

Research-Based Best Practices Aligned with Critical Success Factors

<p>Academic Performance: This critical success factor includes the planning after the assessment and data analysis. It includes programs and curriculum and teacher best practices that are more school-wide factors such as use of gradual release model or frequent checks for understanding, etc. Examples of research-based best practices are listed below.</p>	
Best Practice	Research
Levels of questioning	<p>Marzano, Robert. "The Art and Science of Teaching – Questions at Four Different Levels." <i>Educational Leadership</i> 70.5. Marzano Research. Web 22 May 2014. http://www.marzanoresearch.com</p> <p>Marzano, Robert J., and Julia Sims. "Questioning Sequences in the Classroom Webinar." <i>Marzano Research Laboratory</i>, Mar. 2014. Webinar. 22 May 2014. http://www.marzanoresearch.com</p>
Explicit, systematic instruction	<p>Rosenshine, Barak. "The Principles of Instruction." <i>American Educator</i> Spring (2012); 12-39. American Federation of Teachers. Web. 5 June 2014. http://www.aft.org</p> <p>Archer, Anita L., and Charles A. Hughes. <i>Explicit Instruction: Effective and Efficient Teaching</i>. New York: Guilford, 2011. Print.</p> <p>Routman, Regie. "Must Know Tips for Effective Demonstration." <i>International Reading Association</i> Spring (2012). Web. 29 May 2014. http://www.regieroutman.org</p> <p>Archer, Anita L., and Charles A. Hughes. "Videos: Explicit Instructions-Effective and Efficient Teaching for Secondary Teachers." <i>Explicit Instructions Effective and Efficient Teaching RSS</i>. Anita Archer, 2011. Web. 29 May 2014. http://explicitinstruction.org</p> <p>Archer, Anita L., and Charles A. Hughes. "Videos: Explicit Instructions-Effective and Efficient Teaching for Elementary Teachers." <i>Explicit Instructions Effective and Efficient Teaching RSS</i>. Anita Archer, 2011. Web. 29 May 2014. http://explicitinstruction.org</p>
Summarization	<p>Jones, R. (2007). Strategies for Reading Comprehension: Summarizing. Retrieved 2008, January 29, from http://www.readingquest.org</p>
Gradual release of responsibility	<p>Fisher, Douglas, and Nancy Frey. "Resources: Gradual Release of Responsibility." <i>Literacy for Life</i>. FisherandFrey.com, 2014. Web. 30 May 2014. http://www.fisherandfrey.com</p>

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	<p>Routman, Regie. "Mapping a Pathway to Schoolwide Highly Effective Teaching." <i>Kappan</i> Feb (2012). Web. 29 May 2014. http://www.regieroutman.org</p>
<p>Strategy-oriented instruction</p>	<p>Luke, Stephen, and Kyrie Dragoo. "Strategy Based Instruction." <i>Center for Parent Information and Resources</i>. 2014. Web. 5 June 2014. http://www.parentcenterhub.org</p> <p>Gaskins, Irene. "Strategies Instruction." <i>Education.com</i>. 23 Dec. 2009. Web. 5 June 2014. http://www.education.com</p>
<p>Academic vocabulary instruction</p>	<p>Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. New York: Guilford, 2002. Print.</p> <p>Irwin, Joan. "What Research: Teaching Academic Vocabulary." Red Brick Learning, June 2008. Web. 9 June 2014. http://www.capstonepub.com</p>
<p>Essential Questions</p>	<p>McTighe, Jay, and Grant Wiggins. <i>Essential Questions: Opening the Door to Student Understanding</i>. ASCD, 2013. Print.</p>
<p>Understanding by design</p>	<p>Wiggins, Grant P., and Jay McTighe. <i>Understanding by Design</i>. ASCD, 2005. Print.</p> <p>McTighe, Jay, and Elliott Seif. "A Summary of Underlying Theory and Research Base for Understanding by Design." Web. 10 June 2014. http://jaymctighe.com</p> <p>McTighe, Jay. "White Paper: Understanding by Design." <i>STEM</i>. Web. 10 June 2014. https://www.mheonline.com</p>
<p>Inquiry-based learning</p>	<p>Barron, Brigid, and Linda Darling-Hammond. <i>Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning</i>. George Lucas Educational Foundation, 2008. Web. 14 June 2014. http://www.edutopia.org</p> <p>"Research Summary on the Benefits of Project-Based Learning." The Buck Institute, 2013. Web. 29 April 2014. http://www.bie.org</p> <p>Thomas, John. W. "A Review of Research on Project-Based Learning." New Tech Network, 2000. Web. 10 June 2014. http://www.newtechnetwork.org</p>

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<p>Sheltered Instruction</p>	<p>Wallace, Susan. "Effective Instructional Strategies for English Language Learners in the Mainstream Classroom." <i>New Horizons</i>. Johns Hopkins University, 2004. Web. 9 June 2014. http://education.jhu.edu</p> <p>Krashen, Stephen. "Books and Articles by Stephen D. Krashen." Stephen Krashen, 2013. Web. 9 June 2014. http://www.sdkrashen.com</p> <p>Echevarria, Jana, Jennifer Himmel, Deborah Short, and Catherine Richards. "Using the SIOP Model to Improve Middle School Science Instruction." (2009). <i>CREATE Center for Research on the Education, Achievement and Teaching of English Language Learners</i>. California State University, May 2009. Web 10 June 2014. http://siop/pearson.com</p> <p>Echevarria, Jana. "Effective Practices for Increasing the Achievement of English Learners." (2012). <i>CREATE Center for Research on the Education, Achievement and Teaching of English Language Learners</i>. California State University, Oct. 2012. Web. 10 June 2014. http://siop.pearson.com</p> <p>Goldenberg, Claude. "Understanding and Teaching English-Language Learners: What the Research Says and Doesn't Say." <i>American Educator</i> Summer (2008). <i>Northwest Regional ESD</i>. 2008. Web. 10 June 2014. http://ell.nwresd.org</p>
<p>Engagement and motivation strategies</p>	<p>Marzano, Robert J. "The Highly Engaged Classroom." <i>Marzano Research Laboratory</i>. Marzano Research Laboratory, Mar. 2011. Webinar. 22 May 2014. http://www.marzanoresearch.com</p>
<p>Cooperative Learning</p>	<p>Barron, Brigid, and Linda Darling-Hammond. <i>Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning</i>. George Lucas Educational Foundation, 2008. Web. 14 June 2014. http://www.edutopia.org</p> <p>Kagan, Spencer. "Kagan Publishing and Professional Development." <i>Articles on Cooperative Learning</i>. Kagan Online.com, 2014. Web. 14 June 2014. http://www.kaganonline.com</p>
<p>Visual literacy</p>	<p>Wood, Katie Ray. <i>In Pictures and in Words: Teaching the Qualities of Good Writing through Illustration Study</i>. Portsmouth, NH: Heinemann, 2010. Print.</p>

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<p>Concept-based learning</p>	<p>Erickson, H. Lynn and Lois A. Lanning. <i>Transitioning to Concept-Based Curriculum and Instruction</i>. Thousand Oaks, CA: Corwin Press, 2014. Print.</p> <p>Guthrie, J. T. (2003). Concept-Oriented Reading Instruction: Practices of Teaching Reading for Understanding. In C. Snow & A. Sweet (Eds.), <i>Reading for Understanding: Implications of RAND Report for Education</i> (pp. 115-140). New York: Guilford. http://www.rand.org</p>
<p>Formative assessment</p>	<p>“Research Brief: What Does Research Say the Benefits of Formative Assessment Are?” (2007). <i>National Council of Teachers of Math</i>. 2007. Web 9 June 2014. http://www.nctm.org</p> <p>Pinchok, Nick, and W. Christopher Brandt. “Connecting Formative Assessment Research to Practice.” <i>Learning Point Associates</i>, 2009. Web. 9 June 2014. http://www.learningpt.org</p>
<p>Zone of proximal development</p>	<p>Lui, Angela. “White Paper: Teaching in the Zone.” (2012). <i>Children’s Progress</i>. Web. 9 June 2014. http://www.childrensprogress.com</p>
<p>Teaching skills in context</p>	<p>Chin, Beverly Ann. “The Role of Grammar in Improving Student’s Writing.” University of Wisconsin Platteville, 2000. Web. 9 June 2014. http://people.uwplatt.edu</p>
<p>Differentiated instruction</p>	<p>Tomlinson, Carol A. <i>The Differentiated Classroom: Responding to the Needs of All Learners</i>. ASCD, 2014. Print.</p> <p>Tomlinson, Carol A. and Toya Moon. <i>Assessment and Student Success in the Differentiated Classroom</i>. ASCD, 2013. Print.</p>
<p>Reading Strategies</p>	<p>Dalton, Bridget, and Patrick Proctor. “Reading as Thinking: Integrating Strategy Instruction in a Universally Designed Digital Literacy Environment.” <i>Reading Rockets</i>. CAST, 2007. Web. 9 June 2014. http://www.readingrockets.org</p> <p>“ERIC – Evidence-Based Reading Instruction: Putting the National Reading Panel Report into Practice, 2002.” International Reading Association, 2002. Web. 5 June 2014. http://eric.ed.gov</p>

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<ul style="list-style-type: none"> • Reading aloud 	<p>“Research from the National Reading Panel.” <i>Mempowered</i>. National Reading Panel. Web 5 June 2014. http://www.memory-key.com</p>
<ul style="list-style-type: none"> • Fluency strategies 	<p>Rasinski, Timothy. “Creating Fluent Readers.” <i>Educational Leadership</i> (2004): 46-51. Web. 14 June 2014. http://www.educationalleader.com</p>
<ul style="list-style-type: none"> • Phonics/phonemic awareness 	<p>Langenberg, Donald. “Findings of the National Reading Panel.” Reading Rockets. National Reading Panel, 13 April 2000. Web. 5 June 2014. http://www.readingrockets.org</p> <p>“Research from the National Reading Panel.” <i>Mempowered</i>. National Reading Panel. Web 5 June 2014. http://www.memory-key.com</p>
<ul style="list-style-type: none"> • Guided reading 	<p>Rickey, Melissa. “Guided Reading in the Balanced Reading Program.” <i>School of Education at Johns Hopkins University</i>. Johns Hopkins University. 2012. Web. 9 June 2014. http://education.jhu.PD/newhorizons</p> <p>Fountas, Irene, and Gay Su Pinnell. <i>Guided Reading: Good First Teaching for All Children</i>. Heinemann, 1996. Print.</p> <p>“Research from the National Reading Panel.” <i>Mempowered</i>. National Reading Panel. Web 5 June 2014. http://www.memory-key.com</p>
<p>Curriculum Audit</p>	<p>English, Fenwick W., and Betty E. Steffy. <i>Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-stakes Tests of Educational Accountability</i>. Lanham, MD: Scarecrow Education, 2001. Print.</p> <p>Marzano, Robert J. <i>What Works in Schools: Translating Research into Action</i>. Alexandria, VA: ASCD, 2003. Print.</p> <p>Brown, John L., and Grant P. Wiggins. <i>Making the Most of Understanding by Design</i>. Alexandria, VA: ASCD, 2004. Print.</p>
<p>Guaranteed and Viable Curriculum</p>	<p>English, Fenwick W., and Betty E. Steffy. <i>Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-stakes Tests of Educational Accountability</i>. Lanham, MD: Scarecrow Education, 2001. Print.</p> <p>Wiggins, Grant P., and Jay McTighe. <i>Understanding by Design</i>. Upper Saddle River: Pearson, 2006. Print.</p>

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	<p>Brown, John L., and Grant P. Wiggins. <i>Making the Most of Understanding by Design</i>. Alexandria, VA: ASCD, 2004. Print.</p>
<p>Curriculum Aligned to Standards, Assessments and Instruction</p>	<p>English, Fenwick W., and Betty E. Steffy. <i>Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-stakes Tests of Educational Accountability</i>. Lanham, MD: Scarecrow Education, 2001. Print.</p> <p>Ravitch, Diane. <i>National Standards in American Education: A Citizen's Guide</i>. Washington, D.C.: Brookings, 1995. Print.</p> <p>Wiggins, Grant P., and Jay McTighe. <i>Understanding by Design</i>. Upper Saddle River: Pearson, 2006. Print.</p> <p>Zagranski, Richard, William T. Whigham, and Patrice L. Dardenne. <i>Understanding Standards-based Education: A Practical Guide for Teachers and Administrators</i>. Thousand Oaks, CA: Corwin, 2008. Print.</p> <p>Taylor, Rosemarye, and Valerie Doyle Collins. <i>Literacy Leadership for Grades 5-12</i>. Alexandria, VA: ASCD, 2003. Print.</p> <p>Marzano, Robert J. "Designing and Teaching Learning Goals and Objectives Webinar." <i>Marzano Research Laboratory</i>. Marzano Research Laboratory, April 2011. Webinar. 22 May 2014. http://www.marzanoresearch.com</p> <p>Tyler, Ralph W., and Peter S. Hlebowitsh. <i>Basic Principles of Curriculum and Instruction</i>. Chicago: U of Chicago, 2013. Print.</p> <p>Ainsworth, Larry. <i>Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment</i>. Englewood, CO: Lead Learn, 2010. Print.</p>
<p>Effective Instructional Design</p>	<p>Marzano, Robert J. <i>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</i>. Alexandria, VA: ASCD, 2007. Print.</p> <p>Popham, W. James. <i>Transformative Assessment</i>. Alexandria, VA: ASCD, 2008. Print.</p> <p>Wiggins, Grant P., and Jay McTighe. <i>Understanding by Design</i>. Upper Saddle River: Pearson, 2006. Print.</p>

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	<p>Dean, Ceri, B., and Robert J. Marzano. <i>Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement</i>. Alexandria, VA: ASCD, 2012. Print.</p>
Curriculum Implementation Monitoring	<p>Mooney, Nancy J., and Ann T. Mausbach. <i>Align the Design: A Blueprint for School Improvement</i>. Alexandria, VA: ASCD, 2008. Print.</p> <p>Tanner, Daniel, and Laurel N. Tanner. <i>Supervision in Education: Problems and Practices</i>. New York: Macmillan, 1987. Print.</p> <p>City, Elizabeth A. <i>Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning</i>. Cambridge, MA: Harvard Education, 2009. Print.</p>
Fidelity to the Curriculum	<p>Marzano, Robert J. <i>What Works in School: Translating Research into Action</i>. Alexandria, VA: ASCD, 2003. Print.</p> <p>Downey, Carolyn J. <i>50 Ways to Close the Achievement Gap</i>. Thousand Oaks, CA: Corwin, 2009. Print.</p>
Effective Instructional Improvement Planning Process	<p>Jacobs, Heidi Hayes. <i>Getting Results with Curriculum Mapping</i>. Alexandria, VA: ASCD, 2004. Print.</p> <p>Stronge, James H. <i>Qualities of Effective Teachers</i>. Alexandria, VA: ASCD, 2002. Print.</p> <p>Dean, Ceri B., and Robert J. Marzano. <i>Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement</i>. Alexandria, VA: ASCD, 2012. Print.</p>
Unpacking Standards to Define Instructional Targets	<p>Wiggins, Grant P., and Jay McTighe. <i>Understanding by Design</i>. Upper Saddle River: Pearson, 2006. Print.</p> <p>Zemelman, Steven, Harvey Daniels, and Arthur A. Hyde. <i>Best Practice: Today's Standards for Teaching and Learning in America's Schools</i>. Portsmouth, NH: Heinemann, 2005. Print.</p>
Horizontal and Vertical Alignment	<p>English, Fenwick W., and Betty E. Steffy. <i>Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-stakes Tests of Educational Accountability</i>. Lanham, MD: Scarecrow Education, 2001. Print.</p>

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<p>Use of Quality Data: This critical success factor requires highly valid assessments and analysis of outcome data for appropriate purpose with proper and reliable inferences. Examples of research-based best practices are listed below.</p>	
<p>Quality Item Design</p>	<p>Popham, W. James. <i>Test Better, Teach Better: The Instructional Role of Assessment</i>. Alexandria, VA: ASCD, 2003. Print.</p> <p>Wiggins, Grant P., and Jay McTighe. <i>Understanding by Design</i>. Upper Saddle River: Pearson, 2006. Print.</p> <p>Hales and Marshall, <i>Developing Effective Assessments to improve Teaching and Learning</i>, 2004. Print.</p> <p>Popham, <i>Transformative Assessment</i>. Alexandria, VA: ASCD, 2008. Print.</p>
<p>Assessments Tightly Aligned to Standards</p>	<p>Popham, W. James. <i>Test Better, Teach Better: The Instructional Role of Assessment</i>. Alexandria, VA: ASCD, 2003. Print.</p> <p>Wiggins, Grant P., and Jay McTighe. <i>Understanding by Design</i>. Upper Saddle River: Pearson, 2006. Print.</p> <p>Hales, Lloyd W., and Jon C. Marshall, <i>Developing Effective Assessments to improve Teaching and Learning</i>. Norwood, MA: Christopher-Gordon, 2004. Print.</p>
<p>Longitudinal Data Analysis</p>	<p>James-Ward, Cheryl, Douglas Fisher, Nancy Frey, and Diane Lapp. <i>Using Data to Focus Instructional Improvement</i>. Alexandria, VA: ASCD. Print.</p>
<p>Common Assessments</p>	<p>Ainsworth, Larry, and Donald Viegut. <i>Common Formative Assessments: How to Connect Standards-based Instruction and Assessment</i>. Thousand Oaks, CA: Corwin, 2006. Print.</p> <p>Fisher, Douglas, and Nancy Frey. <i>Checking for Understanding: Formative Assessment Techniques for Your Classroom</i>. Alexandria, VA: ASCD, 2007. Print.</p> <p>James-Ward, Cheryl, Douglas Fisher, Nancy Frey,</p>

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	<p>and Diane Lapp. <i>Using Data to Focus Instructional Improvement</i>. Alexandria, VA: ASCD. Print.</p>
Targeting High Priority SEs	<p>“STAAR Resources – Lead4ward.” <i>Lead4ward</i>. Web. 22 May 2014. http://lead4ward.com/resources</p>
Item Analysis	<p>“Item Analysis.” <i>IAR: Assess Students</i>. University of Texas at Austin, 2011. Web. 22 May 2014. http://www.utexas.edu</p> <p>“Interpreting Test Results.” <i>Center for Teaching and Learning</i>. University of Texas at Austin. Web. 22 May 2014. http://ctl.utexas.edu</p>
Using Data to Drive Instruction	<p>Bambrick-Santoyo, Paul. <i>Driven by Data: A Practical Guide to Improve Instruction</i>. San Francisco, CA: Jossey-Bass, 2010. Print.</p> <p>DuFour, Rebecca, Robert Eaker, Gayle Karhanek, and Richard DuFour. <i>Whatever It Takes: How Professional Learning Communities Respond When Kids Don’t Learn</i>. Bloomington, IN: National Educational Service, 2004. Print.</p> <p>Fisher, Douglas, and Nancy Frey. <i>Checking for Understanding: Formative Assessment Techniques for Your Classroom</i>. Alexandria, VA: ASCD, 2007. Print.</p> <p>Madison-Harris, Robyn, Ada Muoneke, and Chris Times. “Using Formative Assessment to Improve Student Achievement in the Core Content Areas: Southeast Comprehensive Center Briefing Paper, January 2012.” <i>SEDL Product</i>. SEDL, 2012. Web. 06 May 2014. http://www.sedl.org</p>
Multiple Data Sources	<p>James-Ward, Cheryl, Douglas Fisher, Nancy Frey, and Diane Lapp. <i>Using Data to Focus Instructional Improvement</i>. Alexandria, VA: ASCD. Print.</p> <p>Stiggins, Rick. “Using Student-Involved Classroom Assessment to Close Achievement Gaps.” <i>Theory into Practice</i> 44.1, Closing Achievement Gaps: What Will It Take? (2005):</p>

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	11-18. <i>Florin PBWorks</i> . Web. 22 May 2014. http://florin.pbworks.com
Why Students Performed in that Way (Soft data such as discipline, attendance, climate, etc.)	James-Ward, Cheryl, Douglas Fisher, Nancy Frey, and Diane Lapp. <i>Using Data to Focus Instructional Improvement</i> . Alexandria, VA: ASCD. Print.
Effective Use of Formative Data	Stiggins, Richard J., Judith A. Arter, Jan Chappuis, and Stephen Chappuis. <i>Classroom Assessment for Student Learning: Doing It Right – Doing It Well</i> . Upper Saddle River, NJ: Pearson Education, 2007. Print.

<p>School Climate: School Climate includes student to teacher factors, student to student factors, and teacher to teacher factors as well as relationships with community. Research shows that a positive school climate fosters engaged learners and respectful citizens. Examples of research-based best practices are listed below.</p>	
<p>Established Rules and norms</p> <ul style="list-style-type: none"> • Bullying • Verbal abuse • Harassment and teasing • Consistent enforcement of behavior 	<p>Center for the Study and Prevention of violence at University of Colorado http://www.colorado.edu/cspv/blueprints/</p> <p>Stop Bullying Now: http://stopbullyingnow.com/</p>
Sense of physical safety	Texas Safety School Center: http://txssc.txstate.edu
<p>Sense of social-emotional security</p> <ul style="list-style-type: none"> • Verbal abuse, teasing, and seclusion 	<p>CASEL. Collaborative for Academic, Social, and Emotional Learning. CASEL's mission is to help make <i>social and emotional learning</i> an integral part of education from preschool through high school. http://www.casel.org/</p>
Social support from adults	Search Institute http://www.search-institute.org
Social support from other students	Search Institute http://www.search-institute.org
Leadership	U.S. Department of Education http://www2.ed.gov/policy/gen/guid/school-discipline/index.html

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Professional Relationships	<i>School Climate Policy, Practice, Guidelines and Teacher Education Policy.</i> http://www.schoolclimate.org/climate/documents/school-climate-challenge.pdf/

<p>Parental Involvement: Parent and community involvement, required under Title I, Part A, is a critical success factor for overall student and school success. Examples of research-based best practices are listed below.</p>	
<p>Welcoming environment</p> <ul style="list-style-type: none"> • Parking and entryway • Signs and greeting • Staff/parent interactions 	<p>Epstein, et. Al. 2009. <i>School, Family, and Community Partnerships: Your Handbook for Action.</i> National Network of Partnership Schools, Johns Hopkins University. Print.</p>
<p>Two-way communication</p> <ul style="list-style-type: none"> • School to home • Home to school 	<p>“Family Partnership.” <i>Positive Behavioral Interventions and Supports – OSEP.</i> U.S. Dept. of Special Education Programs. Web. 15 June 2014. http://www.pbis.org</p> <p>Epstein, et. Al. 2009. <i>School, Family, and Community Partnerships: Your Handbook for Action.</i> National Network of Partnership Schools, Johns Hopkins University. Print.</p> <p>Sanders, M.G. (2008). “How Parent Liaisons Can Help Bridge Home and School.” <i>Journal of Educational Research</i>, 101, 287-297. Print.</p>
<p>Collaboration for student success</p> <ul style="list-style-type: none"> • Coordinate resources and services • Opportunities for parents to participate • Tutoring, mentoring, volunteering 	<p>“Family Partnership.” <i>Positive Behavioral Interventions and Supports – OSEP.</i> U.S. Dept. of Special Education Programs. Web. 15 June 2014. http://www.pbis.org</p> <p>Epstein, Henderson, A., & Mapp, L. K. (2000). <i>A New Wave of Evidence: The Impact of School, Family, and Community Connection on Student Achievement, Annual Synthesis 2002.</i> Austin, Texas: SEDL. http://www.sedl.org</p> <p>Wood, Lacy, Laura Shankland, Catherine Jordan, and Joyce Pollard. <i>SEDL Insights: How Districts Can Lay the Groundwork for Lasting Family</i></p>

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	<p><i>Engagement, Vol. 2, No. 2 (Summer 2014).</i> SEDL. Web. 26 Aug. 2014. http://www.sedl.org/insights/2-2/?VR</p>
<p>Decision making</p> <ul style="list-style-type: none"> • Include families in school decisions • Involve parents on committees • Develop parent leaders 	<p>Epstein, et. Al. 2009. <i>School, Family, and Community Partnerships: Your Handbook for Action</i>. National Network of Partnership Schools, Johns Hopkins University. Print.</p> <p>Sanders, M. G. and S. B . Sheldon. (2009). <i>Principals Matter: A Guide to School, Family, and Community Partnerships</i>. Thousand Oaks, CA: Corwin Press. Print.</p>
<p>Parenting education</p> <ul style="list-style-type: none"> • Parenting skills • Home conditions to support learning 	<p>Epstein, et. Al. 2009. <i>School, Family, and Community Partnerships: Your Handbook for Action</i>. National Network of Partnership Schools, Johns Hopkins University. Print.</p>
<p>Staff competencies</p> <ul style="list-style-type: none"> • Understanding culture • Skills for effective conferences 	<p>U.S. Department of Education – <i>Dual Capacity Building Framework for Family School Partnerships</i>, SEDL and USDE, (2013). http://www.ed.gov</p> <p><i>Engaging Parents in Education: Lessons from Five Parental Information and Resource Centers.</i> (2007). WestEd for U.S. Dept. of Education Office of Innovation and Improvement. http://www2.ed.gov</p>

<p>Increased Learning Time: Students succeed when they have maximum time to learn, whether it is during the regular class structure or within intervention programs that are additional to regular core time. Examples of research-based practices are listed below.</p>	
<p>Project-based learning: integrates content areas and extends time outside of classroom</p>	<p>Blumenfeld, Phyllis C., Elliot Soloway, Ronald W. Marx, Joseph S. Krajcik, Mark Guzdial, and Annemarie Palincsar. "Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning." <i>Educational Psychologist</i> 26.3-4 (1991): 369-98. Print.</p> <p>"Research Summary on the Benefits of Project-Based Learning." The Buck Institute, 2013. Web. 29 April 2014. http://www.bie.org.</p>
<p>High quality pre-school programs</p>	<p>"Double Jeopardy: How Poverty & Third Grade</p>

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	<p>Reading Skills Influence High School Graduation.” Annie E. Casey Foundation, 2012. Web. 29 April 2014. http://www.aecf.org</p> <p>“Preschool Education as an Educational Reform: Issues of Effectiveness and Access.” National Institute for Early Education Research, 2011. Web. 30 April 2014. http://www.nieer.org.</p>
<p>High quality after school and summer school programs</p>	<p>“Time and Student Achievement Research.” National Center of Time and Learning. Web. 29 April 2014. http://www.timeandlearning.org</p> <p>“Time Well Spent: Eight Powerful Practices of Successful Expanded-Time Schools.” National Center on Time and Learning, 2011. Web. 29 April 2014. http://www.timeandlearning.org.</p> <p>“Making Summer Count: How Summer Programs Can Boost Children’s Learning.” Rand Education, 2011. Web. 29 April 2014. http://www.rand.org.</p> <p>“Reimagining the School Day: More Time for Learning.” The Wallace Foundation, 2011. Web. 29 April 2014. http://www.wallacefoundation.org.</p> <p>“Expanding Time for Learning Both Inside and Outside the Classroom – Extended Learning Time Report.” The Wallace Foundation, 2012. Web. 29 April 2014. http://www.wallacefoundation.org.</p>
<p>Teacher Looping</p>	<p>“Research Summary: Looping.” Association of Middle Level Education, 2009. Web. 30 April 2014. http://www.amle.org</p>
<p>Effective Scheduling</p>	<p>“Alternative Schedules.” National Center on Time and Learning. Web. 30 April 2014. http://www.timeandlearning.org.</p>
<p>Curriculum pacing/targeted Instruction</p>	<p>Goodwin, Bryan. <i>The 12 Touchstones of Good Teaching: A Checklist for Staying Focused Every Day.</i> Denver, CO: McREL, 2013. Print.</p>

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<p>Time management/classroom procedures</p>	<p>“On the Clock: Rethinking the Way Schools Use Time.” Education Sector Reports. Web. 30 April 2014. http://www.educationsector.org.</p> <p>“Promising Practices: Make Every Minute Count.” National Center on Time and Learning. Web. 30 April 2014. http://www.timeandlearning.org.</p>
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<p>Teacher Quality: This success factor includes certification, highly qualified status, but also highly trained teachers in quality professional development programs. It includes how professionalism is created and fostered and how evaluation data can be utilized for teacher improvement initiatives. It may also be appropriate to include research based teacher behaviors here. Examples of research-based best practices are listed below.</p>	
<p>Prerequisites of effective teacher</p> <ul style="list-style-type: none"> • Communication • Content knowledge • Coursework • Certification • Teaching Experience 	<p>“What Makes a Teacher Effective?” National Council for Accreditation of Teacher Education, 2010. Web. 15 June 2014. http://www.ncate.org</p> <p>Thompson, Susan, John Greer, and Bonnie Greer. “Highly Qualified for Successful Teaching.” (2004). The University of Memphis. Web. 14 June 2014. http://www.usca.edu</p> <p>Stronge, James, Thomas Ward, and Leslie Grant. “What Makes Good Teachers Good? A Cross-Case Analysis of the Connection Between Teacher Effectiveness and Student Achievement.” <i>Journal of Teacher Education</i> (2011). Sage Publications. Web. 14 June 2014. https://strongeandassociates.com</p>
<p>Planning for instruction (collaboration, PLCs) (setting high expectations)</p>	<p>The Professional Teaching and Learning Cycle (2008). SEDL. Web. 15 June 2014. http://txcc.sedl.org</p> <p>Routman, Regie. “Mapping a Pathway to Schoolwide Highly Effective Teaching.” <i>Kappan</i> Feb (2012). Web. 29 May 2014. http://www.regieroutman.org</p>

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Monitoring student progress and potential (student assessment and expectations)	<p>“Student Progress Monitoring.” <i>The National Center on Student Progress Monitoring</i>. U.S. Dept. of Special Education Programs. Web. 15 June 2014. http://www.studentprogress.org</p>
Professional learning communities	<p>Collier, Lorna. “Need for Teacher Communities.” National Council of Teachers of English, 2011. Web. 15 June 2014. http://www.ncte.org</p>
Coaching to improve instruction	<p>Knight, Jim. “Instructional Coaches Make Progress through Partnership.” National Staff Development Council. Spring 2004. Web. 1 June 2014. http://www.instructionalcoach.org</p> <p>Knight, Jim. “Building a Coaching Program.” <i>National Staff Development Council</i>. Winter 2007. Web. 15 June 2014. http://www.instructionalcoach.org</p> <p>Marzano, Robert J., and Julia Sims. “Cultivating Teacher Development (Coaching) Webinar.” <i>Marzano Research Laboratory</i>. Marzano Research Laboratory, Nov. 2013. http://www.marzanoresearch.com</p>

<p>Effective Leadership: Effective leadership promotes and implements positive educational change, impacting student achievement in the classroom.</p>	
Shapes a vision of academic success for all students	<p>“The Principal as School Leader: Guiding Schools to Better Teaching and Learning.” <i>The Wallace Foundation</i>. 2013. Web. 6 May 2014. http://www.wallacefoundation.org</p> <p>Marzano, Robert J., Timothy Waters, and Brian A. McNulty. <i>School Leadership That Works: From Research to Results</i>. Alexandria, VA: ASCD, 2005. Print.</p>
Creates a climate hospitable to education	<p>“The Principal as School Leader: Guiding Schools to Better Teaching and Learning.” <i>The Wallace Foundation</i>. 2013. Web. 6 May 2014. http://www.wallacefoundation.org</p>

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	<p>“School Climate and Discipline.” United States Department of Education. Web. 06 May 2014. http://www.ed.gov</p> <p>Marzano, Robert J., Timothy Waters, and Brian A. McNulty. <i>School Leadership That Works: From Research to Results</i>. Alexandria, VA: ASCD, 2005. Print.</p>
<ul style="list-style-type: none"> • Involves parents and community 	<p>Marzano, Robert J., Timothy Waters, and Brian A. McNulty. <i>School Leadership That Works: From Research to Results</i>. Alexandria, VA: ASCD, 2005. Print.</p>
<p>Cultivates leadership in others</p>	<p>“The Principal as School Leader: Guiding Schools to Better Teaching and Learning.” <i>The Wallace Foundation</i>. 2013. Web. 6 May 2014. http://www.wallacefoundation.org</p>
<ul style="list-style-type: none"> • Creates productive professional relationships 	<p>Marzano, Robert J., Timothy Waters, and Brian A. McNulty. <i>School Leadership That Works: From Research to Results</i>. Alexandria, VA: ASCD, 2005. Print.</p> <p>Routman, Regie. “To Celebrate Teachers, Let’s Celebrate Them before We Evaluate Them.” <i>Reading Today</i> (2013). Web. 29 May 2014. http://www.regieroutman.org</p>
<ul style="list-style-type: none"> • Supports professional collaboration/PLCs 	<p>“All Things PLC.” Solution Tree. Web. 06 May 2014. http://www.althingsplc.info</p> <p>DuFour, Richard. <i>Whatever It Takes: How Professional Learning Communities Respond When Kids Don’t Learn</i>. Bloomington, IN: National Educational Service. 2014. Print.</p> <p>Routman, Regie. “Mapping a Pathway to Schoolwide Highly Effective Teaching.” <i>Kappan</i> Feb (2012). Web. 29 May 2014. http://www.regieroutman.org</p>
<p>Improves instruction</p>	<p>“The Principal as School Leader: Guiding Schools to Better Teaching and Learning.” <i>The Wallace Foundation</i>. 2013. Web. 6 May 2014.</p>

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	<p style="text-align: center;">http://www.wallacefoundation.org</p> <p>Copeland, Glenda, and Ann Neeley. "Briefing Papers." <i>Identifying Competencies and Actions of Effective Turnaround Principals</i>. SEDL, 2013. Web. 06 May 2014. http://secc.sedl.org</p>
<ul style="list-style-type: none"> • Monitors curriculum alignment and implementation 	<p>Mooney, Nancy J., and Ann T. Mausbach. <i>Align the Design: A Blueprint for School Improvement</i>. Alexandria, VA: ASCD, 2008. Print.</p> <p>Tanner, Daniel, and Laurel N. Tanner. <i>Supervision in Education: Problems and Practices</i>. New York: Macmillan, 1987. Print.</p> <p>City, Elizabeth A. <i>Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning</i>. Cambridge, MA: Harvard Education, 2009. Print.</p> <p>Marzano, Robert J., Timothy Waters, and Brian A. McNulty. <i>School Leadership That Works: From Research to Results</i>. Alexandria, VA: ASCD, 2005. Print.</p>
<ul style="list-style-type: none"> • Disaggregates and leads analysis of student performance data 	<p>Bambrick-Santoyo, Paul. <i>Driven by Data: A Practical Guide to Improve Instruction</i>. San Francisco, CA: Jossey-Bass, 2010. Print.</p> <p>DuFour, Richard. <i>Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn</i>. Bloomington, IN: National Educational Service. 2014. Print.</p> <p>Fisher, Douglas, and Nancy Frey. <i>Checking for Understanding: Formative Assessment Techniques for Your Classroom</i>. Alexandria, VA: ASCD, 2007. Print.</p> <p>Madison-Harris, Robyn, Ada Muoneke, and Chris Times. "Using Formative Assessment to Improve Student Achievement in the Core Content Areas: Southeast Comprehensive Center Briefing Paper, January 2012." <i>SEDL Product</i>. SEDL, 2012. Web. 06 May 2014. http://www.sedl.org</p>

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<ul style="list-style-type: none"> Leads teachers in reviewing student work and formative assessment 	<p>Langer, Georgea M., Amy B. Colton, and Loretta S. Goff. <i>Collaborative Analysis of Student Work: Improving Teaching and Learning</i>. Alexandria, VA: ASCD, 2003. Print.</p>
<ul style="list-style-type: none"> Maximizes learning time 	<p>Carraway, Shirley, Ramona Chauvin, Don Doggett, Heidi Goertzen, Beth Howard-Brown, Jesse Mabus, Erin McCann, and Chris Times. "Best Practices in Increasing Learning Time in School Improvement Grant High Schools." <i>SEDL Product</i>. SEDL, 2013. Web. 22 May 2014. http://www.sedl.org</p>
<p>Focuses on teacher quality</p>	<p>Marzano, Robert J., Timothy Waters, and Brian A. McNulty. <i>School Leadership That Works: From Research to Results</i>. Alexandria, VA: ASCD, 2005. Print.</p>
<ul style="list-style-type: none"> Provides orientation/mentoring program 	<p>Pan, Diane, Sue Mutchler, Kelly Shapley, Joan Bush, and Robert Glover. "Mentoring Beginning Teachers: Lessons from the Experience in Texas." <i>SEDL Product</i>. SEDL, 2000. Web. 22 May 2014. http://www.sedl.org</p>
<ul style="list-style-type: none"> Uses walk-throughs and formal evaluations to assess staff performance and provides meaningful feedback to staff 	<p>Nancy Protheroe. "Using Classroom Walkthroughs to Improve Instruction." <i>Principal</i> (2009). <i>NAESP</i>. Web. 22 May 2014. http://www.naesp.org.</p> <p>Protheroe, Nancy. <i>The Principal's Playbook: Tackling School Improvement</i>. Alexandria, VA: Educational Research Service, 2010. Print.</p> <p>Taylor, Eric, and John Tyler. "Can Teacher Evaluation Improve Teaching?" <i>RSS. Education Next</i>, 2012. Web. 22 May 2014. http://educationnext.org</p> <p>Livingston, David, and Phil Warrick. "Developing Teacher Effectiveness Through Reflection, Coaching, and Evaluation Webinar." <i>Marzano Research Laboratory</i>. Marzano Research Laboratory, Aug. 2012. Webinar. 22 May 2014. http://www.marzanoresearch.com</p> <p>Marzano, Robert J., Timothy Waters, and Brian A.</p>

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	<p>McNulty. <i>School Leadership That Works: From Research to Results</i>. Alexandria, VA: ASCD, 2005. Print.</p> <p>Burniske, Jackie, Debra Meibaum, and Haidee Williams. "The Use of Student Perceptual Data as a Measure of Teaching Effectiveness: Texas Comprehensive Center Briefing Paper, Number 8." <i>SEDL Product</i>. SEDL, 2011. Web. 06 May 2014. http://www.sedl.org</p>
<ul style="list-style-type: none">• Provides professional development to meet individual teacher needs	<p>Speck, Marsha, and Caroll Knipe. <i>Why Can't We Get It Right?: Designing High-quality Professional Development for Standards-based Schools</i>. Thousand Oaks, CA: Corwin. 2005. Print.</p> <p>Copeland, Glenda, and Ann Neeley. "Briefing Papers." <i>Identifying Competencies and Actions of Effective Turnaround Principals</i>. SEDL, 2013. Web. 06 May 2014. http://secc.sedl.org</p> <p>Marzano, Robert J. "Cultivating Teacher Development (Teacher Reflection) Webinar." <i>Marzano Research Laboratory</i>. Marzano Research Laboratory, Dec. 2013. Webinar. 22 May 2014. http://www.marzanoresearch.com</p>