



# Marzano Academies

Partnering With Schools To Develop Agency And Ensure  
Achievement For All Learners.



[marzanoacademies.org](http://marzanoacademies.org)

# Why Marzano Academies

“Marzano Academies will be a lighthouse to all schools in the United States to what public education can and should be and demonstrate the concrete means to manifest the vision within their local communities.”

~Dr. Robert Marzano

## WE CREATE SUCCESSFUL PARTNERSHIPS THAT BUILD AGENCY IN ALL LEARNERS.

Marzano Academies works with schools to create educational communities focusing on interventions and actions that interact in specific ways to produce the highest-quality education for *all* K-12 students. We aim to build a community of educators worldwide who will learn with and from each other, build expertise, and use strategies designed to ensure agency and enhance achievement. Marzano Academies began in 2016 with the guidance of Dr. Robert J. Marzano, a world-renowned education researcher and lecturer. Marzano Academies began serving students within school partnerships during the 2017-2018 academic year.

## THE BENEFITS OF A MARZANO ACADEMIES PARTNERSHIP

- Access to Marzano Academy Faculty Members, including Dr. Marzano, to coach and monitor your campus progress, from implementation to completion,
- Access to Proficiency Scales and strategies to build your set of clear outcomes using the priority standards your community has identified,
- Asynchronous courses designed by the Marzano Academies Faculty to be delivered in short chunks to build capacity in competency-based approaches to culture, curriculum, assessment, and instruction,
- Research folios to support the 49 elements of the Marano Academies Competency-Based Instructional Model that includes an overview video, strategies for how to implement the element in your classroom, performance scales for a teacher to self-assess their current performance with the element and track their growth through its use,
- opportunities to connect with other Marzano Academies educators to learn with and from.

# How Does Marzano Academies Function

The Marzano Academies Model is a high-reliability organization structure that focuses less on the specific inputs and more on whether the desired outcomes are realized. Building the system on the outcomes allows the school to choose the strategies and interventions they desire and believe will help them reach the outcome. The Marzano Academies Faculty member assigned to the school will coach and provide ideas for what has worked in other schools, but they will never tell a site what they must do. We have created 16 school-level indicators and the means of measuring them. We describe below.

## 16 School Levels Indicators

The sixteen (16) School Level Indicators (SLIs) represent *how* we coach, guide, and measure your school to determine effective implementation. The SLIs are a precise scope and sequence of research-supported components that lead to a school becoming a high-reliability organization. A Marzano Academies Site Implementation Specialist assigned to your campus will guide your campus through mastery of each SLI using performance scales created by Dr. Marzano and customized to fit each site's vision, resources, and needs. Successful completion of the 16 SLIs leads to certification as a Marzano Academy. The 16 SLIs are:

### **1. Safe, Orderly, and Supportive Environment**

The school has programs and practices in place that provide students, parents, and staff with a sense of safety, order, and support

### **2. Student Efficacy and Agency**

The school has programs and practices in place that help develop student efficacy and agency.

### **3. Inspiration**

The school has programs and practices in place that inspire students by providing opportunities for self-actualization and connection to something greater than oneself.

### **4. Personal Projects**

The school has programs and practices in place that allow students to engage in projects of their own design.

### **5. Instruction and Teacher Development**

The school has an instructional model used to provide feedback to teachers regarding their status and growth in specific pedagogical skills.

### **6. Blended Instruction**

The school procures online resources and engages teachers in activities that help them develop online resources for the score 2.0, 3.0, and 4.0 levels on proficiency scales.

### **7. Cumulative Review**

The school has programs and practices in place that ensure students continually

review and revise critical content and practice various forms of assessment relative to that content.

**8. Knowledge Maps**

The school ensures that students use Knowledge Maps as tools to comprehend various types of texts and write various types of texts.

**9. Measurement Topics**

The school has well-articulated measurement topics with accompanying proficiency scales for essential academic content.

**10. Cognitive and Metacognitive Skills**

The school has well-articulated measurement topics and accompanying proficiency scales for cognitive and metacognitive skills that are systematically taught and assessed throughout the curriculum.

**11. Vocabulary**

The school has programs and practices in place to ensure that all students have a working knowledge of Tier I, Tier II, and Tier III vocabulary.

**12. Explicit Goals for Students' Status and Growth**

The school has explicit goals for students' status and growth at the individual student level and at the whole school level.

**13. Assessment**

The school has an assessment system that ensures valid, reliable, unidimensional classroom assessments at the correct level of cognitive complexity that measure each student's status and growth on specific measurement topics.

**14. Reporting and Grading**

The school has a reporting and grading system that depicts both status and growth for individual students and allows students to work at multiple levels across different subject areas.

**15. Collective Responsibility**

The school has programs and practices in place that ensure teachers collectively provide instruction, support, and assessments on measurement topics regardless of whether students are assigned to them as a class.

**16. Flexible Scheduling**

The school employs scheduling practices that allow students to receive instruction, support, and evaluation on measurement topics at any level in any subject area.

## **10 Design Areas of The Marzano Academies Instructional Model**

Dr. Marzano has created the only instructional model designed to support the specific needs of a competency-based educator. The 49 elements grouped into ten design areas allow teachers unlimited opportunities to take their teaching to the next level rather than evaluate them as experts in all elements simultaneously. By using research folios, complete with performance guides for self-assessing current performance levels and the means for how a teacher can determine if they are having the desired impact on the students' behaviors and dispositions that lead to student learning, a teacher can engage in the process of continuous improvement.

Teachers also have the opportunity to earn stackable micro-credentials for each of the 49 elements. They can also earn badges for the ten Design Areas or earn full certification in the instructional model and have the opportunity to become a MARzano Academies Faculty Member and support other educators on their journey to become a competency-based educator who develops agency and ensures achievement in all of their learners.

### **Implementation Process**

The Marzano Academies has used its vast experience in transitioning schools to a competency-based teaching and learning system to create a three-phase implementation roll-out plan. One of our faculty members will provide the professional guidance necessary to move your school through the three-phase process, monitoring for proper implementation and offering coaching support to help guide your decisions. This support includes regular meetings with administration and teachers to ensure your questions receive prompt answers.

Each phase has benchmarks throughout and at the end of the phase to monitor progress. The phase is complete, and the site can begin the next phase when they have submitted all evidence to Marzano Academies for review, and it is determined they are ready. How quickly a school moves through the three phases depends on the time needed to produce the evidence required to show the completion of the phase. Marzano Academies uses this process to ensure we build the site's capacity as a system and not leave misunderstandings or incomplete work that will disrupt further implementation.

#### **Phase 1 Focus**

- Introduction to a Personalized Competency-Based Education (PC-BE) program,
- Introduction to assessment and Proficiency Scales,
- Introduction, guidance, and development of customized, school-specific (Marzano) Proficiency Scales.
- Development of a learner-centered classroom culture to help build an agentic mindset.

Individual teacher support. Marzano Academies Faculty members will work with the school's leadership and teaching staff to measure and provide feedback on PC-BE

progress. They will use the performance scales Dr. Marzano created to measure the 16 School Level Indicators.

*Benchmark:*

The school has proficiency scales for all identified priority standards, and teachers have crafted at least two assessments for one scale that are valid, reliable, unidimensional, and at the correct level of cognitive complexity.

## **Phase 2 Focus**

- Development of instructional and assessment skills using the Marzano Academies Competency-Based Instructional Model that helps students refresh, revise, and integrate their knowledge regarding specific content in Proficiency Scales, both current and previously addressed,
- Using the Instructional Model folios and data from classroom assessments in the PLC process to determine an area of growth and what strategies will help our learners achieve.
- Development of an engaging classroom culture with teacher actions aimed at developing student's self-regulation.

The teachers and leaders will continue to receive coaching and support from the Marano Academies Faculty. The school will continue building the evidence of implementation of the 16 School Level Indicators with movement from developing to applying on those from Phase 1 while moving the others to at least the developing level.

*Benchmark:*

The school has assessments for each proficiency scale (prefer multiple), walkthroughs include checking on Instruction with Proficiency Scales (Design Area III), and General Instruction Practices (Design Area IV),

## **Phase 3 Focus**

- Teacher development,
- Individual student, classroom and school reporting
- Develop processes for students to work on self-actualization through personal projects and cognitive and metacognitive skills,
- Ensure all processes are at the applying or sustaining level for the 16 School-Level Indicators.
- Work with Teacher Professional Learning Communities to develop protocols for finding problems of practice using student classroom data, using the Instructional Folios to identify strategies to help address the problem of practice, and monitoring the implementation of the strategy and the impact on the learners.

*Benchmark:*

School PLCs use a process to identify problems of practice, discuss the cause, and choose folio strategy to address; teachers set goals aligned with the Marzano Academies Instructional Model; Students receive instruction that is targeted to their needs.

## **What Does Marzano Academies Measure**

Dr. Marzano has created a School Performance Scale for each of the 16 School Level Indicators identified as keys to establishing a high-reliability school that develops agency and ensures achievement in all learners. The Marzano Academies faculty member helps the school identify leading and lagging indicators for each indicator and then gathers and analyzes data to provide feedback to move to the Applying or Sustaining level of performance. When they do, they are considered a Marzano Academy.