in educators — its symptoms, how it spreads, and how to build systemic supports rather than relying on individual resilience. Includes counseling access models, trauma-informed protocols, and practical frameworks for what to do when a student discloses.

Full day · All staff, counselors, principals · *Chapters 2, 3*

### PILLAR 1 — PEOPLE FIRST

#### From Toxic to Thriving: Diagnosing and Rebuilding School Culture

Uses the cascade effect framework to show how dysfunction flows from the top down — and how to reverse it. Participants conduct a culture audit and leave with a 90-day action plan. Includes real case studies of turnarounds accomplished through small, strategic choices over time.

Half day · Principals, leadership teams · *Chapter 3*

### PILLAR 1 — PEOPLE FIRST

#### Leadership Under Pressure

Directly addresses the impossible position of school leaders caught between board mandates, community pressure, and staff needs. Explores what transformational leadership looks like under real constraints and how to build psychological safety at scale without losing accountability.

Half day · Principals, assistant principals, superintendents · *Chapter 4*

### PILLAR 1 — PEOPLE FIRST

#### Self-Awareness & Conflict Management for School Leaders

Helps leaders understand their own default patterns so they can navigate conflict without escalating it. Covers emotional intelligence, conflict styles, and practical frameworks for difficult conversations that protect relationships and uphold expectations.

Half day · Department heads, principals, supervisors · *Chapters 3, 4*

### PILLAR 1 — PEOPLE FIRST

#### Coaching Conversations & Peer Support

Equips leaders to coach colleagues without slipping into evaluation mode. Using the GROW model and DISC styles, participants learn to ask better questions, handle resistance, and support peer growth in PLCs and team meetings.

Half day · Instructional coaches, department heads, principals · *Chapters 3, 4*

## PILLAR 1 — PEOPLE FIRST

### Team Collaboration & Restorative Practices

Leaders learn to design meetings and restorative conversations that strengthen teams instead of draining them. Participants redesign staff meetings, practice restorative dialogue after conflict, and use root cause analysis to address problems at their source.

Half day · Building leaders, PLC facilitators · *Chapters 3, 7*

## EQUITY & STUDENT OUTCOMES

## PILLAR 2 — SYSTEMATIC EQUITY

### Beyond Compliance: Building Equity Into District Systems

Examines how well-intentioned policies perpetuate inequity in course placement, discipline, and instruction. Teams audit their own data and practices, using blind-placement and restorative models drawn from real district case studies. Moves from conversation to structural change.

Full day · Administrators, equity coordinators, counselors · *Chapters 7, 10*

## PILLAR 2 — SYSTEMATIC EQUITY

### Every Student's Potential: Rethinking How We Categorize Kids

Explores how special education, ELL, and gifted placement systems can limit rather than serve students — including the mental health misidentification crisis. Develops practical approaches for challenging placement bias and building on student strengths.

Half day · Special ed staff, ELL coordinators, CST teams · *Chapter 8*

### PILLAR 3 — INSTRUCTIONAL EXCELLENCE

#### Stopping the Carousel: Sustainable Curriculum Implementation

Confronts the pattern of constant adoption and abandonment that exhausts teachers and stalls growth. Teams build a framework for deep implementation with protected collaboration time and evidence-based refinement. Includes a protocol for auditing current curriculum loads.

Half day · Curriculum directors, instructional coaches, principals · *Chapters 2, 6*

### PILLAR 3 — INSTRUCTIONAL EXCELLENCE

#### Assessment Literacy Without Burnout

Connects state assessments, benchmark tools, and classroom practice so teachers stop running parallel systems. Workshop outcomes: building assessment maps, selecting fewer but better data points, and designing school-wide practices that reduce test-prep overload without sacrificing rigor.

Half day · Teachers, instructional coaches, building leaders · *Chapter 6*

### PILLAR 3 — INSTRUCTIONAL EXCELLENCE

#### Data Use That Protects Instructional Time

Helps leaders and teachers run data cycles that are light-touch and high-yield instead of constant testing and meetings. Models streamlined protocols for examining student work, co-planning responses, and protecting the time teachers need to actually implement what the data reveals.

Half day · Building leaders, data coaches, teachers · *Chapter 6*

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PILLAR 4 — COMMUNITY PARTNERSHIP

From Obstacles to Allies: Rebuilding Trust With Families

Identifies structural barriers that prevent authentic family engagement — scheduling, communication defaults, deficit-based assumptions — and builds an asset-based partnership model. Includes a framework for navigating special services conflict and rebuilding trust after it breaks down.

Half day · Principals, family liaisons, social workers · *Chapter 9*

WHOLE-DISTRICT TRANSFORMATION

CROSS-PILLAR

The Four Pillars Intensive

The flagship multi-day experience grounded in the full framework from The Truth About Public Education. Leadership teams assess current reality across all four pillars, learn from real district case studies, and build a phased implementation roadmap tailored to their context. Includes all assessment tools from the appendices.

2–3 days · Superintendent cabinet, principal corps, board members · *All chapters*

CROSS-PILLAR

Seeing the Whole System: Why Reform Keeps Failing

A keynote session showing how classroom, administrative, policy, and business perspectives each see part of the problem and miss the rest. Makes the case for coordinated, systems-level change — and gives every stakeholder a clear role. Effective as an opening session for any multi-day initiative.

2–3 hours · Board of ed, all district leaders, community partners · *Chapters 1, 10*