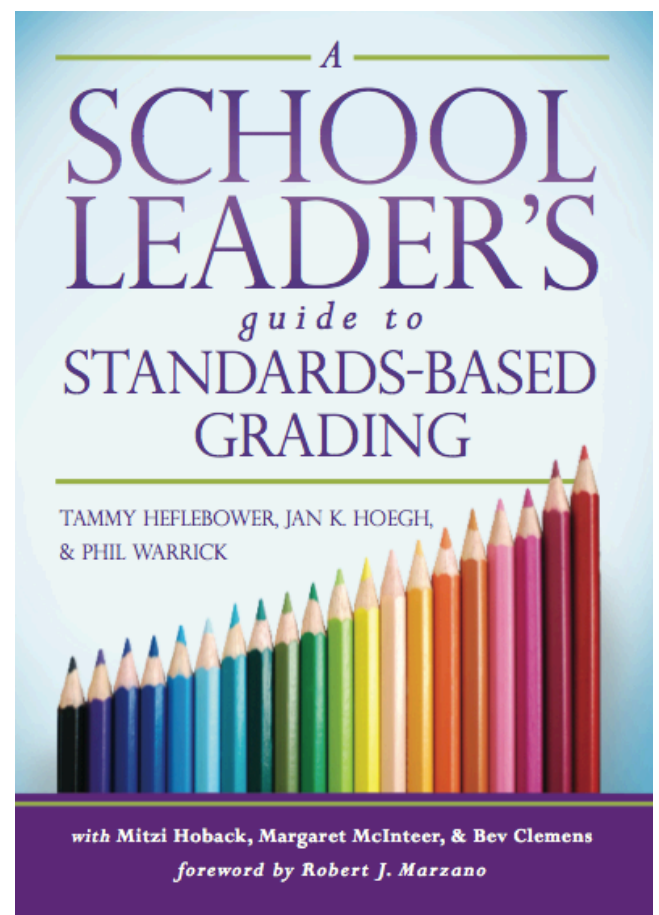
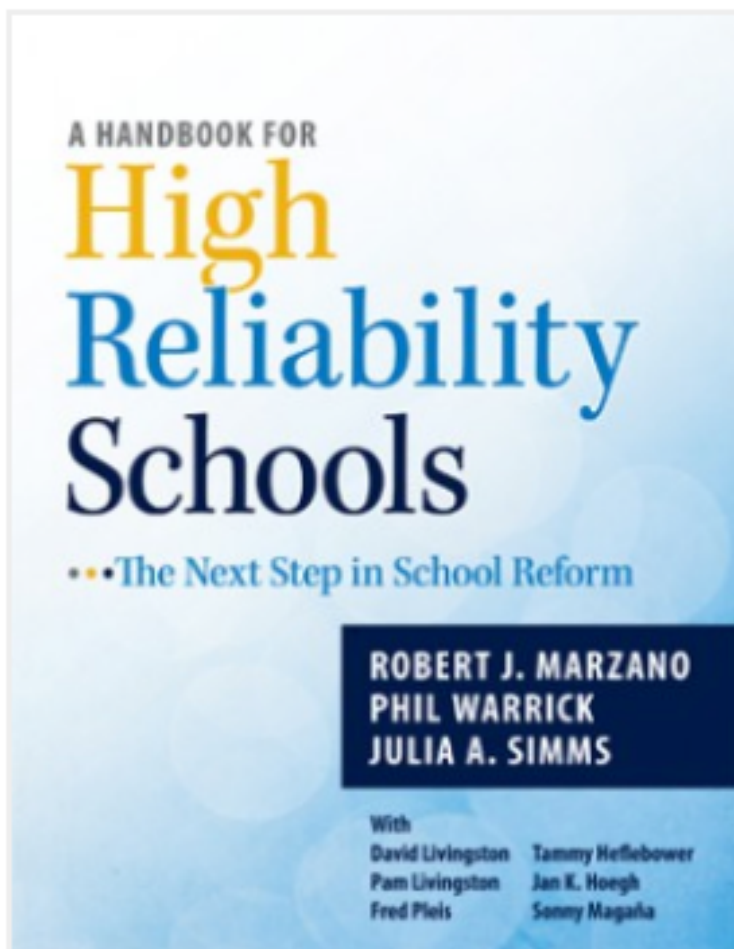


High Reliability Schools

November, 2014



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Characteristics of High Reliability Organizations:

- **Continually in pursuit of error free performance**
- **Implement structures and systems to monitor and identify errors in their operation**
- **Take immediate action to prevent errors from becoming system wide failures**
- **Recognize and plan for the interdependence of everything they do to work toward a common, ultimate goal**



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 MARZANO Research Laboratory

Marzano Research Laboratory has developed the HRS model to provide schools with a long-term planning framework for continuous school improvement.

The HRS model is intended to serve as a guide for school leaders as they engage in short and long term school improvement planning. The model is focused clearly on school improvement through research-based practices. Levels 1, 2, and 3 are foundational and must be worked on continually in all schools. Levels 4 and 5 are optional for schools but do provide even higher levels of schooling reliability.

THE NEED FOR A NEW SCALE

A. Items 1–10

Ten items that require recall of important but simpler content that was explicitly taught

Total for section =

B. Items 11–14

Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

Total for section =

C. Item 15–16

Two items that ask for application in novel situations that go beyond what was explicitly taught

Total for section =

Total: /100

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cutting-edge research

concrete strategies

sustainable success

Problems with the 100-point Scale

- Scoring range is major source of error.
- Teachers weigh sections differently, often without reliability between them.
- There is often little consideration as to how well assessment items match varied levels of difficulty.

Notes:

Creating conditions for others to be successful is one of the highest duties of leadership.

Leading and Lagging Indicators

In order to know what to work on and to measure their success at each level, school leaders need ways to assess their school's current status, gauge their progress through each level, and confirm successful achievement of each level. Leading and lagging indicators are useful to these ends.

Leading indicators are important conditions that are known to be associated with school improvement. Leading Indicators provide direction for school leaders in strategic planning for continuous, long-term improvement with specific short-term focuses.

Lagging indicators are the data and/or artifacts of practice that leaders should use to continually monitor leading indicators in their schools.



Level I Leading Indicators

- 1.1 The faculty and staff perceive the school environment as safe and orderly.
- 1.2 Students, parents, and the community perceive the school environment as safe and orderly.
- 1.3 Teachers have formal roles in the decision-making process regarding school initiatives.
- 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Sample Lagging Indicators for Leading Indicator 1.1

Monthly incident reports showing the number of times students were removed from classes for causing a disruption.

Surveys of faculty and staff indicate that the school is safe and orderly.

What are Quick Data?

- Continuous monitoring using easily collected data
- School FOD Walks



Leading Indicator 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Scale Value	Description
Innovating (4)	In addition to score 3 actions and behaviors, the school administration continually monitors the effectiveness of teacher teams and collaborative groups and makes changes as necessary to enhance student achievement.
Applying (3)	The school administration ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction that are designed to enhance student achievement.
Developing (2)	The school administration ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly.
Beginning (1)	The school administration attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly, but does not complete the task or does so partially.
Not Using (0)	The school administration does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly.

Leading Indicator Examples

- *Professional learning communities (PLCs) are in place*
- *PLCs have written goals*
- *The school leader regularly examines the PLCs' progress toward goals*
- *Common assessments are created by PLCs*
- *Student achievement and growth are analyzed by PLCs*
- *Data teams are in place*
- *Data teams have written goals*
- *The school leader regularly examines each data team's progress toward goals*
- *The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement*

Reciprocal Accountability: The Key to Building Collective Capacity

Adapted from DuFour and Marzano's *Leaders of Learning*, pp. 70-87

Leadership actions	This is us	We are working on this	We are talking about it	This is not us.
<p>Organize staff into meaningful teams</p> <ul style="list-style-type: none"> In the absence of interdependence, one or more common goals, and mutual accountability, a group cannot be a team. The most logical and easiest team structure to establish is the course-specific or grade-level team. 				
<p>Provide teams with time to collaborate</p> <ul style="list-style-type: none"> When teachers work together on the right work, even for as little as one hour each week, we can expect gains in student achievement. 				
<p>Provide supportive structures that help groups become teams</p> <ul style="list-style-type: none"> Teams are more effective when they have clarified expectations regarding how they will work together, translated those expectations into collective commitments, and use the commitments to monitor their working relationship on an ongoing basis. Without a common goal that members can achieve only by working together interdependently, a group cannot become a team. 				
<p>Clarify the work that teams must accomplish</p> <ul style="list-style-type: none"> Administrators and teachers should work together to identify the “right work” of teams – the work with the greatest potential to have a positive impact on student learning and the capacity of staff to function as members of high-performing teams. It is critical that teams utilize a protocol that helps them focus on the right work. 				
<p>Monitor the work of teams and provide direction and support as needed</p> <ul style="list-style-type: none"> Teams should develop products that flow from the dialogue of a team engaged in collective inquiry on the right work. When educators understand the tangible work products that must be created as a result of their collaboration, they develop greater clarity regarding the nature of their work. 				
<p>Avoid shortcuts in the collaborative team process</p> <ul style="list-style-type: none"> It is the <i>process</i> of building shared knowledge and the <i>collaborative dialogue</i> about that shared knowledge that builds the capacity of the staff to function as high-performing teams. Leaders enhance the effectiveness of others when they provide clarity regarding what needs to be done and ongoing support to help staff succeed. They do not develop others by doing the work for them. 				
<p>Celebrate short-term wins, and confront those who do not contribute to their teams</p> <ul style="list-style-type: none"> It is difficult to create momentum for the collaborative team process and impossible to sustain the process without recognizing and celebrating both concerted effort and incremental progress. Leaders who are unwilling to confront staff members who ignore the collaborative team process not only undermine that process but also damage their relational trust with the rest of the faculty. 				

1: Strongly disagree	2: Disagree	3: Neither disagree nor agree	4: Agree	5: Strongly agree	N: N/A or Don't Know
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Table 1.1: Level 1 Short Form Leading Indicator Survey

1: Strongly disagree	2: Disagree	3: Neither disagree nor agree	4: Agree	5: Strongly agree	N: N/A or Don't Know	
1.1 The faculty and staff perceive the school environment as safe and orderly.	1	2	3	4	5	N
1.2 Students, parents, and the community perceive the school environment as safe and orderly.	1	2	3	4	5	N
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.	1	2	3	4	5	N
1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	1	2	3	4	5	N
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	1	2	3	4	5	N
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	1	2	3	4	5	N
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	1	2	3	4	5	N
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	1	2	3	4	5	N

Level 2 Leading Indicators

- 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.
- 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- 2.3 Predominant instructional practices throughout the school are known and monitored.
- 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- 2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.
- 2.6 Teachers have opportunities to observe and discuss effective teaching.

Sample Lagging Indicators For Leading Indicator 2.1

A document describing the school's instructional model is available.

Survey data indicate that 100% of teachers are well aware of the school's instructional model and their status within that model.

Quick Data Samples

Recent classroom walk-through data show the extent teachers demonstrated a clear understanding and use of the school's instructional framework?

Teacher requests for professional development connected to the instructional framework (for example, "I want to attend this workshop because it relates to my growth goal of noticing and reacting when students are not engaged")

Short Form Survey For Level 2 Leading Indicators

1: Strongly disagree	2: Disagree	3: Neither disagree nor agree	4: Agree	5: Strongly agree	N: N/A or Don't Know
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2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.	1	2	3	4	5	N
2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.	1	2	3	4	5	N
2.3 Predominant instructional practices throughout the school are known and monitored.	1	2	3	4	5	N
2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.	1	2	3	4	5	N
2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	1	2	3	4	5	N
2.6 Teachers have opportunities to observe and discuss effective teaching.	1	2	3	4	5	N

Leading Indicators for Level 3

Guaranteed and Viable Curriculum

- 3.1 The school curriculum and accompanying assessments adhere to state and district standards.
- 3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
- 3.3 All students have the opportunity to learn the critical content of the curriculum.
- 3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
- 3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- 3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

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Level 3 Critical Commitment

Guaranteed and Viable Curriculum

Guaranteed and viable curriculum (GVC)

- *Guaranteed*: the content that should be addressed at each grade level in each subject area is clearly defined
- *Viable*: the content can be adequately addressed in the instructional time available

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Leading Indicators for Level 4

Standards-Referenced Reporting

- 4.1 Clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
- 4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

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Leading Indicators for Level 5

Competency-Based Education

- 5.1 Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level.
- 5.2 The school schedule is designed to accommodate students moving at a pace appropriate to their background and needs.
- 5.3 Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest.

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Example Proficiency Scale

Insert learning goals into the proficiency scale

Table 3.3: Proficiency Scale for Interpreting Remainders

Score 4.0	The student will investigate how remainders are expressed (for example, with fractions or decimal notation) or otherwise dealt with (for example, dropping, rounding, or sharing) in the real world.
	<i>Score 3.5</i> In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> • Solve division word problems in which remainders must be interpreted
	<i>Score 2.5</i> No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Dividend, divisor, remainder The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identify remainders when solving division number problems (non-word problems)
	<i>Score 1.5</i> Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
	<i>Score 0.5</i> With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success

These three elements can be included in many ways. The most important thing to consider when designing a report card is ease of interpretation. For example, the state of Kentucky’s adoption of the Common Core included a redesign of their report card. Rather than long lists of standards for each subject area, they created four to six clear and precisely worded *reporting standards* that expressed in parent-friendly language what students were expected to learn for that subject. Here, we provide several excerpts of report cards that could be used with a standards-based grading system.

Figure 4.1 (page XX) shows a standards-based report card for ELA that separates academic performance from nonacademic performance. Students’ academic scores are reported for three standards for Reading, five standards for Writing, and four standards for Speaking and Listening. Individual scores are reported for four life skills (that is, nonacademic areas): (1) participation, (2) work completion, (3) behavior, and (4) working in groups. The light-colored bars on each row of the report card indicate a student’s final status for a particular measurement topic. The dark bars represent a student’s initial status for each measurement topic. This system allows students and parents to see growth in addition to final scores.

Language Arts										
		0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Reading										
Word Recognition and Vocabulary	3.5	■	■	■	■	■	■	■	■	■
Reading for Main Idea	2.5	■	■	■	■	■	■	■	■	■
Literary Analysis	3.0	■	■	■	■	■	■	■	■	■
Writing										
Language Conventions	4.0	■	■	■	■	■	■	■	■	■
Organization and Focus	2.0	■	■	■	■	■	■	■	■	■
Research and Technology	1.5	■	■	■	■	■	■	■	■	■
Evaluation and Revision	2.5	■	■	■	■	■	■	■	■	■
Writing Applications	1.0	■	■	■	■	■	■	■	■	■
Speaking and Listening										
Comprehension	3.0	■	■	■	■	■	■	■	■	■
Organization and Delivery	3.5	■	■	■	■	■	■	■	■	■
Analysis and Evaluation of Media	2.0	■	■	■	■	■	■	■	■	■
Speaking Applications	2.0	■	■	■	■	■	■	■	■	■

Figure 4.1: Report card for ELA and life skills.

Continued on next page →

Life Skills										
		0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Participation	4.0									
Work Completion	3.0									
Behavior	4.0									
Working in Groups	2.5									

Source: Adapted from Marzano, 2010, pp. 115–117.

The report card excerpt in figure 4.2 (page XX) illustrates a different way to report academic and nonacademic grades. Prioritized standards or key assignments are listed on the left with the student’s academic scores for each item, while the student’s nonacademic grade for timeliness in completing the assignment is listed on the right.

Social Studies			
Learning Target or Assignment		Life Skill (Timeliness)	
11.2.4 Civil War Battle Map	3.0	Late 1 day	2.0
11.5.6 Cause and Effect of War	2.5	On time	3.0

Figure 4.2: Report card excerpt for social studies.

This report card provides an extra level of specificity by reporting students’ grades on individual assignments.

A more general example is shown in figure 4.3 (page XX). Here, a student’s overall academic scores are reported for ELA, math, science, social studies, and art on the left. On the right, overall nonacademic scores are reported for participation, work completion, behavior, and working in groups.

Language Arts	C (2.46)	Participation	A (3.40)
Mathematics	B (2.50)	Work Completion	B (2.90)
Science	C (2.20)	Behavior	A (3.40)
Social Studies	A (3.10)	Working in Groups	B (2.70)
Art	A (3.00)		

Figure 4.3: Report card for overall academic and nonacademic grades.

Report cards are usually common for all students in a school or district. Therefore, individual teachers may not be able to change report cards on their own. However, individual teachers can modify their gradebooks to reflect a standards-based grading perspective while they wait for school or district report cards to change. The following story explains how a teacher modified her grading practices by adjusting her gradebook.

Table 6.1: Sample Four-Year Standards-Based Grading Implementation Plan

Year One: Curriculum and Communication	Year Two: Capacity Building	Year Three: Implementation	Year Four: Continuation
Identify prioritized standards. Create (or revise) proficiency scales. Create (or revise) quality classroom assessments. Develop a communication plan.	Assemble a guiding team. Uncover current beliefs and attitudes about grading. Establish a group of "scouts" to explore the changes being made and report back. Enlist consultants. Educate the board of education.	Announce implementation. Implement new report cards. Encourage small-group experimentation. Organize book studies. Conduct school visits. Establish core beliefs. Involve parents. Involve technology staff.	Implement new teacher development.

Notes

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree
 4: Agree 5: Strongly agree N: N/A or don't know

3.1 The school curriculum and accompanying assessments adhere to state and district standards.	1	2	3	4	5	N
3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.	1	2	3	4	5	N
3.3 All students have the opportunity to learn the critical content of the curriculum.	1	2	3	4	5	N
3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.	1	2	3	4	5	N
3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.	1	2	3	4	5	N
3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.	1	2	3	4	5	N

Figure 3.1: Level 3 short-form leading indicator survey.

This survey provides very general information about a school's level 3 status. For more specific information, long-form surveys should be used.

Level 3 Long-Form Leading Indicator Surveys

The long-form leading indicator surveys are designed to gather specific data about a school's level 3 strengths and weaknesses. School leaders should feel free to adapt the surveys in reproducibles 3.1–3.4 (pages XX–XX).

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree
 4: Agree 5: Strongly agree N: N/A or don't know

4.1 Clear and measurable goals are established and are focused on critical needs regarding improving achievement of individual students within the school.	1	2	3	4	5	N
4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.	1	2	3	4	5	N

Figure 4.1: Level 4 short-form leading indicator survey.

Level 4 Long-Form Leading Indicator Surveys

The level 4 long-form leading indicator surveys are designed to help gather specific data about a school's level 4 strengths and weaknesses. Reproducibles 4.1–4.4 (pages XX–XX) contain the long form surveys for level 4. Items should be added, deleted, or changed to meet the needs of individual schools.

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree
 4: Agree 5: Strongly agree N: N/A or don't know

5.1 Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level.	1	2	3	4	5	N
5.2 The school schedule is designed to accommodate students' moving at a pace appropriate to their situation and needs.	1	2	3	4	5	N
5.3 Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest.	1	2	3	4	5	N

Figure 5.1: Level 5 short-form leading indicator survey.

Level 5 Long-Form Leading Indicator Surveys

The level 5 long-form leading indicator surveys are designed to gather specific data about a school's level 5 strengths and weaknesses. Reproducibles 5.1–5.4 (pages XX–XX) contain the long-form surveys for level 5. Survey items can be added, deleted, or changed to meet the individual needs of schools.

Making the Most of Instructional Rounds

Robert J. Marzano

Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection.

Getting Started

Every teacher should participate in instructional rounds at least once a semester. Rounds should be facilitated by a lead teacher—someone colleagues respect as an exceptional teacher and recognize as a professional. Instructional coaches commonly have these characteristics. Administrators may also lead rounds, but it's important to clarify from the outset that the purpose is not to evaluate the teachers being observed.

The observed teachers typically have either volunteered or been asked to be the subject of rounds. Ideally, selected teachers are drawn from the pool of master teachers in a building or district—those veterans with proven ability to enhance the achievement of all students in their classes. This noted, any teacher might offer his or her classroom as a venue for rounds.

Conducting Rounds

Groups conducting rounds are best kept small—from three to five teachers, not counting the lead teacher. On the scheduled observation day, teachers being observed should alert their students that several teachers will visit their classroom. They might explain that the teachers are trying to learn from one another, just as students do.

When the observing teachers arrive, they should knock at the door and then quietly move to the back of the classroom, to some spot that doesn't disrupt the flow of instruction. There they observe and take notes regarding the teacher's use of specific instructional strategies. On an individual level, teachers can watch for strategies of particular interest to them, such as how the teacher uses questioning strategies or graphic organizers. Or the observation may have a common focus. For example, for one set of rounds, a school or district might decide that everyone will examine how a teacher communicates instructional objectives to students and keeps these objectives in the forefront of students' minds throughout the lesson.

With focus areas identified, observing teachers record what they see during the 10 to 15 minutes

that a round typically lasts. Observing teachers do not score teachers on a rubric. Rather, they take notes on teacher behaviors that relate to the observation focus areas. At the end of the observation, the observing team exits the classroom, making sure to thank the teacher and students.

Debriefing Rounds

After each instructional round, members of the observing team convene to reflect on their experiences. They can do this in round-robin format, with each teacher commenting on what he or she noted.

The leader starts by reminding everyone that the purpose of the discussion is *not* to evaluate the observed teacher. Useful rules, which should be established before the debriefing, include the following:

Observers should not share what they have observed in a lesson with anyone outside the group of observers.

Observers should not share comments made during the debriefing with people outside the debriefing.

Observers should not offer suggestions to observed teachers unless the observe teachers explicitly ask for feedback.

As observing teachers take turns commenting, it's helpful to use a "pluses" and "deltas" format. An observing teacher begins by noting the positive things (pluses) that he or she saw and then speculates as to what produced the positive outcome. For example, the observing teacher might postulate that the classroom appeared well-managed because the students were aware of specific routines they were to use, such as raising their hands when asking a question and quietly transitioning from one activity to another. The observing teacher might suggest that students seemed highly engaged because the teacher maintained a lively pace and used quite a bit of humor.

Next, the observer mentions some questions or concerns (deltas) that he or she has about the observed teacher's use of strategies. For example, he or she may wonder why the observed teacher stayed in front of the class the entire period instead of moving around the classroom. At this point, other observing teachers might add their thoughts, sharing their pluses and deltas. For any given observation, an observing teacher can opt not to share his or her analysis with the group.

What Teachers Can Learn

Instructional rounds end with observing teachers identifying instructional practices they'll continue to use because they saw other teachers employing them effectively, practices they currently use that they will now reexamine in light of what they observed, and practices they don't currently use but will try because they saw other teachers use them well.

For example, an observer teacher might offer the following thoughts:

As a result of what I saw today, I'm going to continue calling on students randomly when I ask questions. Other teachers seem to have success with this strategy as well. However, I'm going to reconsider the types of questions I ask. I think I focus too much on recall questions and don't challenge students enough. Finally, I've got some new ideas about routines I need to implement with my students.

Revitalized!

I've found that instructional rounds stimulate excitement and energy among faculty members almost immediately. When teachers have an opportunity to observe and interact with their colleagues in a nonevaluative way regarding instruction, everyone wins.

Notes



Ideas for Considering School Projects

- Connected to educational movements (CCSS or revised state standards);
- Infusing 21st century skills:
 - Problem solving
 - Critical thinking
 - Knowing yourself and interacting with others;
- Considered a research-based strategy or project (ask a REL);
- Using a common language of instruction;
- Aligning curriculum
- High quality classroom-based assessments;
- Competency-based systems; and
- Other...

Notes



Notes

Thank You!
It has been a
pleasure to
spend time with
you!



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