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Research-Based

 MARZANO Resources

# Professional Learning

Spring/Summer 2026



*Empowering educators to transform student learning*

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# Our vision

Transform education worldwide to ensure learning for all

At **Marzano Resources**, we are bound by our passion to deliver best practices you can take straight to your classrooms, schools, and districts.

To support you through every phase of your professional development journey, we offer a range of services and products, including **on-site professional development, educator events, virtual coaching, books, and online courses**, with a strong emphasis on the topics that educators like you face every day.

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## Lindsay Asp

Director of Educational Partnerships  
Regions: AR, IA, MN, MO, ND, SD, WI  
303.766.9199 ext. 324

Email Lindsay: [Lindsay.Asp@MarzanoResources.com](mailto:Lindsay.Asp@MarzanoResources.com)



## Rebecca Navar-Stepashkin

Director of Educational Partnerships  
Regions: AZ, LA, NM, TX  
303.766.9199 ext. 349

Email Rebecca: [Rebecca.Navar@MarzanoResources.com](mailto:Rebecca.Navar@MarzanoResources.com)



## Michele Cozza

Director of Educational Partnerships  
Regions: CT, IL, IN, MA, ME, MI, NH, NJ, NY,  
OH, PA, RI, VT

303.766.9199 ext. 306

Email Michele: [Michele.Cozza@MarzanoResources.com](mailto:Michele.Cozza@MarzanoResources.com)



## Tina Sindelar

Director of Educational Partnerships  
Regions: CO, KS, MT, NE, OK, UT, WY  
303.766.9199 ext. 350

Email Tina: [Tina.Sindelara@MarzanoResources.com](mailto:Tina.Sindelara@MarzanoResources.com)



## Christina Hankins

Director of Educational Partnerships  
Regions: AL, FL, GA, MS, NC, SC, TN  
303.766.9199 ext. 338

Email Christina: [Christina.Hankins@MarzanoResources.com](mailto:Christina.Hankins@MarzanoResources.com)



## Julie Slocum

Director of Sales  
Regions: DC, DE, KY, MD, VA, WV  
812.961.9399

Email Julie: [Julie.Slocum@MarzanoResources.com](mailto:Julie.Slocum@MarzanoResources.com)



## Justin Materna

Director of Educational Partnerships  
Regions: AK, CA, HI, ID, NV, OR, WA  
800.733.6786 ext. 1013

Email Justin: [Justin.Materna@MarzanoResources.com](mailto:Justin.Materna@MarzanoResources.com)



**Evidence of Excellence**

## 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](https://MarzanoResources.com/BankheadMiddleSchool)

# Featured Resources

## Assessment Literacy for Educators **NEW**

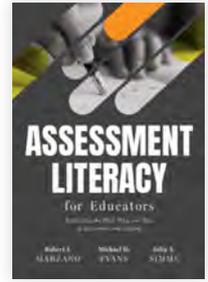
*Rethinking the What, Why, and How of Assessment and Grading*

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**

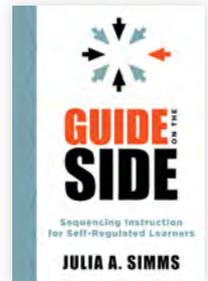
*Sequencing Instruction for Self-Regulated Learners*

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*

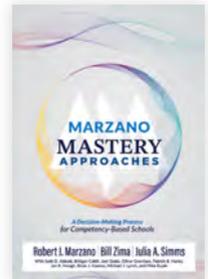
By Robert J. Marzano, Bill Zima, and Julia A. Simms

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

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.

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

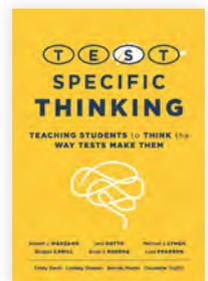
By Robert J. Marzano, Bridget Cahill, Jeni Gotto, Brian J. Kosena, Michael J. Lynch, and Lucy Pearson

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



## 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](http://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 Cawthron 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

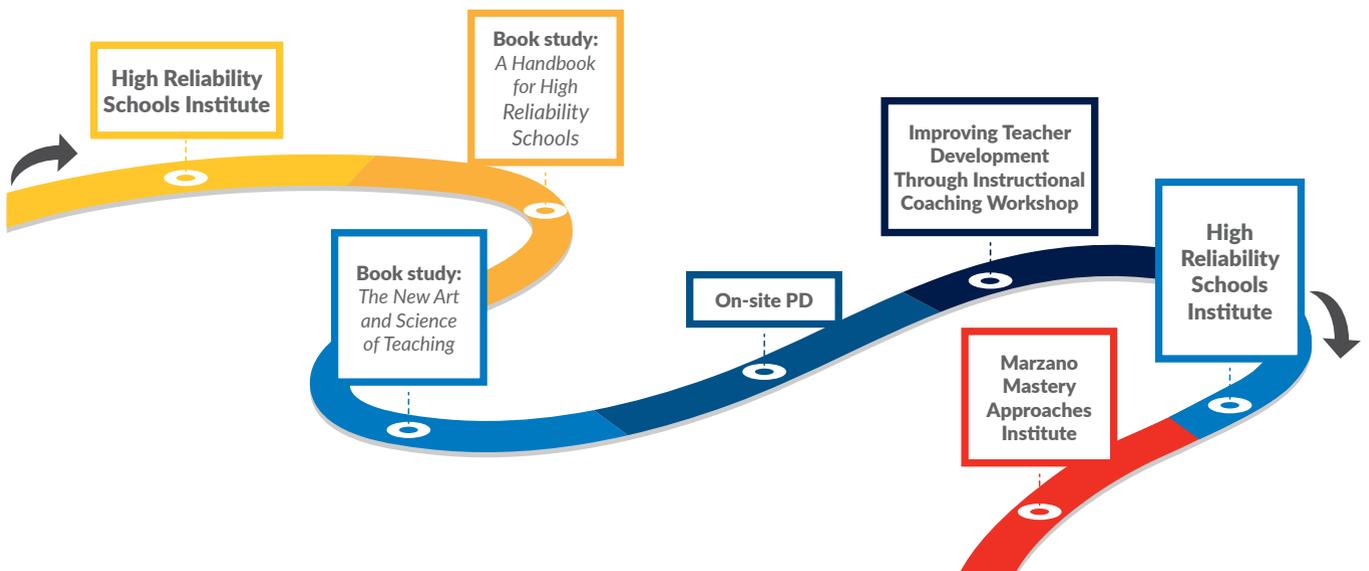
## ► IMPLEMENTATION *(continued)*

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



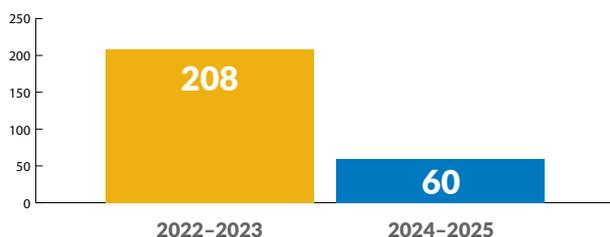
## ► RESULTS

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.

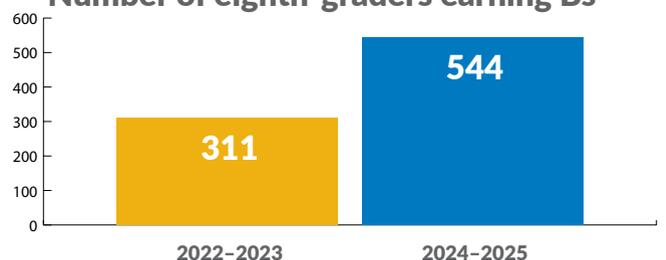
This positive momentum, coupled with the introduction of systematic monitoring, has yielded tangible results.

- 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**



**Hear what educators have to say**  
[MarzanoResources.com/Testimonials](https://MarzanoResources.com/Testimonials)



# 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 4 .....Little 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 8-9 .....Des 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 5-6 .....Des 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 11-12 .....Ottumwa, 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



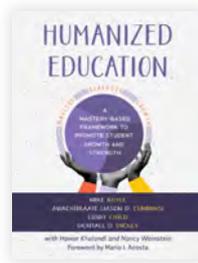
## The Schools Our Students Deserve NEW

*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



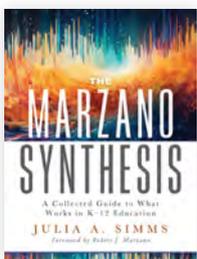
## Humanized Education

*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.

26MGMG-M1A-BKL076 **\$45.95**  
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208 pages



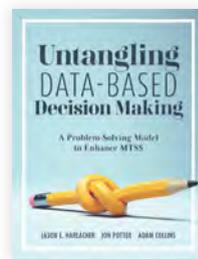
## The Marzano Synthesis

*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**  
ISBN 978-1-943360-84-0  
208 pages



## Untangling Data-Based Decision Making

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.

26MGMG-M1A-BKL072 **\$43.95**  
ISBN 978-1-943360-78-9  
264 pages

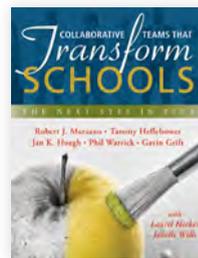


## Five Big Ideas for Leading a High Reliability School

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**  
ISBN 978-1-943360-82-6  
168 pages



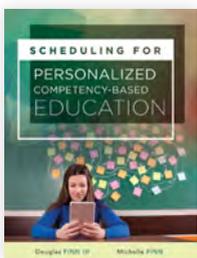
## Collaborative Teams That Transform Schools

*The Next Step in PLCs*

By Robert J. Marzano, Tammy Heflebower,  
Jan K. Hoegh, Philip B. Warrick, Gavin Grift

Explore research-based steps and strategies you can use to increase the effectiveness of collaborative teams and enhance professional learning communities.

26MGMG-M1A-BKL034 **\$45.95**  
ISBN 978-1-943360-03-1  
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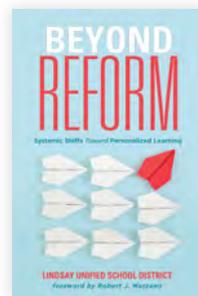


## Scheduling for Personalized Competency-Based Education

By Douglas Finn III and Michelle Finn

Gain clear guidance for implementing a personalized competency-based education (PCBE) scheduling system that prioritizes student learning needs.

26MGMG-M1A-BKL049 **\$40.95**  
ISBN 978-1-943360-31-4  
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## Beyond Reform

*Systemic Shifts Toward Personalized Learning*

By Lindsay Unified School District  
Foreword by Robert J. Marzano

Learn how you can transform learning in your district by shifting from a traditional time-based education system to a learner-centered performance-based system.

26MGMG-M1A-BKL036 **\$35.95**  
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136 pages

## Marzano Mastery Approaches **NEW**

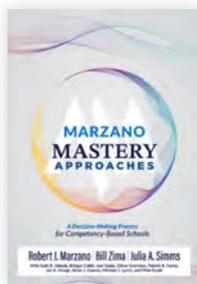
*A Decision-Making Process for Competency-Based Schools*

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. 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.

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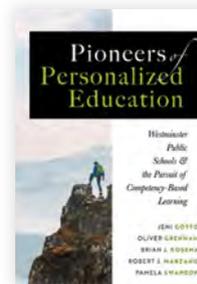
## Pioneers of Personalized Education **NEW**

*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



## A Handbook for High Reliability Schools **BESTSELLER**

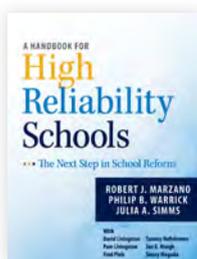
*The Next Step in School Reform*

By Robert J. Marzano, Philip B. Warrick, and Julia A. Simms

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

Transform schools into organizations that take proactive steps to ensure student success using a research-based, five-level hierarchy and leading and lagging indicators.

26MGMG-M1A-BKL020 **\$40.95**  
ISBN 978-0-9833512-7-6  
152 pages



## Vision and Action

*Reinventing Schools Through Personalized Competency-Based Education*

By Charles M. Reigeluth and Jennifer R. Karnopp

With Barry Sommer, Nikolaus 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**  
ISBN 978-1-943360-18-5  
272 pages



## Bring our experts to your school



Mario I.  
Acosta



Jason D.  
Cummins  
(Awachiikaate)



Douglas  
Finn III



Jan K.  
Hoegh



Michelle  
McCann



Mike  
Ruyle



Philip B.  
Warrick

For a complete list of experts, go to [MarzanoResources.com/PDExperts](https://MarzanoResources.com/PDExperts)

**SAVE THE DATE**

The  
High Reliability Schools  
**SUMMIT**

**San Antonio, Texas**  
January 11–13, 2027



## **Research-based practices.** **Improved student achievement.**

Join us at the High Reliability Schools (HRS) Summit to learn how the powerful HRS framework can help address your school's or district's unique needs and goals.

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](https://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?***

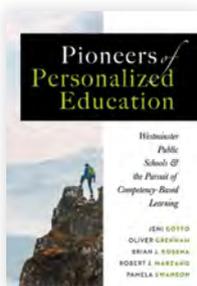
When schools cultivate a culture centered on student success paired with a supportive climate, classroom environments naturally reflect these principles. These healthy characteristics allow its classrooms to emerge as microcosms of the cultural effectiveness where the values, attitudes, and behaviors of the school are echoed and enacted on a personal scale. Effective classroom microclimates focus efforts on ensuring student success by fostering safe and supportive climates; holding high expectations for each student; developing student agency and motivation; adapting and individualizing teaching methods; and engaging parents, families, and the community.



# Leadership



# Leadership



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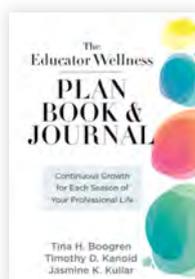
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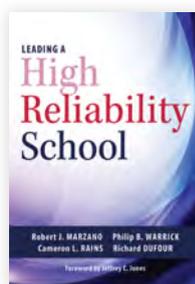


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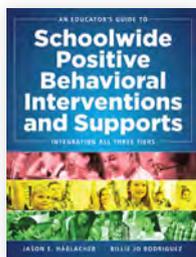
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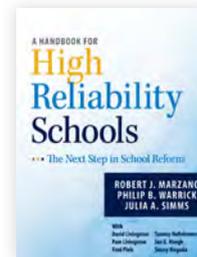
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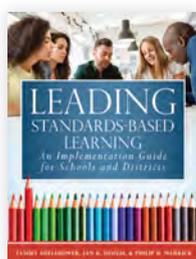
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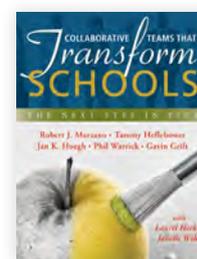
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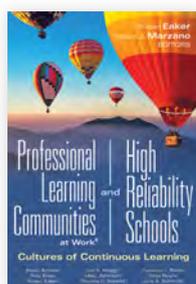
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High  
Reliability  
Schools

COACHING  
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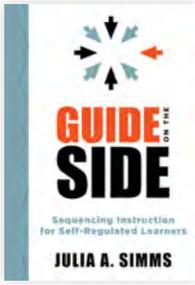
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# Instruction





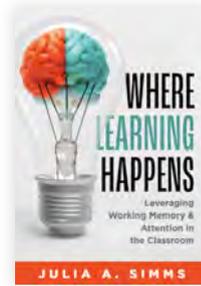
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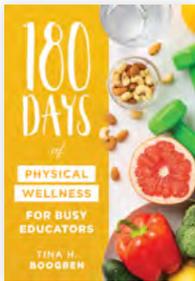
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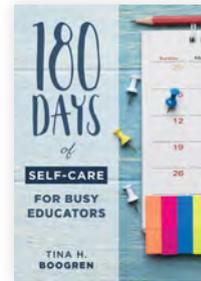
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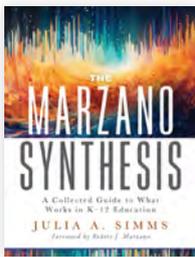
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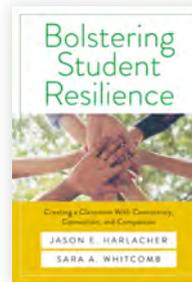
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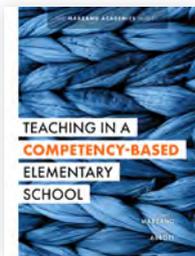
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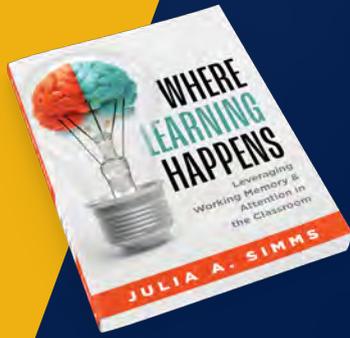
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# AUTHOR SPOTLIGHT

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?**

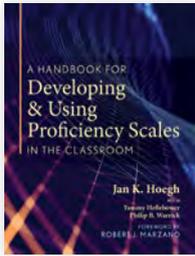
One of the most effective strategies to reduce extraneous load involves the split-attention effect. By presenting related information together, especially integrating visuals with text, the burden on working memory is reduced. For example, integrate labels directly onto a diagram rather than using a 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.



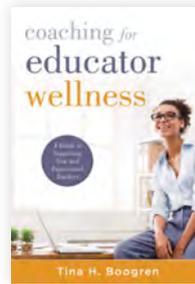
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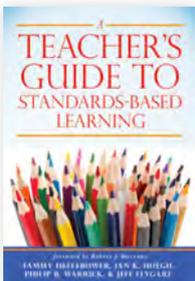
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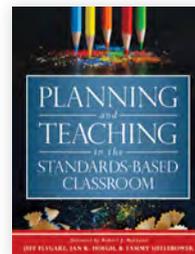
## A Teacher's Guide to Standards-Based Learning **BESTSELLER**

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Philip B. Warrick, and Jeff Flygare

Foreword by Robert J. Marzano

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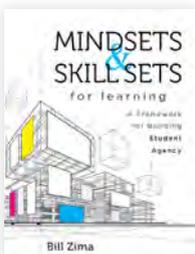
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Foreword by Robert J. Marzano

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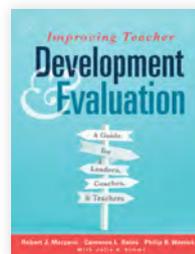
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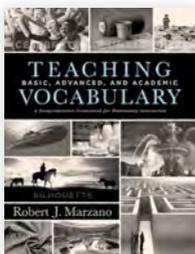
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and Philip B. Warrick

With Julia A. Simms

Written for teachers, coaches, and educational leaders, this resource offers a paradigm-shifting approach to teacher development and evaluation.

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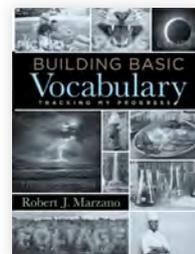
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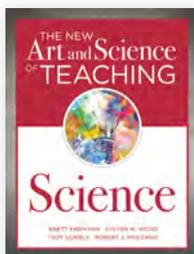
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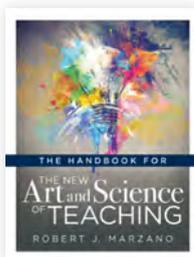
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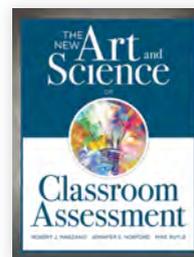


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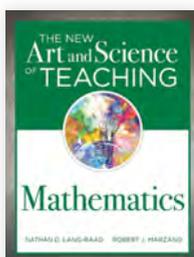


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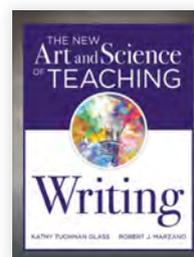


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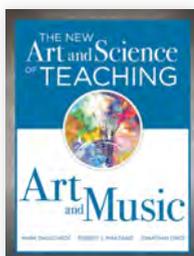


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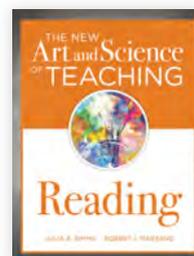


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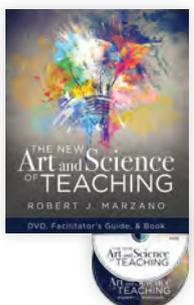


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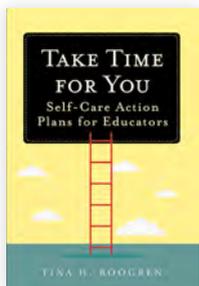
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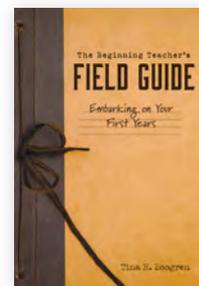
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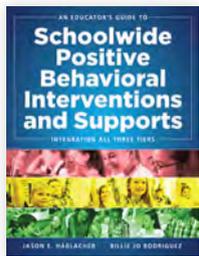
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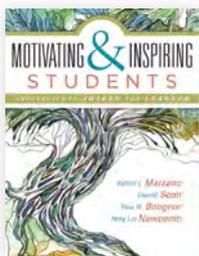
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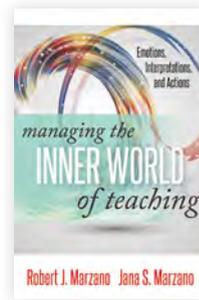
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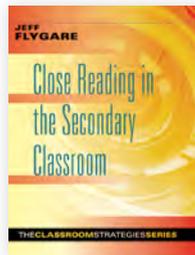
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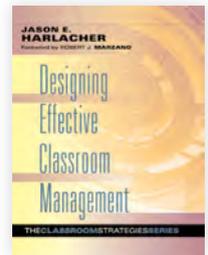
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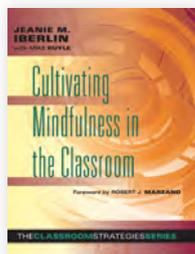
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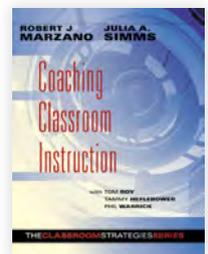
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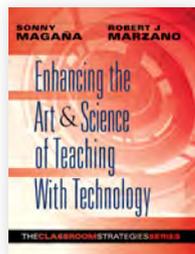


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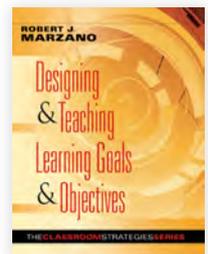


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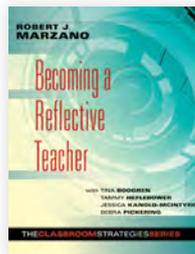
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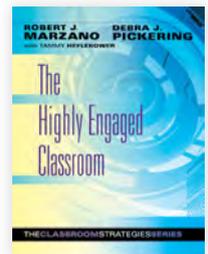
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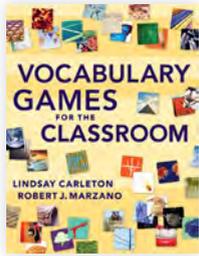
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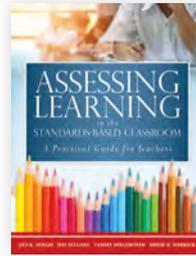


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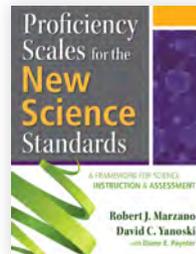


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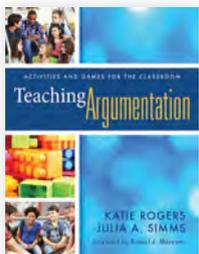
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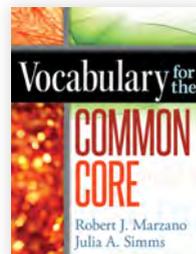
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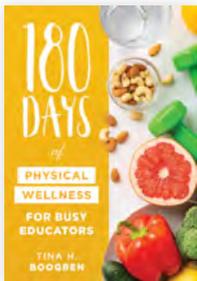
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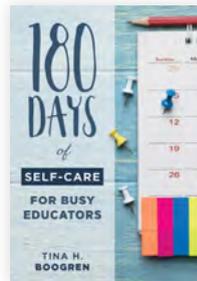
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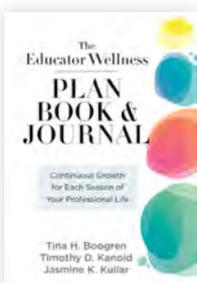
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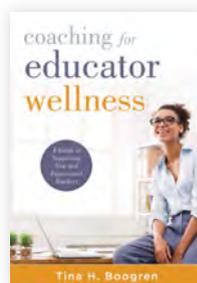
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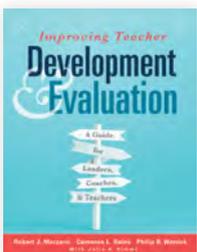
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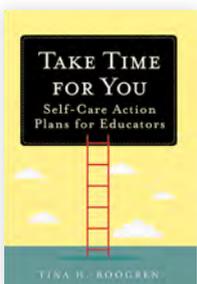


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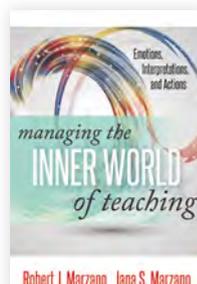
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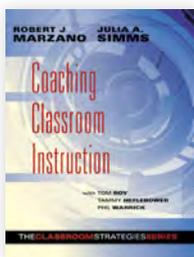
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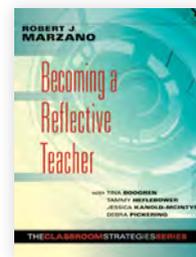


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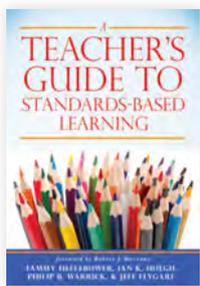


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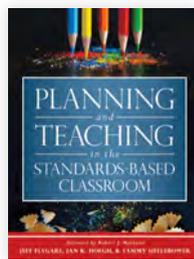


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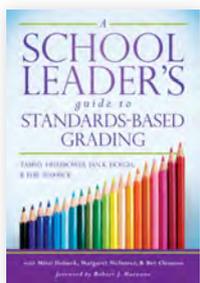


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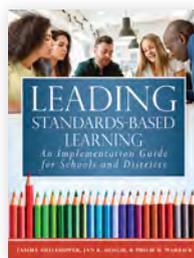


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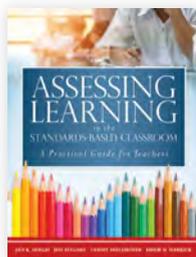
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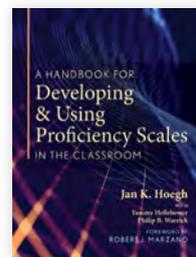
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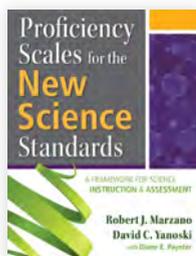
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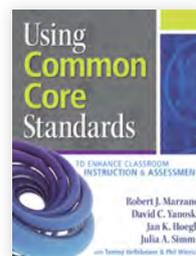
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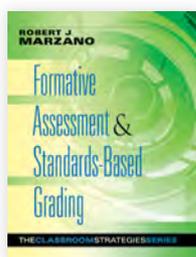


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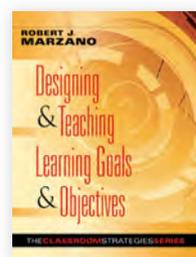


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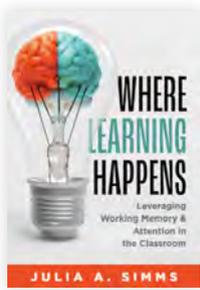
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# Student Engagement

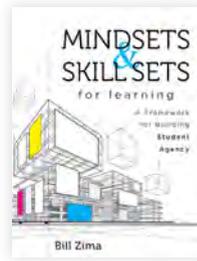


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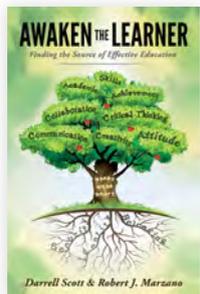
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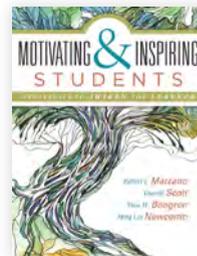
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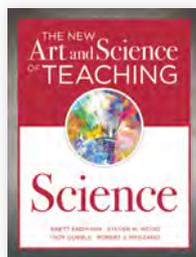


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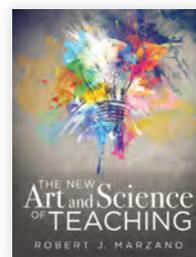


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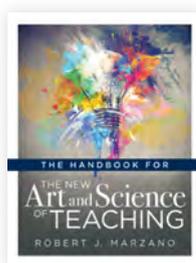
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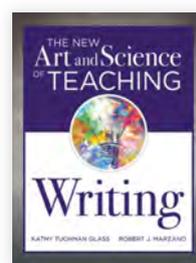


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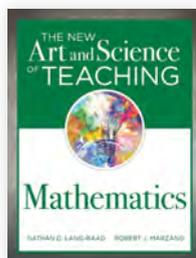


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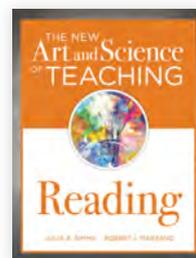


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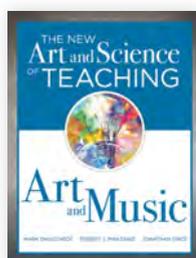


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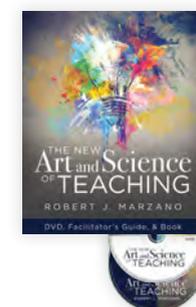


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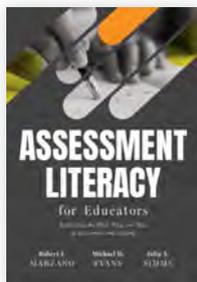
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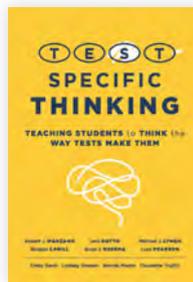
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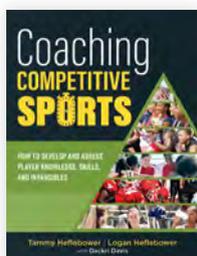
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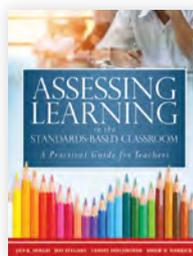
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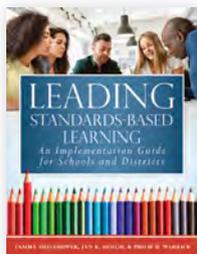
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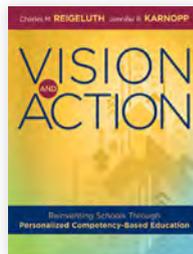
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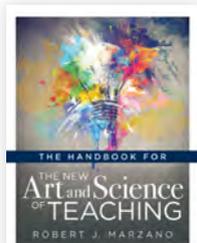
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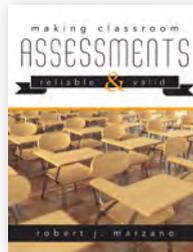
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## Making Classroom Assessments Reliable and Valid

By Robert J. Marzano

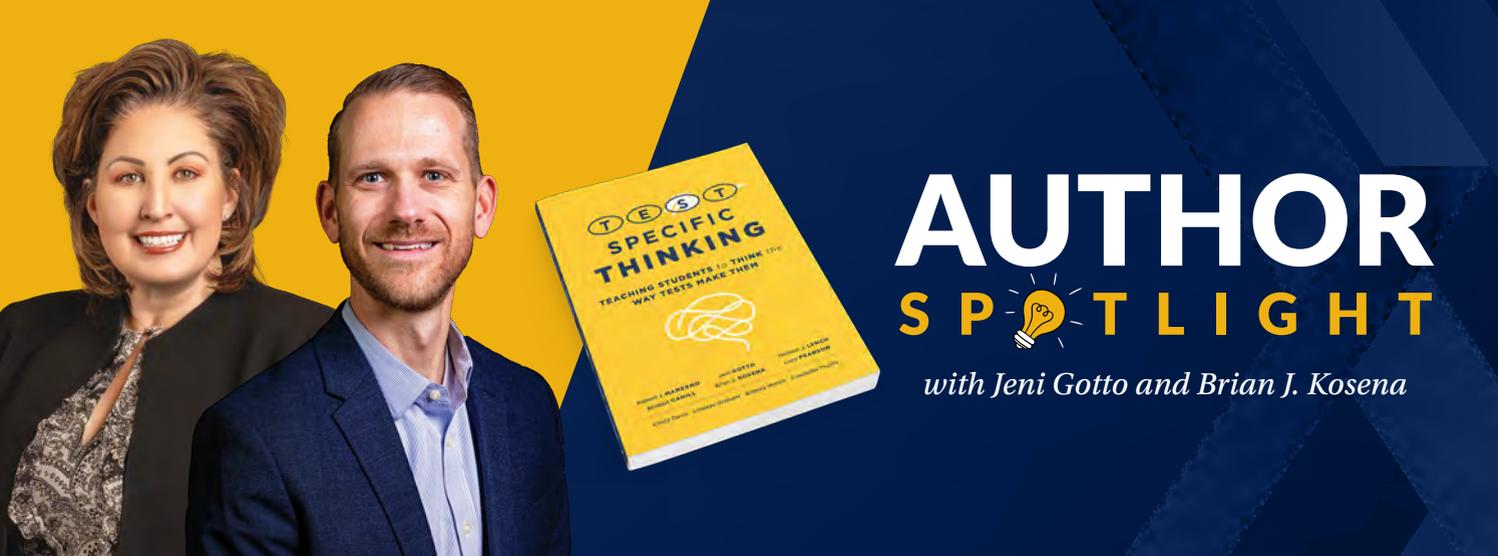
Classroom assessments (CAs) have key advantages over large-scale interim, end-of-course, and state assessments. This resource details why CAs should become the primary method for formally measuring student learning and outlines how to revamp your CAs to ensure validity and reliability.

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*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.

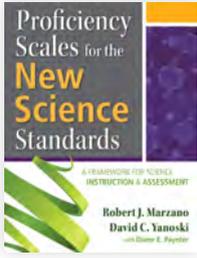
*Implementing test-specific thinking across a school likely involves more than just classroom-level change. What role do school leaders play in supporting this shift, and what structures or practices should they put in place to sustain it long-term?*

**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



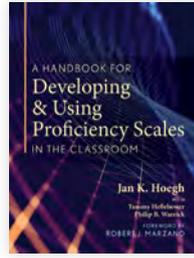
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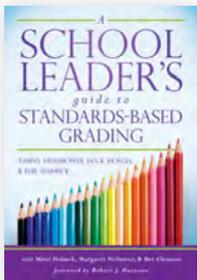


## A Handbook for Developing and Using Proficiency Scales in the Classroom

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With Tammy Heflebower and Philip B. Warrick  
Foreword by Robert J. Marzano

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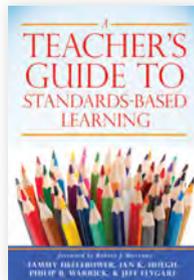
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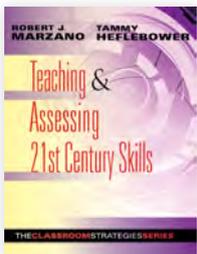


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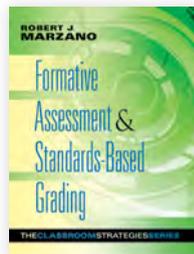


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# Personalized Competency-Based Education



# Personalized Competency-Based Education



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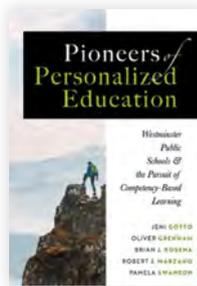
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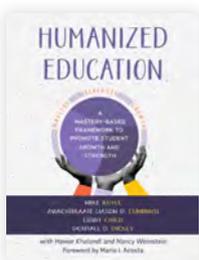
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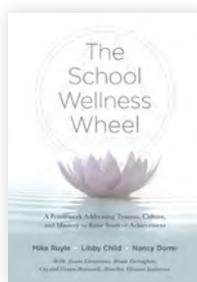
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Foreword by Mario I. Acosta  
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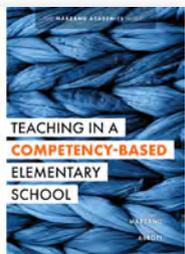
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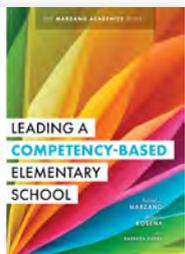
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# AUTHOR SPOTLIGHT

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.

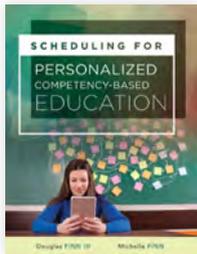
***For schools testing the waters before making a full transition, what is one small, practical change they could implement right away to see the benefits of a mastery-based approach?***

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

## COMPANION RESOURCES

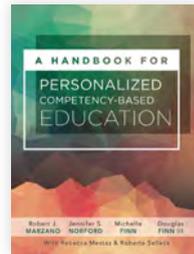


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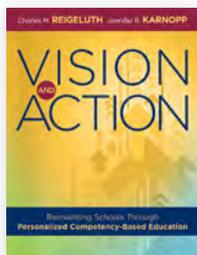


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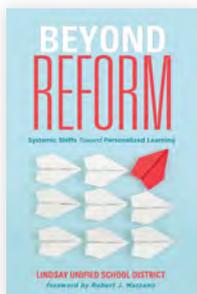
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- Explore the characteristics of a strong standards-based curriculum, including aligned instruction and reliable assessment.
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- Integrate concepts such as trauma-responsive schooling and culturally responsive teaching.



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# Personalized Competency-Based Education

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Data-driven tools for school improvement



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# Educator Wellness



# Educator Wellness



## Mindfulness First

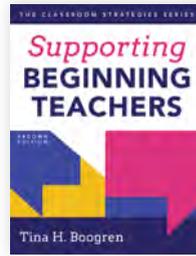
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Foreword by Robert J. Marzano

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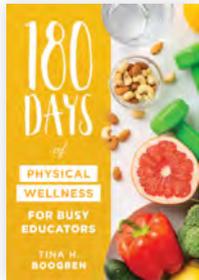
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## 180 Days of Self-Care for Busy Educators

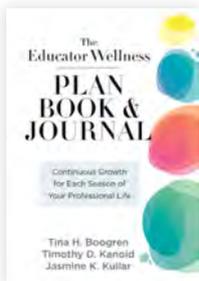
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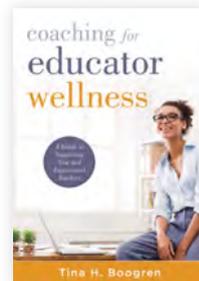
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## Coaching for Educator Wellness

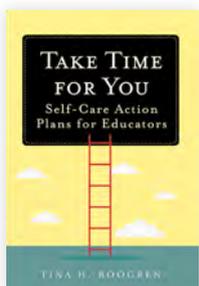
*A Guide to Supporting New and Experienced Teachers*

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## Take Time for You **BESTSELLER**

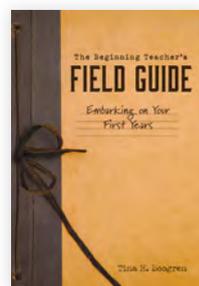
*Self-Care Action Plans for Educators*

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Embark on a clear path to well-being by working through Maslow's hierarchy of needs—physiological, safety, belonging, esteem, self-actualization, and transcendence.

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## The Beginning Teacher's Field Guide **BESTSELLER**

*Embarking on Your First Years*

By Tina H. Boogren

The joys and pains of starting a teaching career often go undiscussed. This guide explores the personal side of teaching, outlining classroom strategies and self-care practices.

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ISBN 978-1-945349-56-0  
160 pages

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# Professional Development Services

## One-day services

- Professional Wellness Keynote**

Achieve a lasting state of well-being, even in the face of relentless stress and change. Designed for educators and leaders at every level, this inspirational keynote provides a research-backed framework that will support you as you engage in the process of self-care and wellness. Explore the 4 Dimensions of Educator Wellness and 12 routines that will help you live your best life in each area of focus.
- Professional Wellness Workshop for School Leaders**

As a building or central office leader, ensure your school or district culture empowers educators to thrive. Attend this workshop to examine how well your systems and processes support educator wellness and identify changes you can make for positive impact.

- Professional Wellness Workshop for Educators**

Get hands-on, practical experience in working within the Wellness Solutions for Educators™ framework. This full-day workshop invites every educator in your school or district to delve into 12 routines essential for personal progress in each of the 4 Dimensions of Educator Wellness.
- Educator Wellness Overview**

Educator and teacher self-care can be challenging, but embracing a holistic health and wellness plan can improve your physical, mental, emotional, and social well-being both inside and outside of school. In this training, you'll acquire ideas and guidance you can use to embark on your own wellness journey.

## Bring our experts to your school



Tina H.  
Boogren



Adrienne  
Turner

## Professional Development Services

### Two- to four-day services

#### The 4 Dimensions of Educator Wellness Series

Offered as individual one-day sessions, each component in the series focuses on one of the 4 Dimensions of Educator Wellness:

- The **physical** dimension of wellness represents the most essential needs for educators. In this session, you are invited to measure your physical wellness progress in three distinct routines: food, movement, and sleep.
- 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.

Sessions are scheduled to allow time between each one for participant reflection.

#### Coaching for Educator Wellness

Fully and confidently step into your role as an instructional coach. This training offers evergreen strategies alongside fresh new solutions that will help you differentiate coaching practices for new and veteran teachers, address teacher self-care, and more. Partner with our experts as you continue to improve your craft and help teachers find their own greatness.

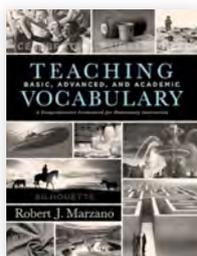
#### Self-Care for Educators

Establish habits and routines that allow you to bring your very best self to those you serve. By utilizing a research-based framework for self-care, this training helps educators of all levels and backgrounds develop personalized self-care plans. You'll leave feeling inspired, rejuvenated, and empowered.

# Literacy



## COMPANION RESOURCES



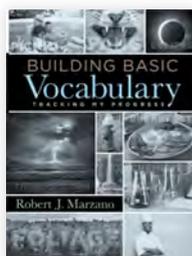
### Teaching Basic, Advanced, and Academic Vocabulary

*A Comprehensive Framework for Elementary Instruction*

By Robert J. Marzano

Robert J. Marzano identifies more than 8,000 basic, advanced, and academic vocabulary terms, organizing them into 444 semantic clusters.

26MGMG-M1A-BKL050 **\$48.95**  
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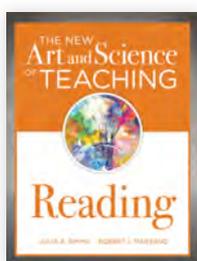
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*Tracking My Progress*

By Robert J. Marzano

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26MGMG-M1A-BKL039 **\$45.95**  
ISBN 978-1-943360-17-8  
Grades K-5; 232 pages



### The New Art and Science of Teaching

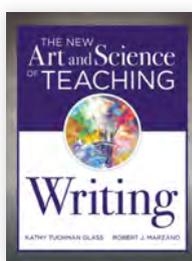
*Reading*

Discover a model for reading development and 100+ targeted instructional strategies designed to help every student become a proficient reader.

26MGMG-M1A-BKF811 **\$45.95**  
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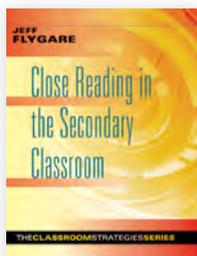
*Writing*

Using a clear, well-organized structure, the authors apply the strategies originally introduced in *The New Art and Science of Teaching* to the teaching of writing.

26MGMG-M1A-BKF796 **\$45.95**  
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192 pages



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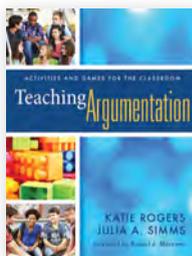


### Close Reading in the Secondary Classroom

By Jeff Flygare

*Close Reading in the Secondary Classroom* offers high school and middle school educators guidance on introducing close reading to students to help improve comprehension and critical thinking.

26MGMG-M1A-BKL033 **\$40.95**  
ISBN 978-1-943360-01-7  
Grades 6-12; 168 pages



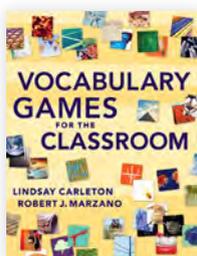
### Vocabulary for the Common Core

**BESTSELLER**

By Robert J. Marzano and Julia A. Simms

The Common Core State Standards (CCSS) present unique demands on students' ability to learn vocabulary and teachers' ability to teach it. The authors address these challenges in this resource, helping you create a successful vocabulary program.

26MGMG-M1A-BKL014 **\$48.95**  
ISBN 978-0-9858902-2-3  
280 pages



### Vocabulary Games for the Classroom

**BESTSELLER**

By Lindsay Carleton and Robert J. Marzano

Make direct vocabulary instruction fun and successful. Hundreds of vocabulary terms handpicked by Robert J. Marzano cover four content areas and all grade levels.

26MGMG-M1A-BKL007 **\$48.95**  
ISBN 978-0-9822592-6-9  
272 pages

# Professional Development Services

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### Keynote

In a customizable presentation, an associate will equip your team with the tools to help students learn vocabulary terms and close achievement gaps.

### Teaching Basic, Advanced, and Academic Vocabulary Overview

This training examines the link between vocabulary and students' background knowledge and achievement. You'll learn how to select terms for direct instruction, use a research-based process to teach those terms, and assess and track students' progress with new terms.

## Two- to four-day services

### Teaching Basic, Advanced, and Academic Vocabulary

Learn how to construct a strong foundation for literacy development and academic achievement through direct vocabulary instruction on Tier 1, Tier 2, and Tier 3 terms. You'll explore Dr. Robert J. Marzano's analysis of more than 8,000 terms for grades K-5, organized into semantic clusters.

### Vocabulary Schoolwide Coordination Training

After grade-level or content-area teams have identified the terms to teach for their level or area, the entire school group (or representatives from each level or area) will come together to ensure that vocabulary instruction is coordinated, guaranteed, and viable across all grades and content areas.

## Bring our experts to your school



Jill  
Dunlap-  
Brown



Shelley  
Gies



Bill Zima

## 2-DAY WORKSHOP



### Teaching Basic, Advanced, and Academic Vocabulary

Participants will learn how to construct a strong foundation for literacy development and academic achievement through direct vocabulary instruction on Tier 1, Tier 2, and Tier 3 terms.

Presenter: Shelley Gies

March 19-20 .....Raleigh, North Carolina

**REGISTER TODAY**

[MarzanoResources.com/VocabularyWorkshop](https://MarzanoResources.com/VocabularyWorkshop)

WEBINAR

### Promoting High-Level Literacy by Teaching Basic, Advanced, and Academic Vocabulary

Presented by Mike Ruyle

#### High-Level literacy starts with vocabulary

Enhancing literacy at all levels of education is one of the most critical elements of effective schooling. This research-based webinar focuses on teaching basic, advanced, and academic vocabulary to strengthen comprehension and support high-level literacy across content areas.



**Watch the recording**

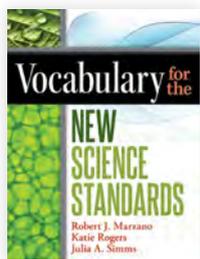
[MarzanoResources.com/High-LevelLiteracy](https://MarzanoResources.com/High-LevelLiteracy)



# Vocabulary



# Vocabulary

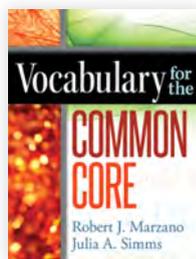


## Vocabulary for the New Science Standards

By Robert J. Marzano, Katie Rogers, and Julia A. Simms

Impact science education using a six-step process that will help ensure you successfully incorporate vocabulary from the science standards into student learning.

26MGMG-M1A-BKL026 **\$45.95**  
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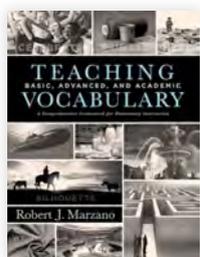
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### COMPANION RESOURCES



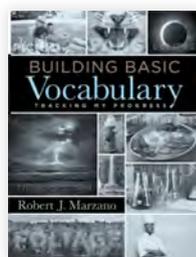
## Teaching Basic, Advanced, and Academic Vocabulary

*A Comprehensive Framework for Elementary Instruction*

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Robert J. Marzano identifies more than 8,000 basic, advanced, and academic vocabulary terms, organizing them into 444 semantic clusters.

26MGMG-M1A-BKL050 **\$48.95**  
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Grades K-5; 304 pages



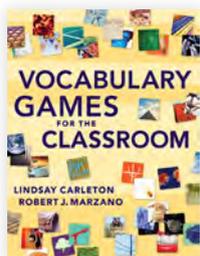
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## Vocabulary Games for the Classroom **BESTSELLER**

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Make direct vocabulary instruction fun and successful. Hundreds of vocabulary terms handpicked by Robert J. Marzano cover four content areas and all grade levels.

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272 pages

## 2-DAY **WORKSHOP**

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Participants will learn how to construct a strong foundation for literacy development and academic achievement through direct vocabulary instruction on Tier 1, Tier 2, and Tier 3 terms.

Presenter: Shelley Gies

Raleigh, North Carolina .....March 19-20

**REGISTER TODAY**

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# High Reliability Schools



# High Reliability Schools



## What if schools refused to allow even one student to fail?

High reliability organizations are fully committed to proactively preventing failures and ensuring success.

Discover how your school can adopt this same high reliability mindset and drive profound improvements in student achievement with the Marzano High Reliability Schools framework.

## Take the next step on your school improvement journey

Trusted by administrators around the world, the **Marzano High Reliability Schools (HRS)** framework has helped hundreds of schools and districts dramatically improve. Now, in the rapidly changing educational landscape, educators rely on this trusted framework to help them keep a laser-like focus on the five key areas of performance that matter most.



## Celebrate your success

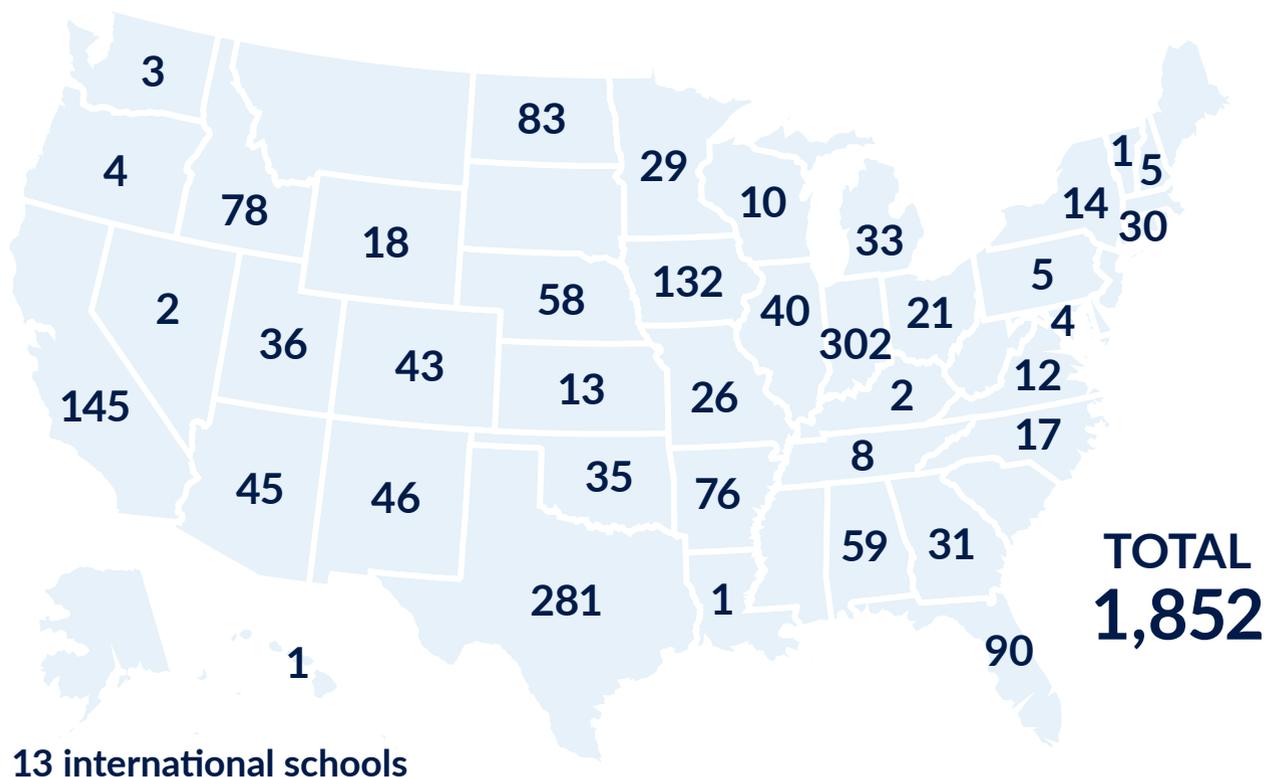
For schools and districts that have attained one or more levels of reliability, **Marzano Resources offers formal certification** to share with your community and stakeholders.



**Take your next step**  
[MarzanoResources.com/HighReliabilitySchools](https://MarzanoResources.com/HighReliabilitySchools)

# High Reliability Schools by the numbers

Each certified High Reliability School employs educators who have made a collaborative commitment to the success of every student. Their daily practice involves implementing research-based strategies at one or more of the HRS levels to make a permanent, positive, and significant impact on student achievement.



## 2025 Snapshot

In total, **243 schools** received HRS certification in 2025 (see a breakdown by level below).



72 schools



99 schools



45 schools



16 schools



11 schools



**Become a High Reliability School**  
[MarzanoResources.com/BecomeAnHRS](https://MarzanoResources.com/BecomeAnHRS)

# High Reliability Schools



## Strong teachers, strong schools

Marzano Resources' High Reliability Teacher (HRT) program develops and celebrates teacher effectiveness. Our three-level certification process facilitates the advancement of a teacher's pedagogical knowledge and skills in three key areas: effective use of instructional strategies, student learning, and valid and rigorous feedback.

### HRT empowers educators to:

- Focus on continuous improvement
- Grow professionally in instruction, assessment, and feedback
- Improve student achievement
- Develop expertise and expand career opportunities

### Who should participate in the HRT certification process?

HRT is most beneficial for practicing teachers who have classroom experience. In addition, participants should be open to implementing Dr. Robert J. Marzano's New Art and Science of Teaching instructional framework in their classrooms.

### What are the benefits of participating in the HRT program?

- Receive detailed feedback regarding your instruction.
- Increase your competence in instructional practice.
- Become a teacher leader.
- Further your understanding of assessment literacy.
- Earn CEUs/PD credits.

“Being a part of the High Reliability Teacher program has made me want to be a better teacher. Through the work I've done, I have pushed myself professionally to find new and better ways to educate children. I truly feel I'm doing things in my classroom to help students take ownership of their learning while making it fun.”

—Trisha Fox / Teacher,  
Clark-Pleasant Community  
Schools, Indiana



**Expand your expertise**  
[MarzanoResources.com/HRTNetwork](https://MarzanoResources.com/HRTNetwork)

## 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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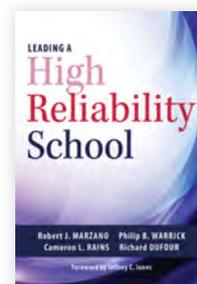
## Leading a High Reliability School

**BESTSELLER**

By Robert J. Marzano, Philip B. Warrick, Cameron L. Rains, and Richard DuFour  
Foreword by Jeffrey C. Jones

Learn how and why High Reliability Schools use interdependent systems of operation and the PLC at Work process to establish and maintain school effectiveness.

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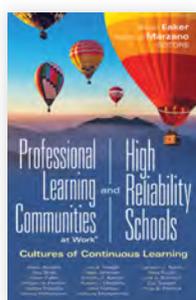
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## Professional Learning Communities at Work® and High Reliability Schools Cultures of Continuous Learning

Edited by Robert Eaker and Robert J. Marzano  
With Mario Acosta, Toby Boss, Robert Eaker, William M. Ferriter, Heather Frizellie, Tammy Heflebower, Jan K. Hoegh, Marc Johnson, Timothy D. Kanold, Robert J. Marzano, Mike Mattos, Anthony Muhammad, Cameron L. Rains, Mike Ruyle, Julie A. Schmidt, Eric Twadell, and Philip B. Warrick

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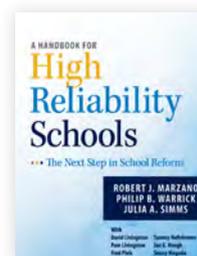
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## A Handbook for High Reliability Schools **BESTSELLER** The Next Step in School Reform

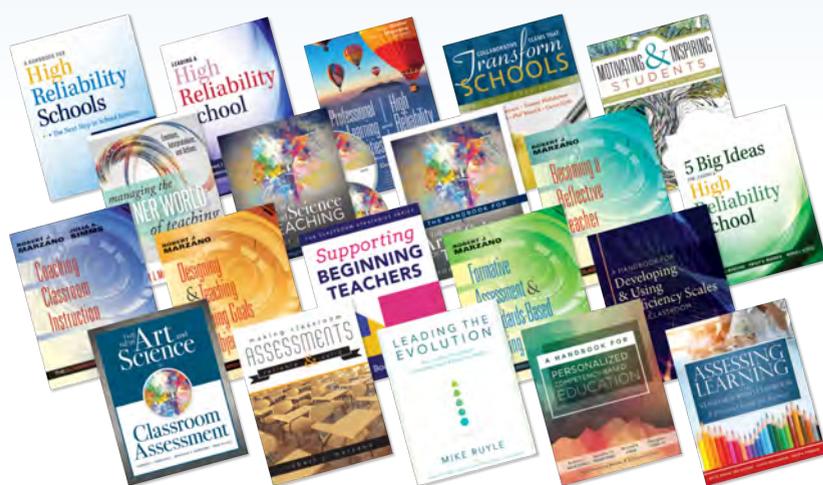
By Robert J. Marzano, Philip B. Warrick, and Julia A. Simms  
With David Livingston, Pam Livingston, Fred Pleis, Tammy Heflebower, Jan K. Hoegh, and Sonny Magaña

Transform schools into organizations that take proactive steps to ensure student success using a research-based, five-level hierarchy and leading and lagging indicators.

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# The High Reliability Schools Toolkit



## The resources every High Reliability School needs

Our experts have curated a package of professional development resources that will transform teaching and learning schoolwide. This toolkit offers all the essentials to get you started on the path to becoming a High Reliability School.



**Order today**

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## 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.

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*A Nine-Week Leadership Plan for Supporting Yourself and Your School*

By Jeanie M. Iberlin

Foreword by Robert J. Marzano

Explore practical ways to add mindfulness to your daily life as a school leader, and discover tools to extend this practice to enhance leadership skills.

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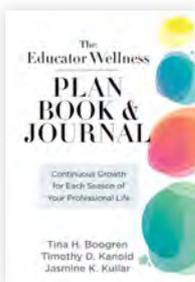
## The Educator Wellness Plan Book and Journal

*Continuous Growth for Each Season of Your Professional Life*

By Tina H. Boogren, Timothy D. Kanold, and Jasmine K. Kullar

This companion guide to the popular book *Educator Wellness* offers inspirational, practical guidance for teachers committed to wellness practices as they plan throughout the school year.

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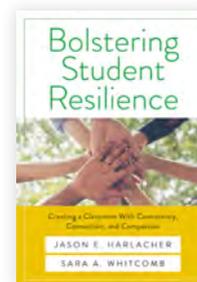
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*Creating a Classroom With Consistency, Connection, and Compassion*

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Discover three fundamentals for helping students choose and practice successful behaviors and coping skills.

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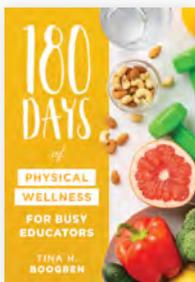
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By Tina H. Boogren

Engage in a new series of activities centered on the routines of physical wellness: food, hydration, movement, sleep, and rest.

26MGMG-M1A-BKG206 **\$45.95**  
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## 180 Days of Self-Care for Busy Educators

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By Tina H. Boogren

Access 36 weeks of self-care strategies and techniques, each corresponding with a week of the school year.

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## The School Wellness Wheel

*A Framework Addressing Trauma, Culture, and Mastery to Raise Student Achievement*

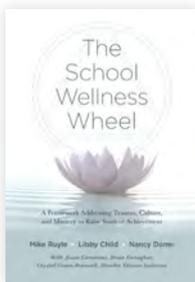
By Mike Ruyle, Libby Child, and Nancy Dome

With Jason Cummins, Brian Farragher, Crystal Green-Braswell, and Alondra Velasco Ledezma

Foreword by Robert J. Marzano

Discover how your school can evolve to address trauma, promote well-being, and elevate learning with *The School Wellness Wheel*.

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ISBN 978-1-943360-61-1  
208 pages



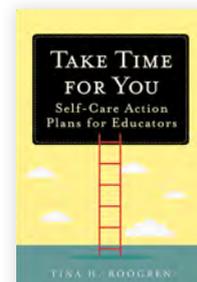
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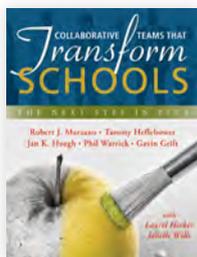
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# High Reliability Schools



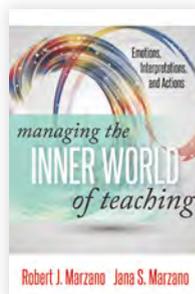
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*The Next Step in PLCs*

By Robert J. Marzano, Tammy Heflebower, Jan K. Hoegh, Philip B. Warrick, and Gavin Grift  
With Laurel Hecker and Janelle Wills

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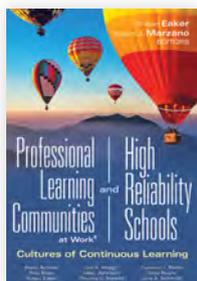
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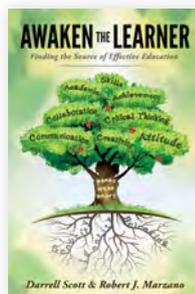
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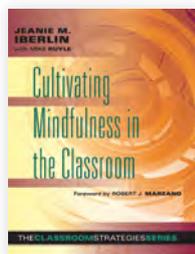
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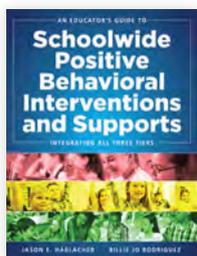
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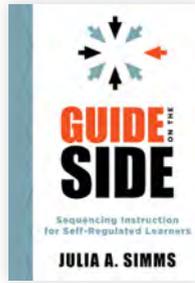
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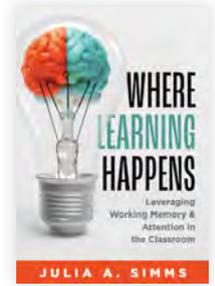
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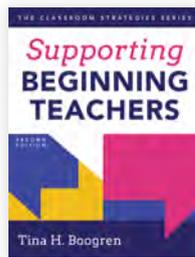


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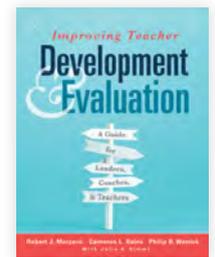
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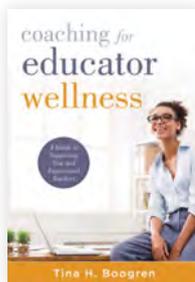
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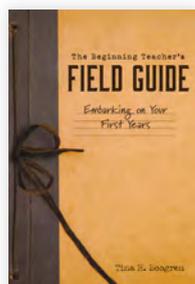
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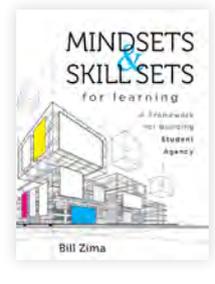
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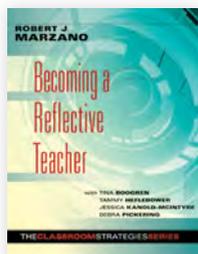
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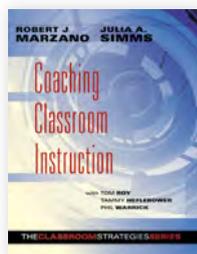


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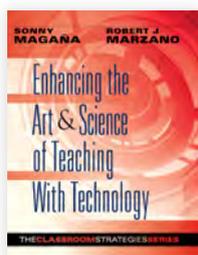


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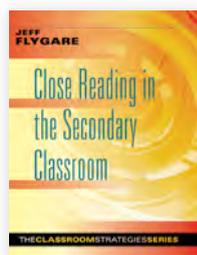


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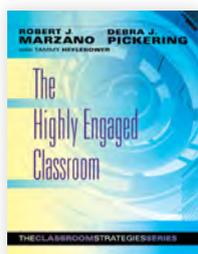


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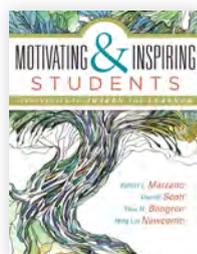


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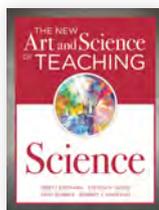
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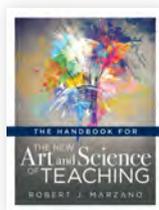
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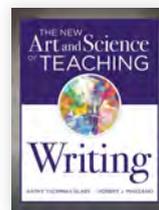


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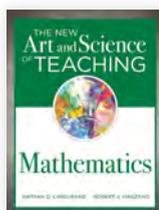


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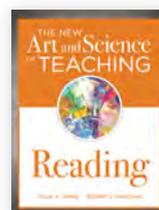


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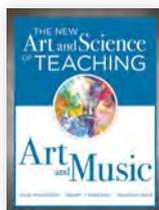


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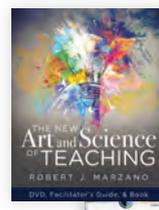


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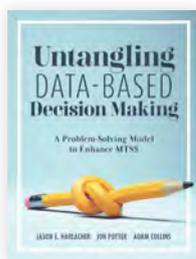
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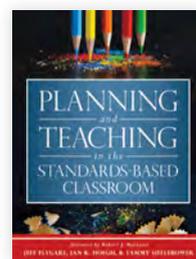
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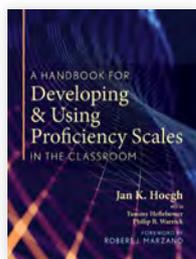
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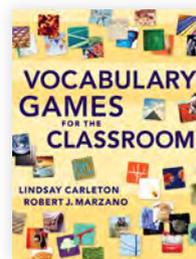


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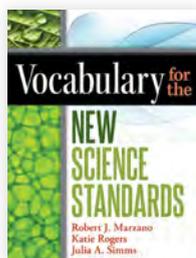


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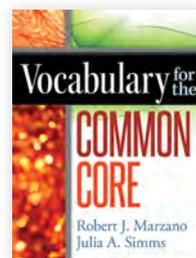


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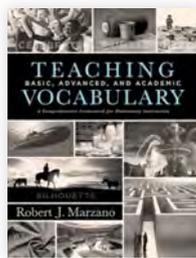
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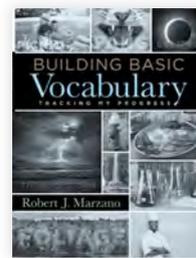
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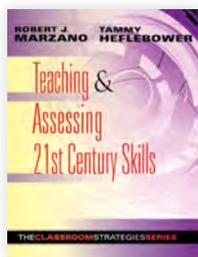
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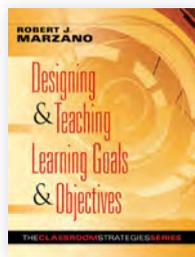


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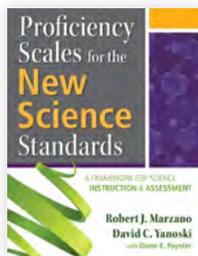


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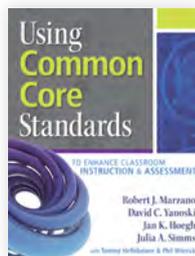
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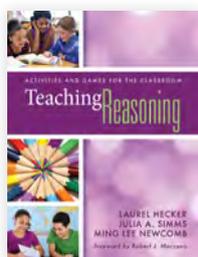
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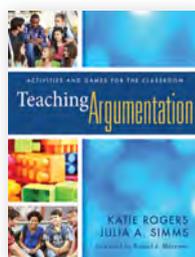
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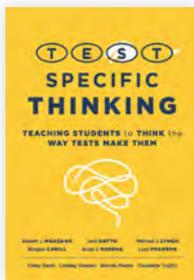
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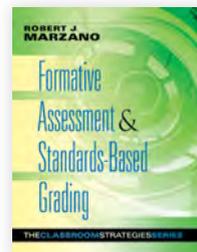


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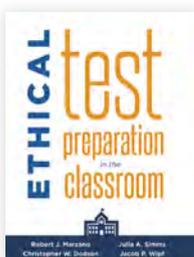


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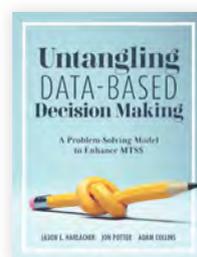
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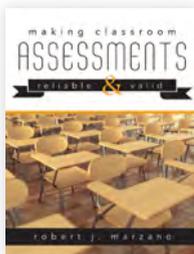


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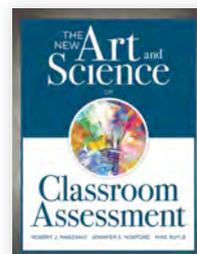
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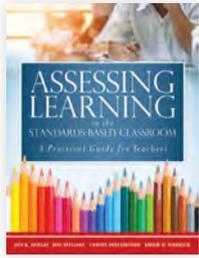
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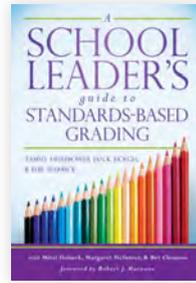
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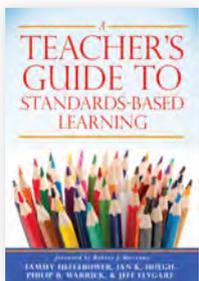
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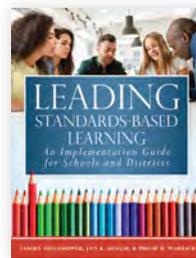
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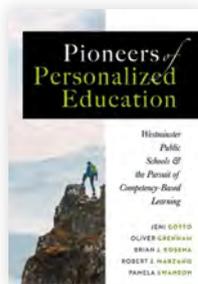
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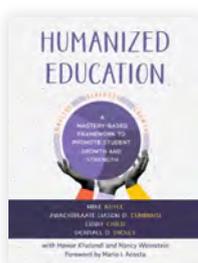
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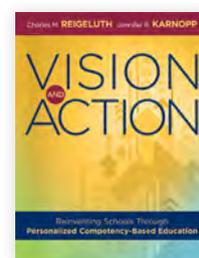
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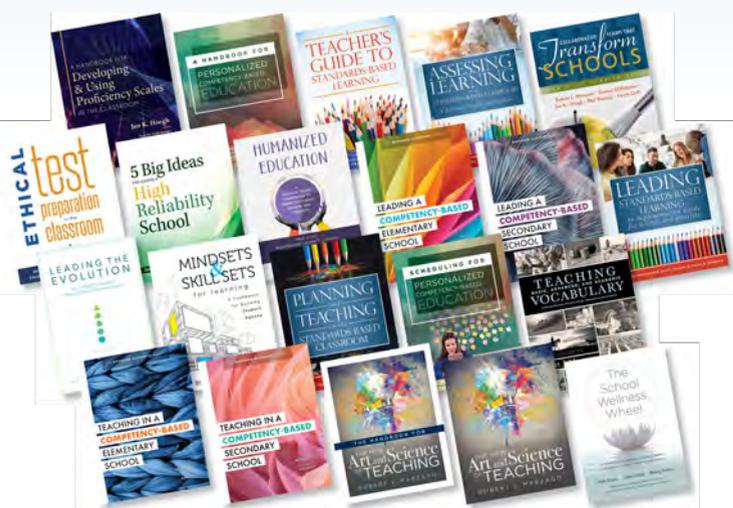
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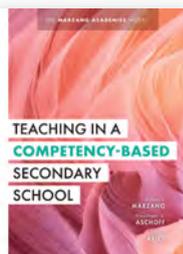
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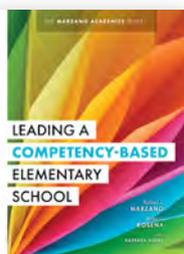
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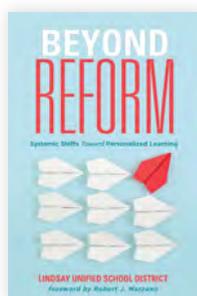
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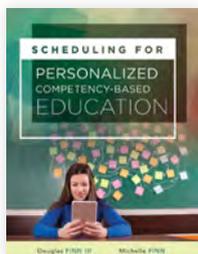
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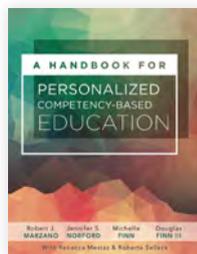


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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total # of Levels
ELA	•	•	•	•	•	•	•	•	•	•	•	•	•	11
Math	•	•	•	•	•	•	•	•	•	•	•	•	•	13
Science	•	•	•	•	•	•	•	•	•	•	•	•	•	13
Social Studies	•••		•••											6
History										•	•	•	•	4
Civics								•			•			2
Economics								•			•			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	•	•	•	•
Knowledge Application Skills		•	•	•
Life Skills	•	•	•	•
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