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Research-Based



Professional Learning

Spring/Summer 2026



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Bankhead Middle School CORDOVA, ALABAMA

Bankhead Middle School in Walker County, Alabama, serves 243 students, grades 5 through 8.

Improvements in student support and instruction contributed to gains in state accountability measures and student achievement. Chronic absenteeism dropped from 17.2% in 2022 to 4.9% in 2024—well below the Alabama state average of 14.8%. Among the cohort of students who completed 5th through 8th grade at Bankhead from 2021 to 2024, proficiency on the Alabama Comprehensive Assessment Program (ACAP) increased from 43.1% to 66.7% in English language arts and from 34.7% to 36.6% in math.

Implementing, monitoring, and refining initiatives within the context of the HRS framework has allowed Bankhead Middle School to maintain and improve high standards for the students they serve.

“We feel like proud parents.”
—Amber Freeman / Principal

**Read their full story**MarzanoResources.com/BankheadMiddleSchool

Featured Resources

Assessment Literacy for Educators NEW

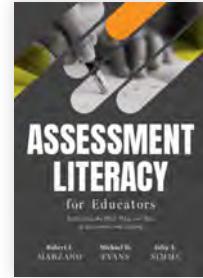
Rethinking the What, Why, and How of Assessment and Grading

By Robert J. Marzano, Michael D. Evans, and Julia A. Simms

Many current assessment practices reflect outdated traditions. This book's framework offers educators clear guidance for creating accurate, equitable assessments and grading practices. Culminating decades of research, it serves as a definitive guide for moving beyond flawed models to truly support student learning.

- Understand the history of assessment in the United States, including failures and biases.
- Learn the technical characteristics and limitations of influential large-scale exams.

26MGMG-M1A-BKL067 **\$48.95**
ISBN 978-1-943360-67-3
264 pages



Guide on the Side NEW

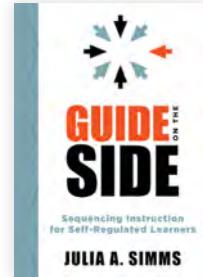
Sequencing Instruction for Self-Regulated Learners

By Julia A. Simms

Through research-backed strategies and practical applications, author Julia A. Simms explores self-regulated learning, instructional sequences, and brain-based learning. She examines the development of cognitive and metacognitive skills, working memory, and effective explicit instruction, offering step-by-step guidance for teachers to facilitate student learning.

- Enhance student learning outcomes through development of self-aware learning practices.
- Understand how knowledge, memory, and metacognition work to inspire further learning.

26MGMG-M1A-BKL082 **\$45.95**
ISBN 978-1-943360-98-7
184 pages



Marzano Mastery Approaches NEW

A Decision-Making Process for Competency-Based Schools

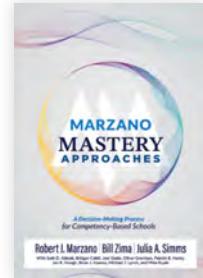
By Robert J. Marzano, Bill Zima, and Julia A. Simms

With Seth D. Abbott, Bridget Cahill, Jeni Gotto, Oliver Grenham, Patrick B. Hardy, Jan K. Hoegh, Brian J. Kosenko, Michael J. Lynch, and Mike Ruyke

With comprehensive coverage of competency-based practices and recommended steps to explore new approaches to instruction and assessment, *Marzano Mastery Approaches* provides readers with the tools to guide their schools through the necessary decision points for ensuring a profoundly improved and profoundly impactful educational experience.

- Consider seven key domains of implementation for competency-based education.
- Restructure assessment, grading, and reporting systems for mastery.

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ISBN 978-1-965768-00-6
192 pages



The Schools Our Students Deserve NEW

A Comprehensive Framework for Shaping Exceptional School Culture

By Mario I. Acosta

Foreword by Anthony Muhammad

In this guide, author Mario I. Acosta examines the foundations of an effective school culture and how it influences the school's vision, values, climate, and community and family involvement to enhance student learning.

- Establish balanced cultural values of strong academic integrity and mutual respect.
- Craft common working goals based on a vision of what school culture should be.

26MGMG-M1A-BKL081 **\$48.95**
ISBN 978-1-943360-96-3
256 pages



Test-Specific Thinking NEW

Teaching Students to Think the Way Tests Make Them

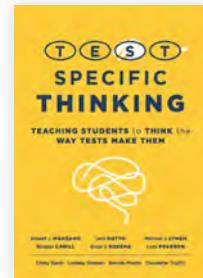
By Robert J. Marzano, Bridget Cahill, Jeni Gotto, Brian J. Kosenko, Michael J. Lynch, and Lucy Pearson

With Cindy Davis, Lindsay Graham, Brenda Martin, and Claudette Trujillo

The authors provide recommended practices, methods, and means for educators to help students better prepare for tests and formulate stronger responses to common question structures. Using this book, teachers will have greater confidence in preparing students for taking standardized exams.

- Examine recurrent structural patterns common in English and mathematics assessment questions.
- Break down sample test questions to identify the skills or response a certain frame seeks.

26MGMG-M1A-BKL080 **\$40.95**
ISBN 978-1-943360-94-9
168 pages



EVIDENCE OF EXCELLENCE

Ottumwa Community School District

OTTUMWA, IOWA



DEMOGRAPHICS

- **5,108** students
- **65%** free and reduced lunch
- **24%** English learners
- **10%** students with special needs

RACIAL/ETHNIC PERCENTAGES

- **70%** White
- **25%** Hispanic
- **10%** Black
- **10%** Native Hawaiian or Pacific Islander
- **3.7%** American Indian or Alaska Native
- **2.2%** Multiracial

Ottumwa Community School District in Ottumwa, Iowa, serves seven elementary schools, four secondary schools, and two high schools. Their vision and mission are to engage, educate, and empower every student every day, inspiring them to think, learn, achieve, and care.

OttumwaSchools.com

All data and people mentioned in this story represent solely the timeframe in which Marzano Resources worked with the school or district and the timeframe in which the school or district committed to implementing processes and practices set forth by Marzano Resources. Building and district leaders and staff featured in Evidence of Excellence stories may have changed.

► CHALLENGE

Ottumwa Community School District faced significant challenges in 2021. Their schools were plagued by inconsistencies, and from building to building, approaches to behavior, interventions, and even data analysis varied wildly. This lack of uniformity made it challenging to establish consistent practices and build strong collaborative relationships.

As a result, a frustrating cycle of minimal progress and stagnant proficiency rates occurred, leaving students underserved and teachers struggling to meet their diverse needs. Families were increasingly choosing other districts, and a sense of complacency threatened to undermine any hope for real improvement.

Ottumwa knew they needed a change—a framework to guide their efforts, serve as a catalyst for transformation, and pave the way for a more equitable and effective learning environment for all students. That's when Maria Lantz, the district's director of curriculum and instruction, stepped in, utilizing Marzano Resources' High Reliability Schools (HRS) and the New Art and Science of Teaching (NASOT).

► IMPLEMENTATION

Ottumwa's journey toward becoming a mastery-based district, under the leadership of superintendent Michael McGrory, associate superintendent Brad McCloskey, and Maria Lantz, was deliberate and strategic. The district recognized the importance of building relationships and establishing baseline standards to ensure everyone was on the same page, adopting a "go slow to go fast" approach. This commitment to growth began in the summer of 2022, when the first group of Ottumwa staff attended an HRS Institute in Des Moines, Iowa.

The first year (2022–2023) of Ottumwa's journey focused on building a foundational understanding of HRS and NASOT. The district leadership team engaged in a book study of *A Handbook for High Reliability Schools* by Robert J. Marzano, Philip B. Warrick, and Julia A. Simms, and *The New Art and Science of Teaching* by Robert J. Marzano.

The district then concentrated on one key instructional element from NASOT: element 32, "motivating and inspiring students." Individual buildings were also given the option to select another element to focus on, and many chose element 33, "establishing rules and procedures." This building-level focus highlighted existing inconsistencies in foundational practices and the need for greater clarity around leading indicators. During the school year, Marzano Resources associate Dr. Tina H. Boogren began conducting pre-service training with new teachers and mentors. Additionally, staff attended an instructional coaching workshop with Dr. Philip B. Warrick, and Jan K. Hoegh helped lead the implementation of HRS and NASOT in the district's secondary buildings.

Midway through the 2022–2023 school year, the leadership team recognized that while NASOT provided the "how," they still needed a clearer understanding of the leading indicators. During the summer of 2023, Marzano associate and author Dr. Mike Ruyle worked directly with the leadership team at Ottumwa to help create the district's instructional vision, which clearly outlined the leading indicators that would be monitored at both HRS Levels 1 and 2, providing a much-needed framework and clarity for everyone involved.

While ongoing consultations with Drs. Ruyle and Boogren continued, Marzano associate and school improvement expert Kathy Cawthon worked with Wilson Elementary School on developing scales and rubrics.

With an instructional vision in place, the district entered its third year (2024–2025) of implementation and refinement. This year emphasized continued

I truly believe our progress this year, which has been incredible, would be significantly slower without the support from Marzano Resources. Their entire team, including Mike Ruyle and the other associates, has been absolutely essential in helping us achieve the positive momentum we're seeing."

—Maria Lantz / Director of curriculum and instruction

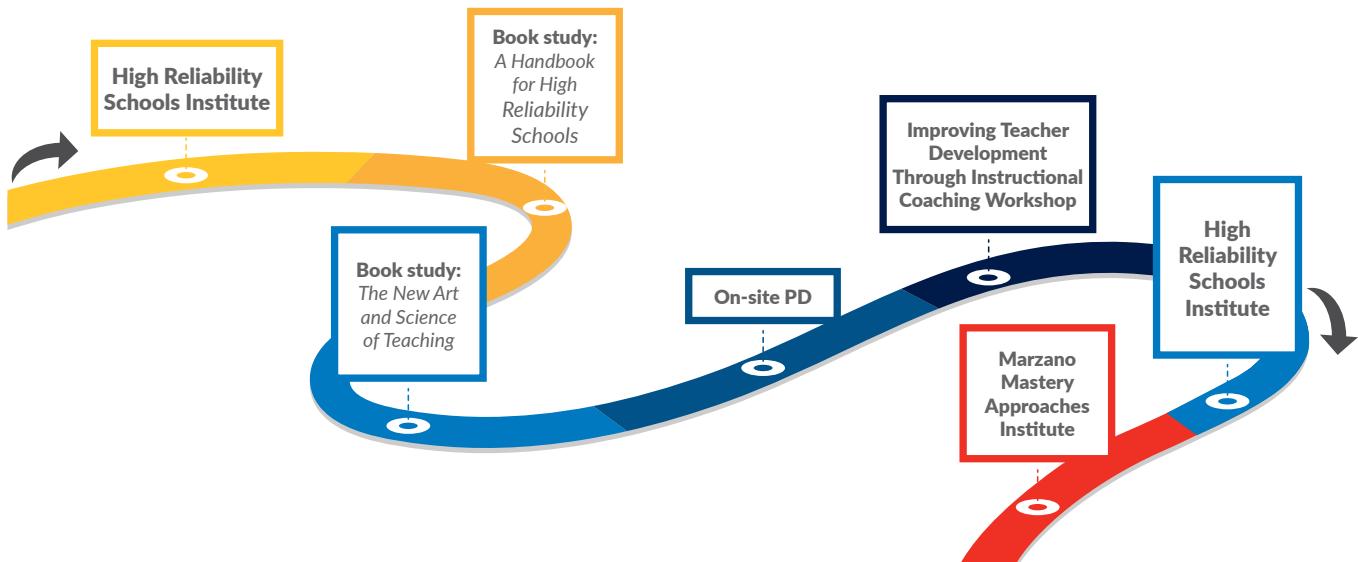
► **IMPLEMENTATION** (continued)

school improvement, including developing clear expectations, defining whose voices are included in the process, establishing monitoring systems, celebrating successes, and providing reteaching and reinforcement when needed. A draft framework for Tier 1 social-emotional behavior health was also developed,

outlining the essential components that every building should have in place.

In the summer of 2024, Ottumwa's staff attended an HRS Institute and the Marzano Mastery Approaches Institute.

Guideposts on the school improvement journey



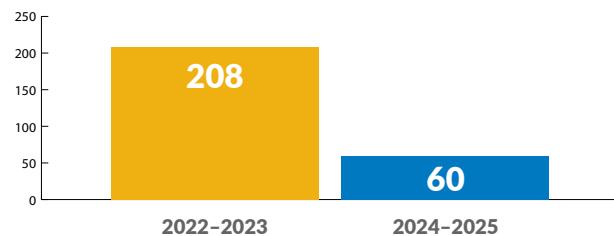
► **RESULTS**

The initial year of exploration with HRS and NASOT fostered a greater willingness among staff, particularly administrators, to embrace the systems-level work. This shift in mindsets paved the way for deeper engagement and a shared focus on what's best for students. Despite the challenges, the district saw a surge in intrinsic motivation among staff to embrace this work.

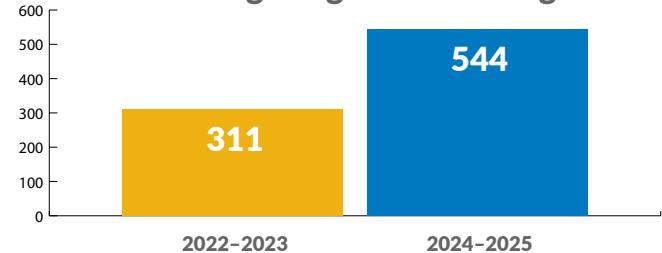
This positive momentum, coupled with the introduction of systematic monitoring, has yielded tangible results.

- Behavior incidents decreased significantly, from a high of 208 negative incidents in 2022–2023 to just 60 in the 2024–2025 school year.
- Chronic Absenteeism went from 25.44% in 2023–2024 to 17.32% in 2024–2025
- The number of eighth-graders earning Bs increased substantially—from 311 students in 2023–2024 to 544 in 2024–2025, representing an increase of 233 students.

Behavior incidents



Number of eighth-graders earning Bs



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MarzanoResources.com/Testimonials

2-DAY WORKSHOPS

Transform your practice with research-based professional learning

Experience a renewed approach to teaching and learning at Marzano Resources events, drawing on Dr. Robert J. Marzano's 50 years of research. Dive into topics like teacher support and development, instruction, assessment, and personalized competency-based education.

Proficiency Scales

Presenter: Jan K. Hoegh

March 4Little Rock, Arkansas

This session will help you unlock the power of setting high-quality learning goals. You'll explore the research that drives instruction, and discover how to master using proficiency scales to accurately measure student progress and track improved learning results.

The New Art and Science of Teaching

Presenter: Kristin Poage

April 8–9Des Moines, Iowa

Effective teaching is a complex but critical endeavor. During this 2-Day Workshop, the presenter arms educators of all levels—from teachers to superintendents and principals—with tools and strategies to improve their practice.

Teaching in the Standards-Based Classroom

Presenter: Jan K. Hoegh

May 5–6Des Moines, Iowa

Master standards-based teaching with a thoughtful approach to planning, instruction, assessment, and feedback. This session provides a logical framework and practical resources to ensure students acquire deep understanding of all knowledge and skills included in the standards.

The New Art & Science of Teaching for Career and Technical Education

Presenter: Mike Ruyle

June 11–12Ottumwa, Iowa

Effective teaching is a complex but critical endeavor. During this event, hosted by Ottumwa Community Schools, educators of all levels will gain tools and strategies to improve their practice in ways that directly support Career and Technical Education (CTE).

School Improvement



School Improvement



The Schools Our Students Deserve NEW

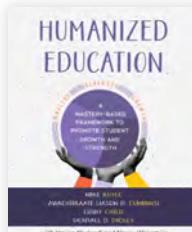
A Comprehensive Framework for Shaping Exceptional School Culture

By Mario I. Acosta

Foreword by Anthony Muhammad

Author Mario I. Acosta emphasizes the critical importance of school culture in enhancing student learning and optimizing teacher efficacy.

26MGMG-M1A-BKL081 **\$48.95**
ISBN 978-1-943360-96-3
256 pages



Humanized Education

A Mastery-Based Framework to Promote Student Growth and Strength

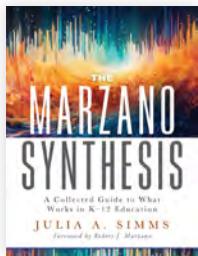
By Mike Ruyle,

Jason D. Cummins (Awachiikaate),
Libby Child, and Donyall D. Dickey

With Nancy Weinstein and Hawar Khalandi
Foreword by Mario I. Acosta

Learn a holistic approach emphasizing growth-based schooling, strength-based teaching, and mastery-based learning that makes student well-being a reality.

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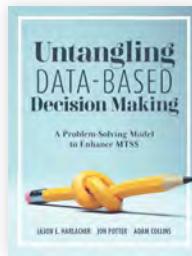
The Marzano Synthesis

A Collected Guide to What Works in K-12 Education

By Julia A. Simms

Explore a range of key professional learning topics connected under one framework for a better understanding of what works in education.

26MGMG-M1A-BKL075 **\$40.95**
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By Jason E. Harlacher, Jon Potter, and Adam Collins

This book offers knowledge, strategies, and tools that will help you apply a problem-solving model to use your data effectively.

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264 pages

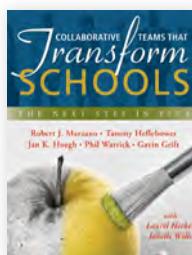


Five Big Ideas for Leading a High Reliability School

By Robert J. Marzano, Philip B. Warrick, and Mario I. Acosta

Gain key insights on leading a High Reliability School with data-driven approaches from experts who have years of experience with the process.

26MGMG-M1A-BKL074 **\$40.95**
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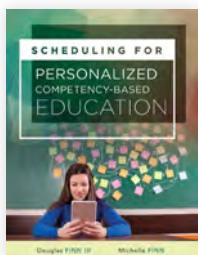
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The Next Step in PLCs

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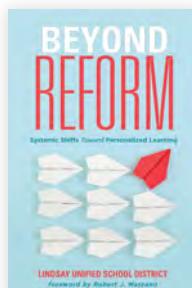


Scheduling for Personalized Competency-Based Education

By Douglas Finn III and Michelle Finn

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By Lindsay Unified School District

Foreword by Robert J. Marzano

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Marzano Mastery Approaches NEW

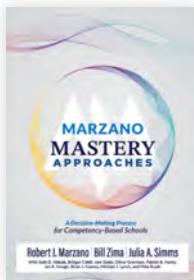
A Decision-Making Process for Competency-Based Schools

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With Seth D. Abbott, Bridget Cahill, Jeni Gotto, Oliver Grenham, Patrick B. Hardy, Jan K. Hoegh, Brian J. Kosena, Michael J. Lynch, and Mike Ruyle

Using Marzano Mastery Approaches, educators make decisions that lead to a profoundly improved and profoundly impactful educational experience.

26MGMG-M1A-BKL083 **\$45.95**
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192 pages



A Handbook for High Reliability Schools BESTSELLER

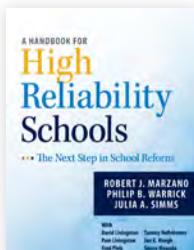
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With David Livingston, Pam Livingston, Fred Pleis, Tammy Heflebower, Jan K. Hoegh, and Sonny Magaña

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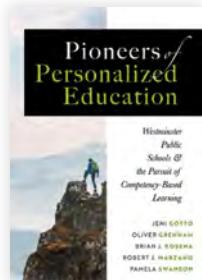
Pioneers of Personalized Education NEW

Westminster Public Schools and the Pursuit of Competency-Based Learning

By Jeni Gotto, Oliver Grenham, Brian J. Kosena, Robert J. Marzano, and Pamela Swanson

Westminster Public Schools has pioneered competency-based education, offering a road map for personalized learning, student agency, and school transformation.

26MGMG-M1A-BKL068 **\$45.95**
ISBN 978-1-943360-69-7
224 pages



Vision and Action

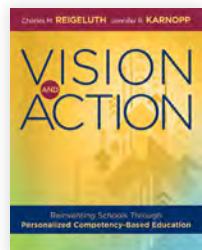
Reinventing Schools Through Personalized Competency-Based Education

By Charles M. Reigeluth and Jennifer R. Karnopp

With Barry Sommer, Niklaus Namba, Paul Jaeger, and Layne Sherwood

With the support of this comprehensive guide, you will discover how to transform teaching and learning with personalized competency-based education.

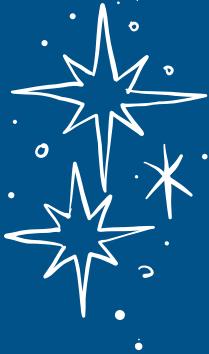
26MGMG-M1A-BKL040 **\$48.95**
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272 pages



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High Reliability Schools
SUMMIT

San Antonio, Texas
January 11-13, 2027



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With the support and guidance of our acclaimed HRS experts, you and your team will learn to:

- **Implement** clear and concise research-based practices
- **Establish** a common model of instruction
- **Ensure** a guaranteed and viable curriculum
- **Examine** key aspects of standards-based grading
- **Develop** competency-based education within your school



Register now

MarzanoResources.com/2027HRSsummit



“

The most valuable aspect of this event was leaving feeling like my district is focused on the ‘right’ work and also [feeling] reinvigorated to start a new school year. The keynote speakers and breakout sessions provided valuable materials and much ‘food for thought’ about the future of our district and how we serve our students every day. The resources were great, and I am so excited for a new year!”

—Laura Dalton / Teacher, Farmington Municipal Schools, New Mexico



EXPERTS FEATURED AT OUR PREVIOUS SUMMITS



Mario I. Acosta



Tina H. Boogren



Shelley Gies



Jan K. Hoegh



Melanie Lewis Magee



Kristin Poage



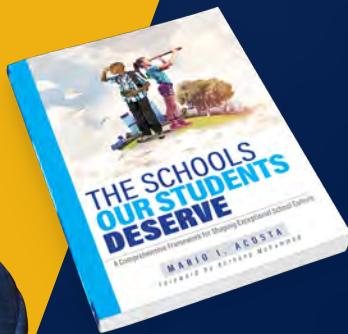
Philip B. Warrick



Bill Zima

Imagine if every school focused on **sustainable school improvement** and **high levels of learning for all**.

With expert guidance from educators who have done the work, you will develop a long-term strategic planning guide that incorporates the Marzano High Reliability Schools framework, fully preparing you to create the conditions for success across your school community.



AUTHOR SPOTLIGHT

with Mario I. Acosta

Your work reflects both leadership experience and a deep focus on school culture. What personal experiences or observations in your career most shaped your beliefs about what students truly deserve from their schools?

As a longtime teacher and administrator, I worked in many different schools. Almost all of them used similar strategies and practices to support student outcomes. However, some schools had regular unspoken beliefs and behavior patterns that ensured the adults in the school prioritized the success of every student; others did not. I came to understand that it was not just the strategies and practices used by a school that mattered. I learned that a school's culture was the key factor that would either propel or hinder its ability to successfully educate all students.

The Schools Our Students Deserve emphasizes actionable steps for implementing meaningful culture change that ensures lasting community impact. Based on your experience, what is the most common reason that school culture initiatives struggle to achieve lasting impact, and what single principle must leaders adhere to for the change to truly endure?

Culture efforts fail when they focus on compliance instead of belief. When the school's culture never truly adopts a change as a part of its values or norms, new initiatives will erode or evaporate over time. To create meaningful and lasting change, leaders must first understand the contours of their culture and then relate all change efforts to the culture's existing values and norms. In this way, leaders can leverage their culture's strengths to adopt and embed any new change into the cultural expectations of the school.

What is the most common misconception or blind spot school leaders have when trying to assess their current school culture, and what is one tangible first step they can take to gain a more honest and accurate perspective?

One of the biggest misconceptions about culture is that it can be changed in full. Schools that successfully changed their cultures were successful because they were renovating what they had, respecting their past and their core values, not starting from scratch and completely rebuilding. It can be difficult for leaders to discern between loud, resistant voices and the true voice of the culture itself. The book offers culture assessments, allowing for leaders to identify not only the true voice of their culture, but also members of the culture who are willing to support and build momentum for cultural refinement.

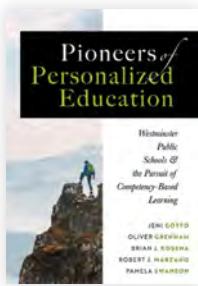
The book emphasizes that vision, values, and school climate are central to a strong culture. How do these elements translate into what actually happens in classrooms, and how can teachers see their role in bringing this culture to life for students?

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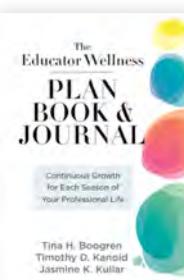
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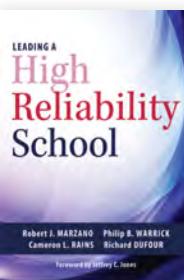


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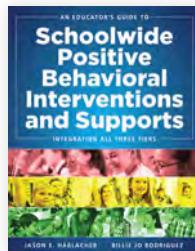
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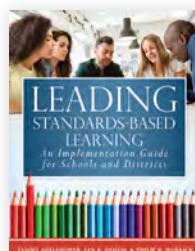
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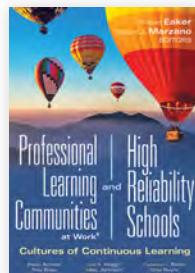


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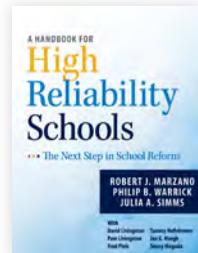
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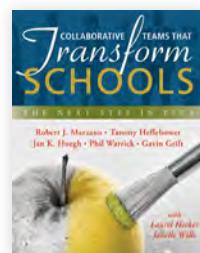
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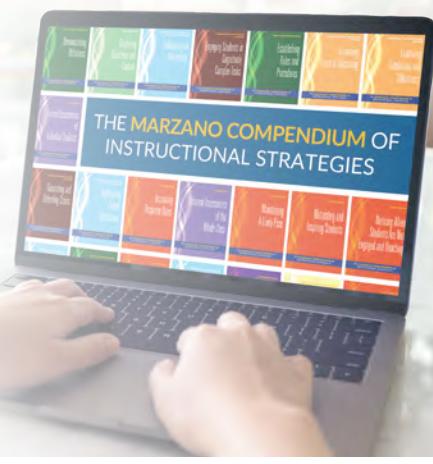
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X **Emily Jarvis** @emjlovestolearn

Absolutely loved learning about how to improve our @HPBobcatFamily culture & increase student success from @marioacosta31 during the #HRSInstitute @MarzanoResource #MakeYourMark #LegacyBuilders @lyndseygammamo 🌟🎶

X **Mario Acosta** @marioacosta31

What a fantastic 1st day! Our keynoters were amazing, the breakout sessions were awesome and the participants are the best!

X **Miranda Havins** @MirandaHavins

Leadership is about ACTION, not position. It's an opportunity for influence! So blessed to get to learn and network with so many educational influencers in Raleigh, NC! @R9_HRS @MarzanoResource #HRSInstitute

X **Emily Jarvis** @emjlovestolearn

SO enjoyed learning from @KristinPoage w/ @MarzanoResource at High-Reliability Institute today! This has been one of the most impactful learning experiences I have ever attended! @lyndseygammamo @HPBobcatFamily #makeyourmark #legacybuilders

X **Allen Park** @AllenParkElem

APE teachers are life-long learners! Mr. Weigand, Ms. DiPietro, Ms. Christmas and Mrs. Hemingway just spent the last few days at HRS Summer Institute in Orlando! @MarzanoResource @LeeSchools #TeamAllenPark #ShootfortheStarsandShine

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@MarzanoResource #HRSInstitute Osgood Owls are grateful to learn together once again!

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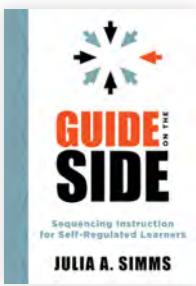
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Instruction



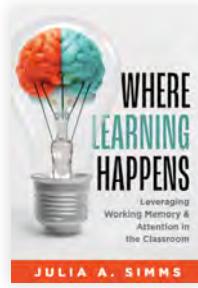
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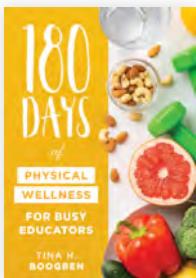
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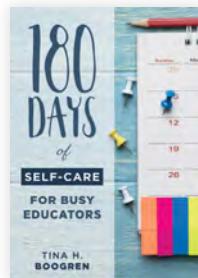
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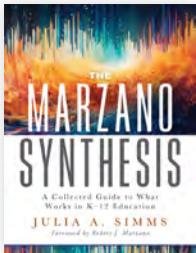
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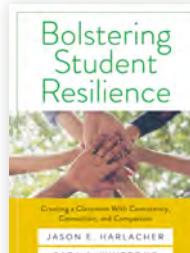
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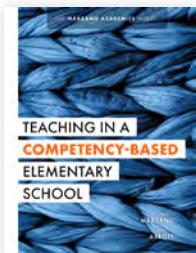
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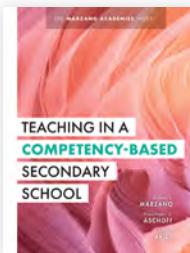
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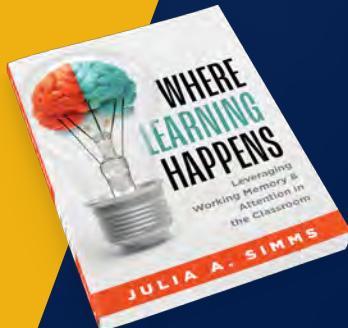
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AUTHOR SPOTLIGHT

with Julia A. Simms

Where Learning Happens dives into different types of attention (sustained, selective, divided, and effective) and their impact on learning. Which type do you find is most under-supported in typical classrooms, and what practical strategies do you recommend for teachers to nurture it?

I believe sustained attention is often the most under-supported. Students are naturally susceptible to distraction, and the prevalence of technology makes divided attention a costly norm. To nurture sustained attention, teachers should incorporate frequent physical activity—even short breaks like standing, stretching, or dancing—as it is a low-cost, high-probability strategy that improves focus and alertness. In addition, modeling focused attention is key.

Working memory is central to your framework. How can educators use the principles of cognitive load theory in their everyday lesson design to most effectively reduce extraneous load and, consequently, improve student retention and transfer of knowledge?

One of the most effective strategies to reduce extraneous load involves the split-attention effect. By presenting related information together, especially integrating visuals with text, the burden on working memory is reduced. For example, integrate labels directly onto a diagram rather than using a separate legend or distant text. This frees up cognitive resources for meaningful learning.

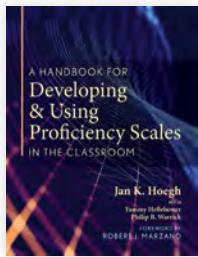
Your publications cover a range of essential topics, including attention, self-regulated learning, assessment, and instructional coaching. What is the single principle or overarching philosophy that connects all your work across these different areas and drives your focus on improving student achievement in the classroom?

The unifying philosophy is that effective education is fundamentally rooted in understanding and responding to the human cognitive architecture—specifically, how the brain naturally learns. This focus allows us to leverage working memory and attention to create optimal, brain-friendly conditions where instructional strategies have the highest probability of leading to genuine student learning and growth.

Where Learning Happens highlights instructional design principles for managing working memory. If you could suggest one immediate change or action a teacher could make to lesson delivery, what would it be?

The most immediate and impactful change is to consistently segment complex content into smaller, meaningful chunks. Presenting a whole concept at once often overloads working memory, but breaking it down allows students to process and organize each small step or piece of information, which is crucial for learning most of the knowledge we teach in K-12 classrooms. This scaffolded approach maximizes focus and supports brain synchrony across the class.

Instruction



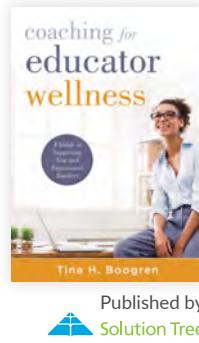
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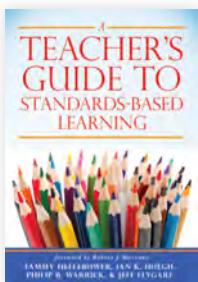
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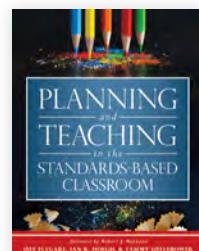


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By Tammy Heflebower, Jan K. Hoegh, Philip B. Warrick, and Jeff Flygar
Foreword by Robert J. Marzano

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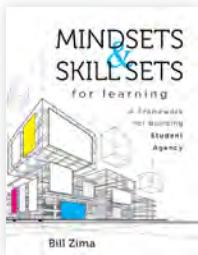
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Foreword by Robert J. Marzano

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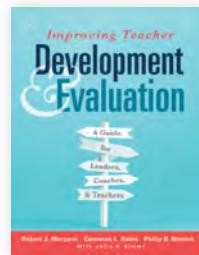


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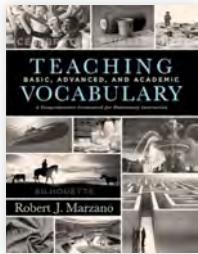
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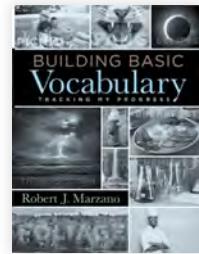
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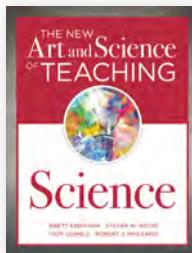
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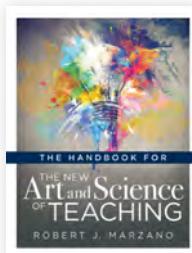
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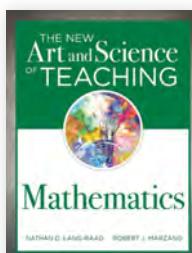
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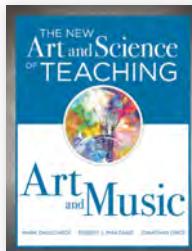


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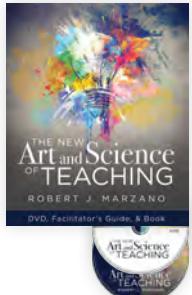
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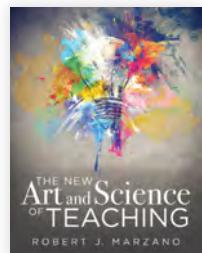
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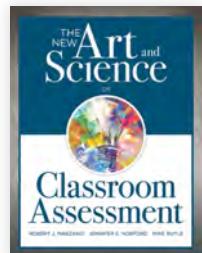


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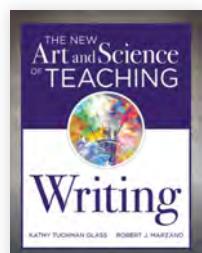


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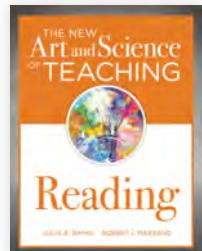


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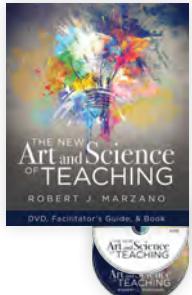
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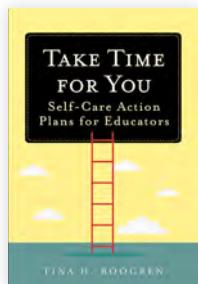
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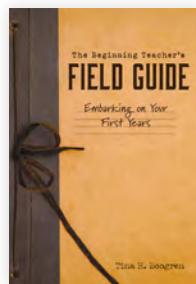
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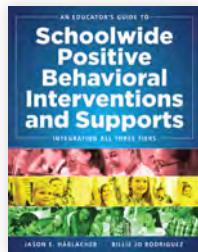
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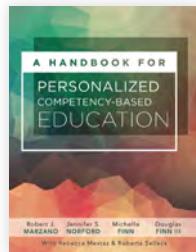
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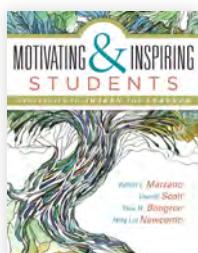
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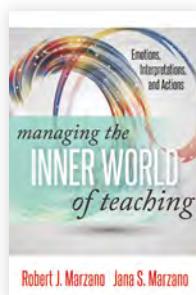
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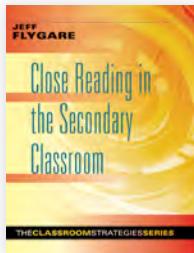
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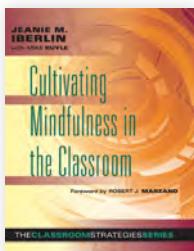
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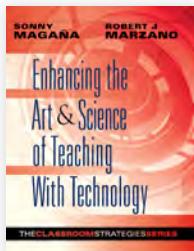


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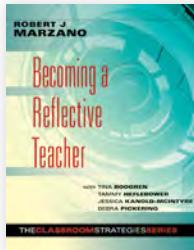
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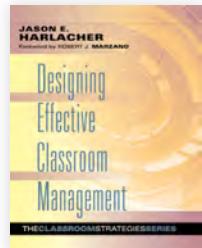
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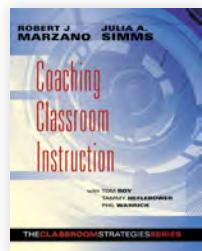
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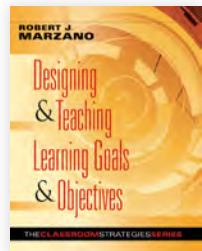


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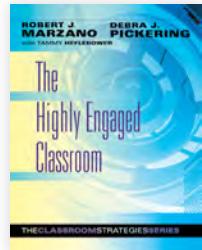
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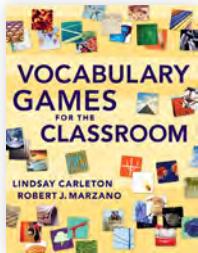
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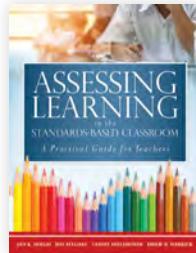


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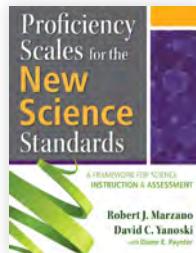


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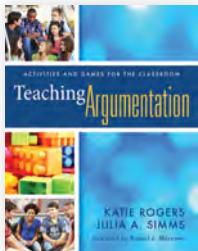
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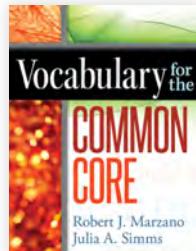


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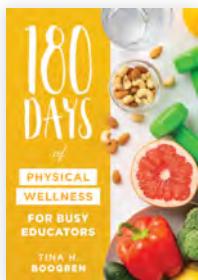
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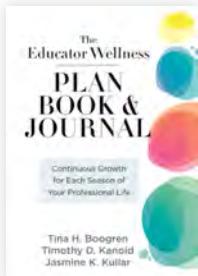
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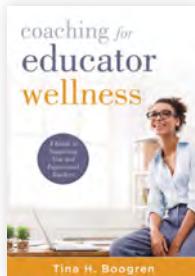
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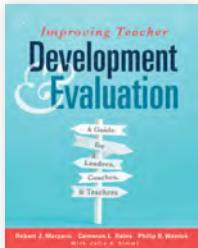
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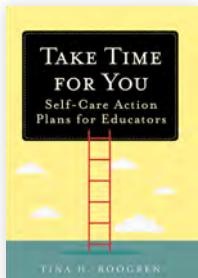


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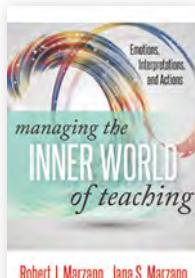
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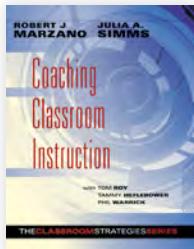


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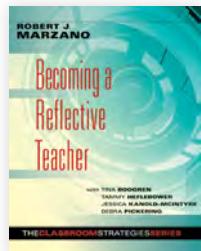


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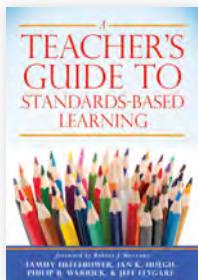


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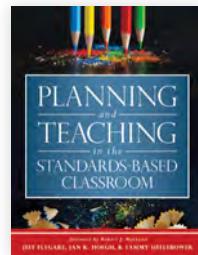


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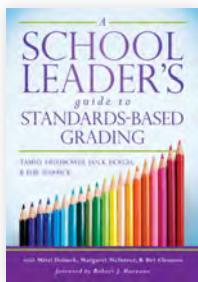


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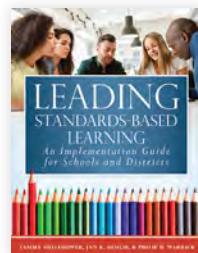


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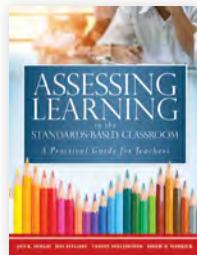
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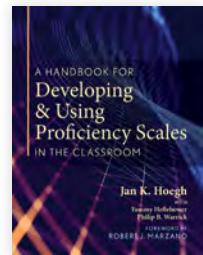
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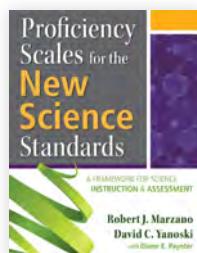
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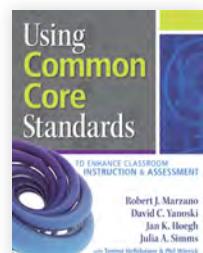
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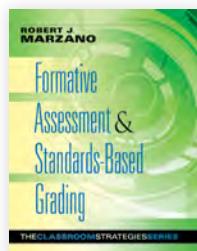


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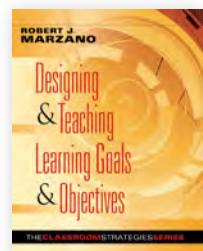


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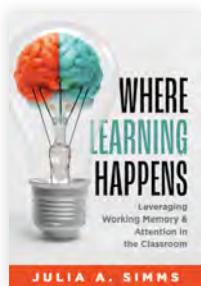
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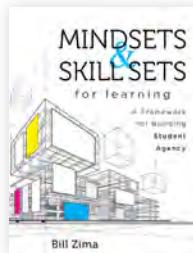
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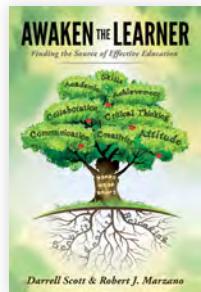
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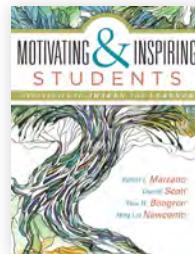
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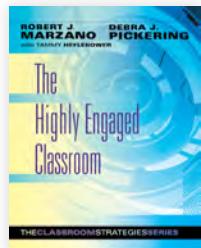
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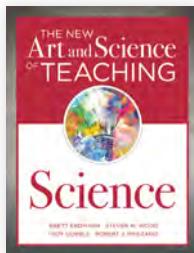


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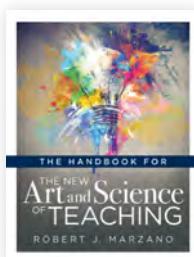
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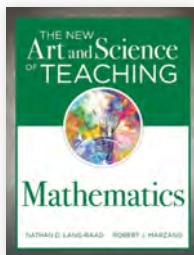
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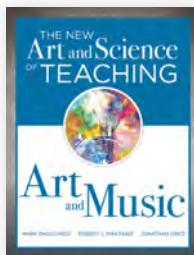


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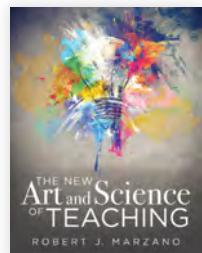
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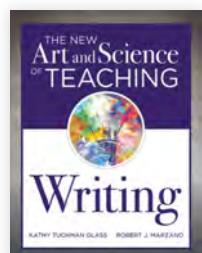


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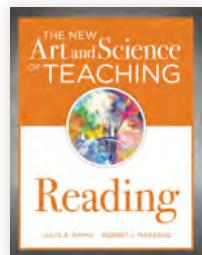


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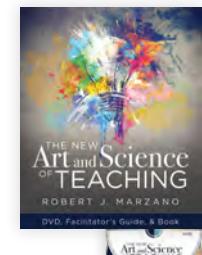


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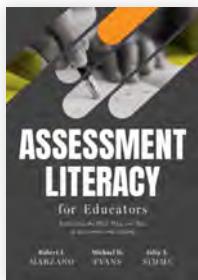


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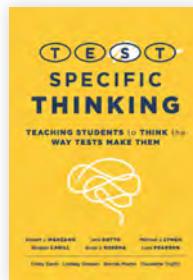
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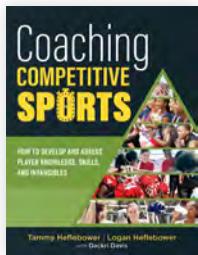
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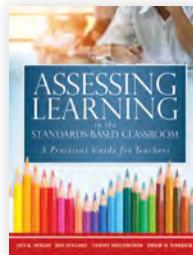
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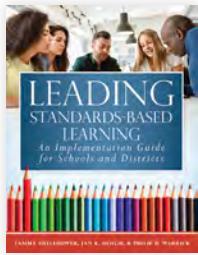
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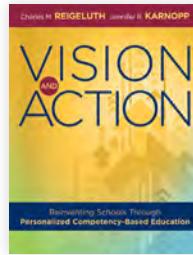
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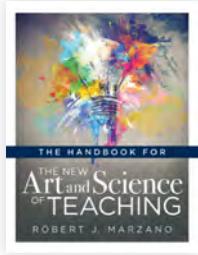
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AUTHOR SPOTLIGHT

with Jeni Gotto and Brian J. Kosena

What is the most significant shift a teacher must make, in terms of their planning, to ensure they are teaching test-specific thinking as a routine component of their curriculum, rather than as an isolated test-prep activity?

Brian: The biggest shift is moving from teaching content to teaching how content is assessed. Instead of treating test-prep as an add-on, teachers intentionally embed item-type analysis into daily instruction, asking students to identify what the question is asking, what thinking the item requires, and which distractors are likely. When teachers plan lessons with both the learning target and the assessment architecture in mind, test-specific thinking becomes a natural part of instruction rather than an event before testing.

The book emphasizes helping educators analyze recurrent structural patterns (schemas) in test questions. Can you share an example of a common structural schema that students often struggle with in either ELA or mathematics, and explain how teaching the structure of the question, rather than just the content, can change the way students respond?

Brian: A common schema students struggle with is the “two correct answers, one best answer” structure in ELA evidence-based questions. Students often know the content but miss the question because they don’t anticipate this pattern. Teaching them to recognize that test makers pair a partially correct option with a fully aligned one fundamentally changes their approach. Instead of hunting for what “sounds right,” students evaluate evidence, compare options, and justify choices, revealing their true understanding rather than being misled by distractors.

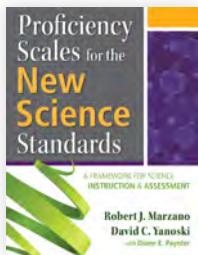
Implementing test-specific thinking across a school likely involves more than just classroom-level change. What role do school leaders play in supporting this shift, and what structures or practices should they put in place to sustain it long-term?

Brian: School leaders create the conditions for test-specific thinking to thrive. They establish a shared instructional language around item types, ensure teachers have time to analyze questions collaboratively, and model the expectation that understanding assessment design is part of high-quality instruction, not test prep. Leaders sustain the work by embedding item-structure study into PLCs, walkthrough tools, and coaching cycles. When leaders normalize this as part of the school’s instructional identity, teachers maintain it year-round, not just before testing.

You come from diverse roles, from research to school leadership, assessment design, and classroom teaching. How did your different areas of expertise come together in writing this book, and what was the collaborative process like to align on “thinking like a test maker?”

Jeni: Our varied backgrounds made this book possible. Dr. Marzano brought clarity on cognitive demand and question design, as well as insight into the item architecture; the school leaders grounded the work in practical systems and teacher development; and the classroom teacher ensured everything translated into daily practice. Our collaboration centered on a shared goal: helping educators “think like test makers.” We continually aligned theory with real-world application, resulting in a unified approach that is both research-driven and classroom-ready.

Assessment



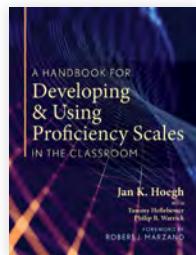
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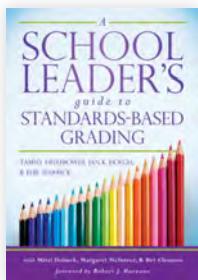
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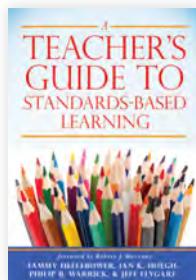
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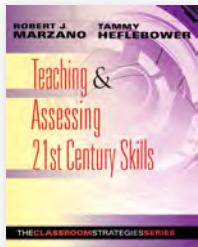
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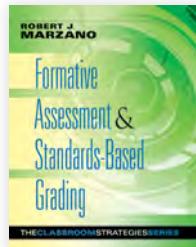


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This training provides teachers, and those who guide change in their classrooms, with practical, hands-on strategies and advice for shifting to standards-based learning.

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Explore a research-backed, five-phase plan for leading the transition to a standards-based system.

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Personalized Competency-Based Education



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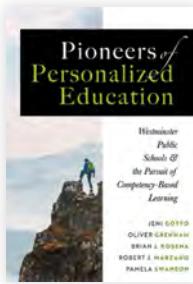
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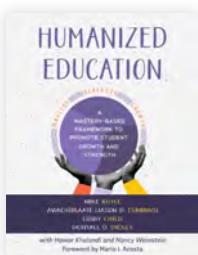
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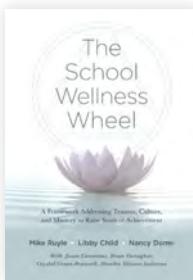
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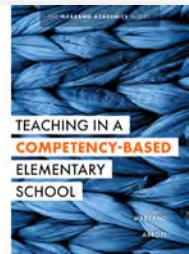
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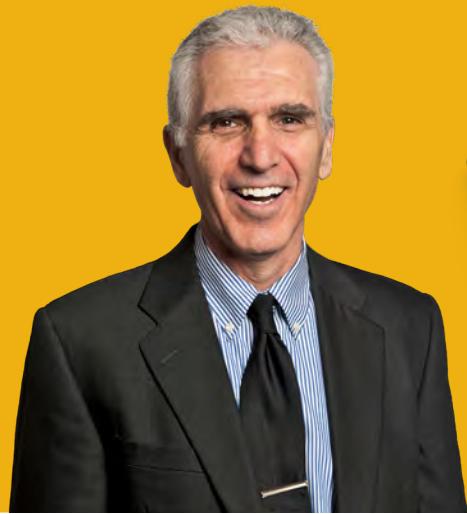
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AUTHOR SPOTLIGHT

with Robert J. Marzano

Marzano Mastery Approaches introduces a seven-domain decision-making process for competency-based schools. Which domain do educators tend to understand most quickly, and which one usually requires the most clarification?

Educators often grasp Instruction quickly, as they easily see how to change grouping or integrate technology. The domain requiring the most clarification is typically Structure and Reporting. Shifting the “grammar of schooling”—moving away from age-based pacing or traditional grading—requires overcoming deeply held habits and expectations from all stakeholders, including students and parents.

There are many books on mastery learning, but yours positions itself as a comprehensive decision-making guide. What distinguishes this approach from other mastery models, and why might schools find it especially useful as a companion to existing resources?

Our approach is distinguished by its focus on explicit decision making across seven comprehensive domains—four structural and three procedural. We don’t offer a single model but rather a flexible framework that allows schools to select and customize competency-based practices aligned with their unique guiding vision. This guide turns ambiguity into actionable policy, making it the perfect companion to existing resources.

When schools begin shifting toward mastery-based learning, what are some common misunderstandings or missteps you’ve seen, and how does your framework help schools avoid them?

A common misstep is failing to prioritize the Assessment domain. Without a robust system to track student status and growth on individual outcomes, there is no way to accurately pace students or determine competence, risking a fatal error in implementation. Our framework emphasizes that high-quality, continuous assessment is the bedrock of a competency-based system, a necessary prerequisite for effectiveness.

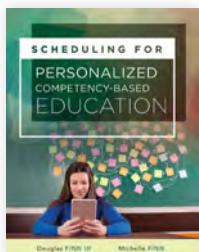
For schools testing the waters before making a full transition, what is one small, practical change they could implement right away to see the benefits of a mastery-based approach?

A school can begin by implementing Scenario 1: Teach Outcomes but Report Overall Grade. This minimal change allows teachers to immediately focus their planning, instruction, and classroom assessment around specific measurement topics. This low-risk start builds teacher comfort and proficiency in tracking individual student progress—a foundational skill needed for all subsequent mastery-based practices.



Personalized Competency-Based Education

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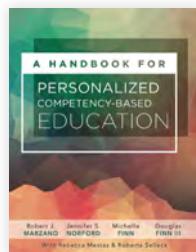


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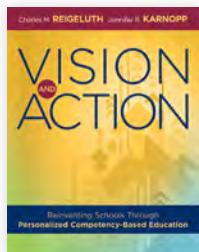


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With Rebecca Mestaz and Roberta Selleck

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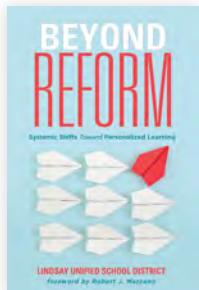
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- Discover how to create and use proficiency scales to clearly frame classroom instruction and assessment.
- Integrate concepts such as trauma-responsive schooling and culturally responsive teaching.



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Personalized Competency-Based Education

Marzano Mastery Approaches Toolkit

Data-driven tools for school improvement



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- Recognize the various ways teachers, students, and parents can use proficiency scales to achieve learning goals.
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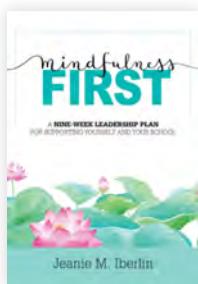
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Educator Wellness



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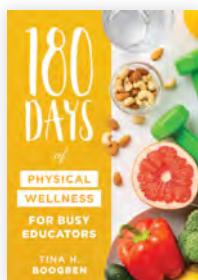
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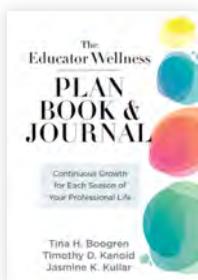
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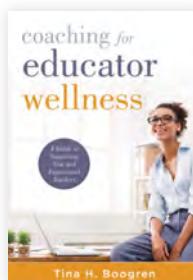
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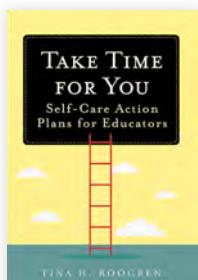
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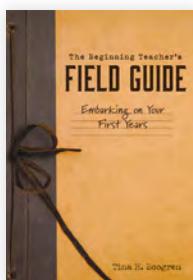
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- The **mental** dimension of wellness represents the need to maintain manageable levels of stress while staying highly engaged in our busy lives. During this time together with fellow educators, you will tap into routines that will help you avoid the out-of-control, exhausted feeling that often accompanies prolonged stress.
- The **emotional** dimension of wellness represents the need for healthy and positive emotional responses to daily experiences. The three routines explored in this one-day workshop—awareness, understanding, and mindfulness—will help you best take care of your emotional well-being so you respond to positive and negative situations alike with care and intention rather than reacting without control.

- The **social** dimension of wellness represents the need for positive and healthy relationships with students and colleagues. This session expands the exploration of wellness beyond individual needs into appropriate outreach to others. You will work with three routines in this dimension: relationship, trust, and purpose.

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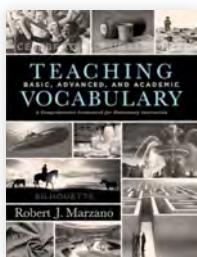
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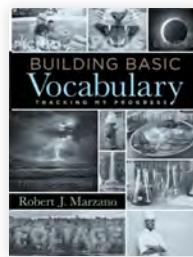
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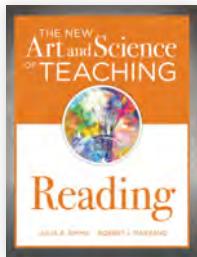
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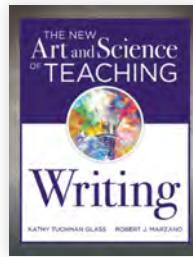
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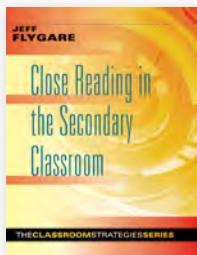
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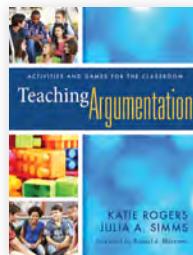


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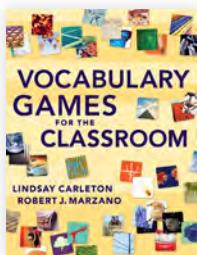
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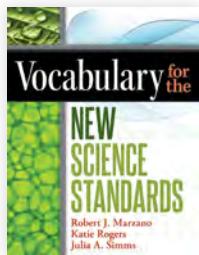
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Vocabulary



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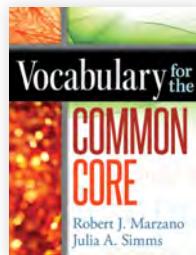
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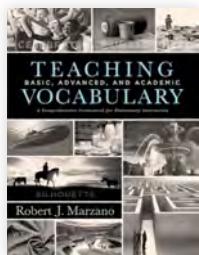
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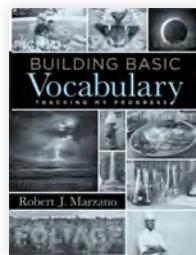
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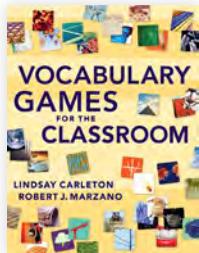
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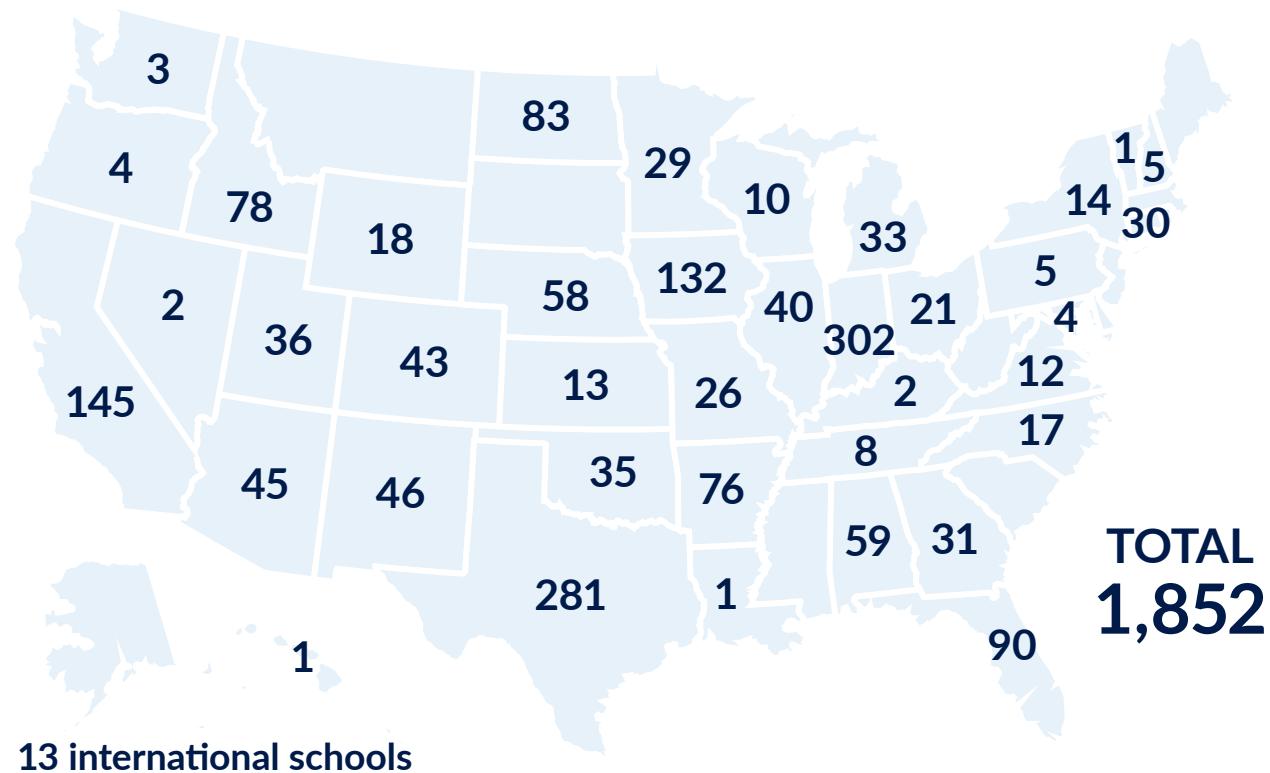


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2025 Snapshot

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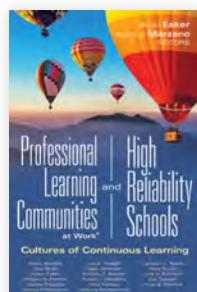
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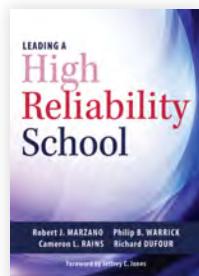
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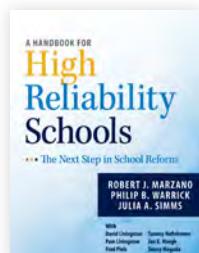
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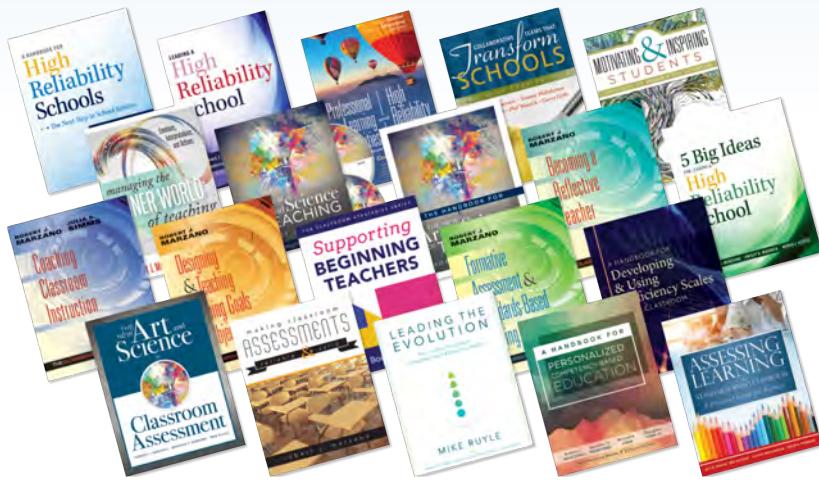
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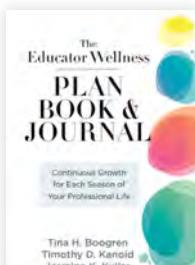
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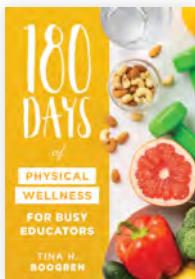
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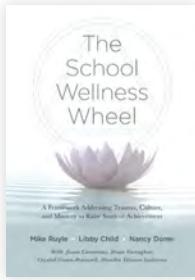
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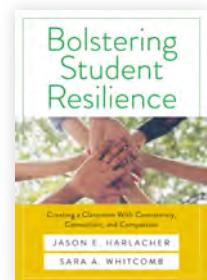
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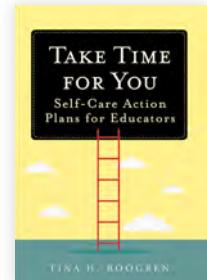
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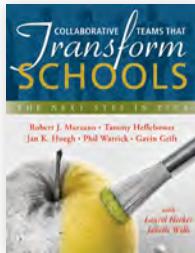
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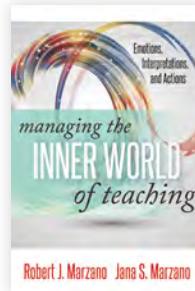


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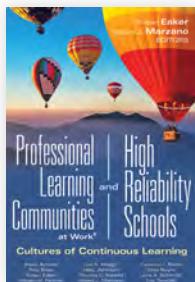


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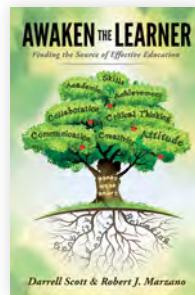
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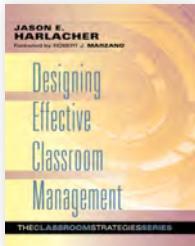
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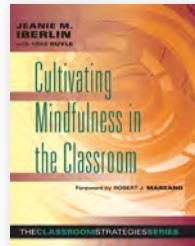


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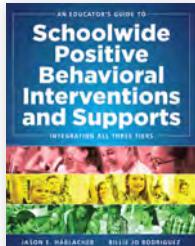


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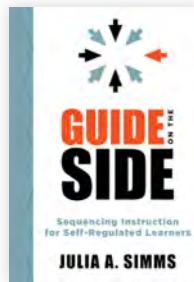
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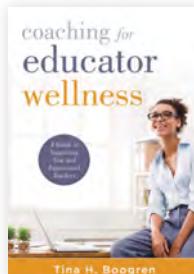
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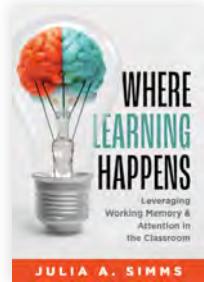
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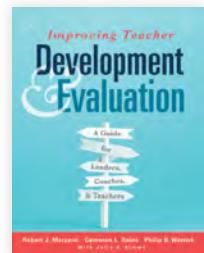
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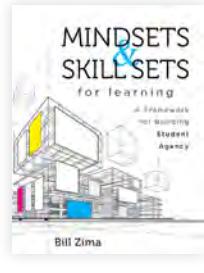
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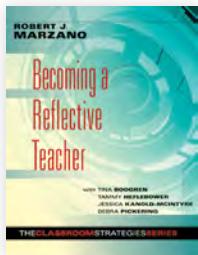
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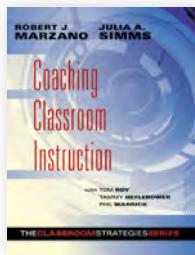
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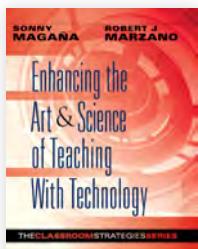
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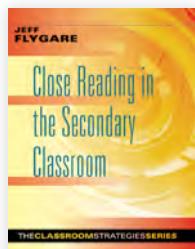


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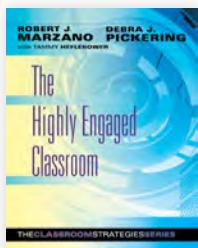


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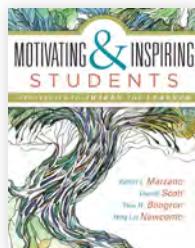
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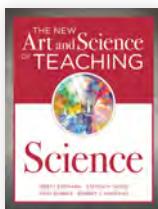


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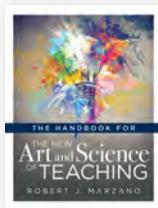
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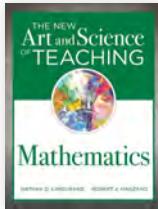
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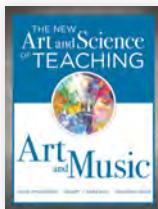


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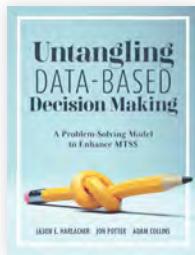
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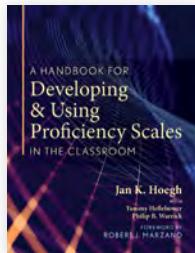
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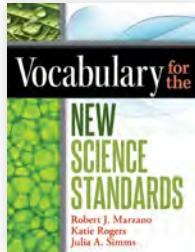
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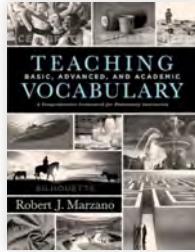
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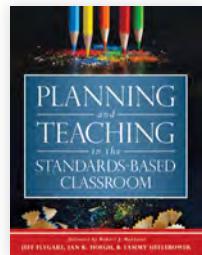
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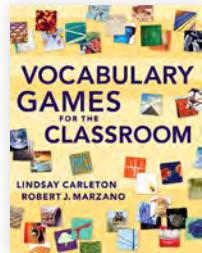
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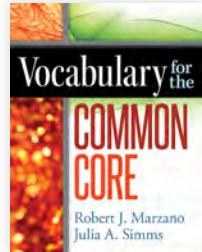
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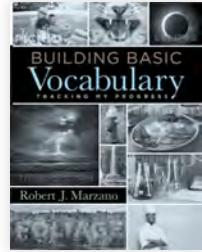
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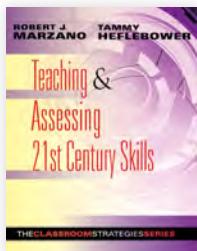
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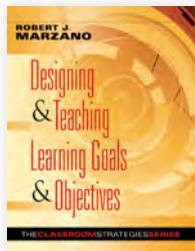
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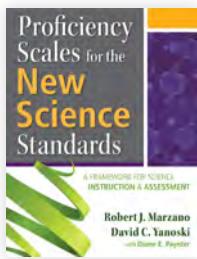
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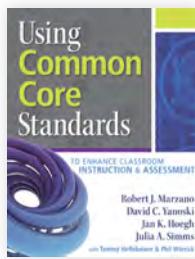


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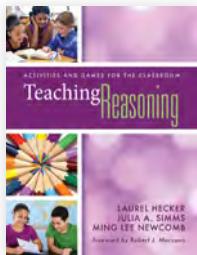


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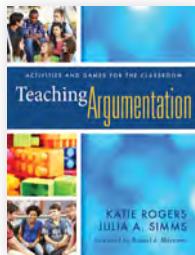


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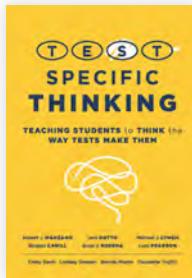
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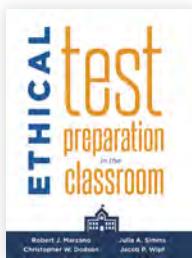


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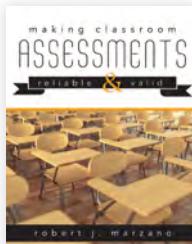


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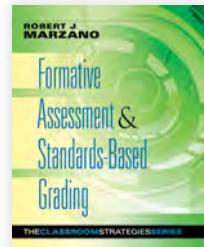
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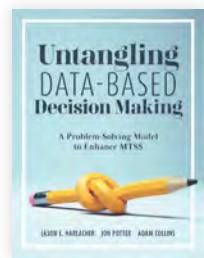
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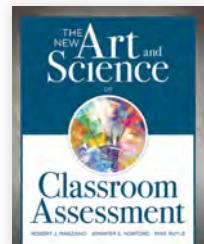


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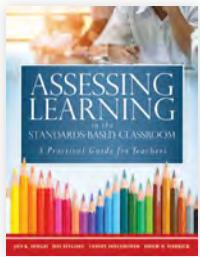
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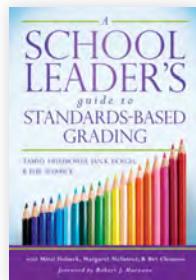
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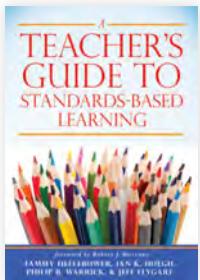
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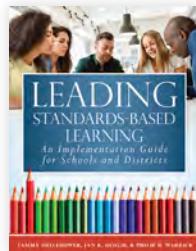
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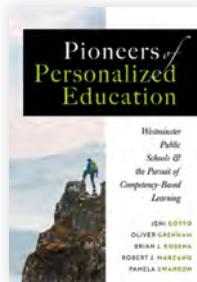
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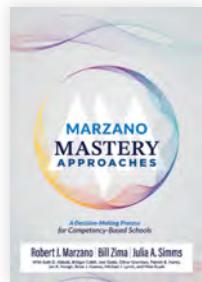
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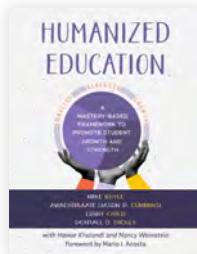
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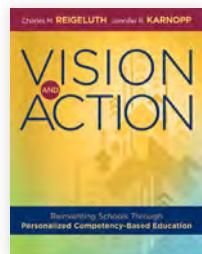
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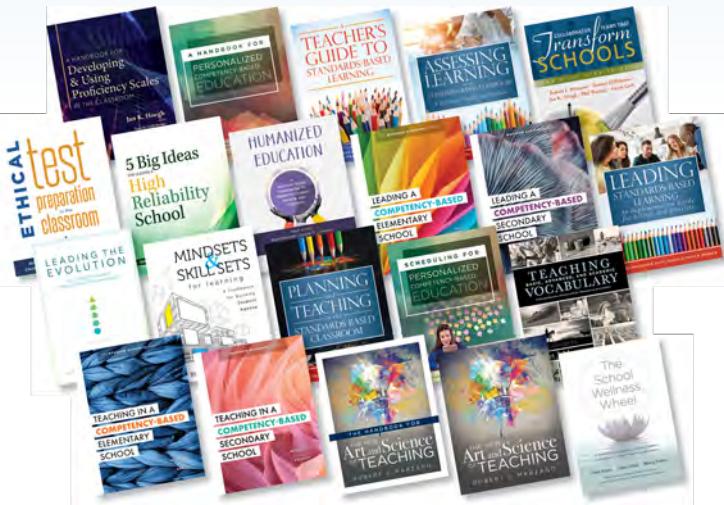
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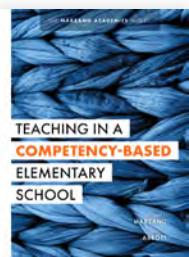
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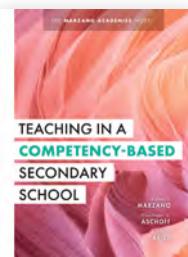
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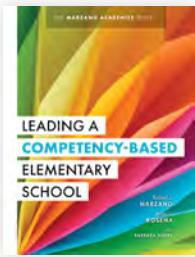
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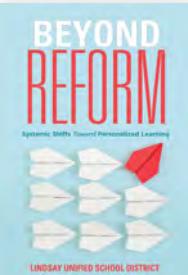
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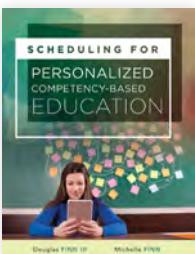
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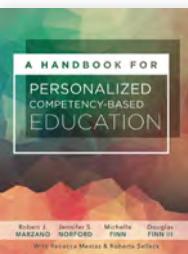


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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total # of Levels
ELA	•	•	•	•	•	•	•	•	•	•		•	•	11
Math	•	•	•	•	•	•	•	•	•	•	•	•	•	13
Science	•	•	•	•	•	•	•	•	•	•	•	•	•	13
Social Studies	•	•	•		•	•								6
History							•	•	•	•	•			4
Civics							•			•				2
Economics							•			•				2
Geography							•			•				2
Visual Arts	•	•	•	•	•	•								6
Music	•	•	•	•	•	•								6

Note: Each • indicates one level.

Scales for additional content areas

	K-2	3-5	6-8	9-12
Metacognitive Skills	•	•	•	•
Cognitive Analysis Skills	•	•	•	•
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