

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	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.
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.</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.</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</i> RSS. Anita Archer, 2011. Web. 29 May 2014.</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</i> RSS. Anita Archer, 2011. Web. 29 May 2014.</p>
Summarization	Jones, R. (2007). Strategies for Reading Comprehension: Summarizing . Retrieved 2008, January 29, from readingquest.org.
Gradual release of responsibility	Routman, Regie. "Mapping a Pathway to Schoolwide Highly Effective Teaching. " <i>Kappan</i> Feb (2012). Web. 29 May 2014.
Strategy-oriented instruction	Luke, Stephen, and Kyrie Dragoo. " Strategy Based Instruction. " <i>Center for Parent Information and Resources</i> . 2014. Web. 5 June 2014.
Gradual release of responsibility	Fisher, Douglas. "Effective Use of the Gradual Release of Responsibility Model." Dec. 2008. Web. 10 Feb. 2015.

Research-Based Best Practices Aligned with Critical Success Factors

<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. "Research: Teaching Academic Vocabulary." Red Brick Learning, June 2008. Web. 9 June 2014.</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.</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.</p> <p>Thomas, John. W. "A Review of Research on Project-Based Learning." New Tech Network, 2000. Web. 10 June 2014.</p>
<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.</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.</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.</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.</p>

Research-Based Best Practices Aligned with Critical Success Factors

Cooperative Learning	<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.</p> <p>Kagan, Spencer. "Kagan Publishing and Professional Development." <i>Articles on Cooperative Learning</i>. Kagan Online.com, 2014. Web. 14 June 2014.</p>
Visual literacy	Wood, Katie Ray. <i>In Pictures and in Words: Teaching the Qualities of Good Writing through Illustration Study</i> . Portsmouth, NH: Heinemann, 2010. Print.
Concept-based learning	<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.</p>
Formative assessment	"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.
Teaching skills in context	Chin, Beverly Ann. " The Role of Grammar in Improving Student's Writing." University of Wisconsin Platteville, 2000. Web. 9 June 2014.
Differentiated instruction	<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>
Reading Strategies	"ERIC – Evidence-Based Reading Instruction : Putting the National Reading Panel Report into Practice, 2002." International Reading Association, 2002. Web. 5 June 2014.
<ul style="list-style-type: none"> • Reading aloud 	" Research from the National Reading Panel ." <i>Mempowered</i> . National Reading Panel. Web. 5 June 2014.

Research-Based Best Practices Aligned with Critical Success Factors

<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.</p>
<ul style="list-style-type: none"> • Phonics/phonemic awareness 	<p>"Research from the National Reading Panel." <i>Mempowered.</i> National Reading Panel. Web. 5 June 2014.</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.</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.</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> <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>

Research-Based Best Practices Aligned with Critical Success Factors

	<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.</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>"Seeing the Benefits of Aligning Curriculum, Standards." <i>Education World</i>: Edsource. Web. 16 Sept. 2014.</p> <p>"Aligned Curriculum and Student Achievement." <i>Research Brief</i>: Appalachia Educational Laboratory at Edvantia, Dec. 2005.</p>
Effective Instructional Design	<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> <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>

Research-Based Best Practices Aligned with Critical Success Factors

	<p><i>Instructional Design Models and Methods</i>. Instructional Design Central. Web. 16 Sept. 2014.</p>
<p>Curriculum Implementation Monitoring</p>	<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>Fidelity to the Curriculum</p>	<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> <p>Protheroe, Nancy. "Fidelity of Implementation." <i>Principal's Research Review</i>. Nov. 2009. Web. 16 Sept. 2014.</p> <p>Protheroe, Nancy. "The Impact of Fidelity of Implementation in Effective Standards-Based Instruction." <i>Principal</i> (2008). NAESP. Web. 16 Sept. 2014.</p>
<p>Effective Instructional Improvement Planning Process</p>	<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>
<p>Unpacking Standards to Define Instructional Targets</p>	<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>

Research-Based Best Practices Aligned with Critical Success Factors

Horizontal and Vertical Alignment	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.
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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>	
Quality Item Design	<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>
Assessments Tightly Aligned to Standards	<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>Case, Betsy, Margaret Jorgensen, and Sasha Zucker. "Alignment in Educational Assessment." <i>Pearson Assessments</i>. Pearson, Dec. 2004. Web. 18 Sept. 2014.</p>

Research-Based Best Practices Aligned with Critical Success Factors

<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, and Diane Lapp. <i>Using Data to Focus Instructional Improvement</i>. Alexandria, VA: ASCD. Print.</p>
<p>Targeting High Priority SEs</p>	<p>"STAAR Resources – Lead4ward." <i>Lead4ward</i>. Web. 22 May 2014.</p>
<p>Item Analysis</p>	<p>"Item Analysis." <i>IAR: Assess Students</i>. University of Texas at Austin, 2011. Web. 22 May 2014.</p> <p>"Interpreting Test Results." <i>Center for Teaching and Learning</i>. University of Texas at Austin. Web. 22 May 2014.</p>
<p>Using Data to Drive Instruction</p>	<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>

Research-Based Best Practices Aligned with Critical Success Factors

Multiple Data Sources	James-Ward, Cheryl, Douglas Fisher, Nancy Frey, and Diane Lapp. <i>Using Data to Focus Instructional Improvement</i> . Alexandria, VA: ASCD. Print.
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</p> <p>Stop Bullying Now</p>
Sense of physical safety	<p>Texas Safety School Center</p>
Sense of social/emotional security	<p>Jones, Stephanie M., and Suzanne M. Bouffard. “Social and Emotional Learning in Schools from Programs to Strategies.” <i>Social Policy Report V26, #4</i>. Society Research in Child Development, 2012. Web. 10 Feb. 2015.</p> <p>“School Climate Research Summary.” School Climate Brief. Center for Social and Emotional Education, Jan. 2010. Web. 10 Feb. 2015.</p> <p>Thapa, Amrit, Jonathan Cohen, Ann Higgins-D’Alessandro, and Shawn Guffey. “School Climate Research Summary.” <i>National School Climate Center</i>. Aug. 2012. Web. 10 Feb. 2015.</p>
Social support from adults	<p>McNeely, Clea A., James M. Nonnemaker, and Robert W. Blum. “Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health.” <i>Journal of School Health</i> 72.4 (2002): 138-46. <i>Community Matters</i>. 2009. Web.</p>

Research-Based Best Practices Aligned with Critical Success Factors

	10 Feb. 2015. Search Institute
Social support from other students	Search Institute
Leadership	U.S. Department of Education

<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.</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.</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.</p> <p>Wood, Lacy, Laura Shankland, Catherine Jordan, and Joyce Pollard. <i>SEDL Insights: How Districts Can Lay the Groundwork for Lasting</i></p>

Research-Based Best Practices Aligned with Critical Success Factors

	<p>Family Engagement, Vol. 2, No. 2 (Summer 2014). SEDL. Web. 26 Aug. 2014.</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).</p> <p>Engaging Parents in Education: Lessons from Five Parental Information and Resource Centers. (2007). WestEd for U.S. Dept. of Education Office of Innovation and Improvement.</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>High quality pre-school programs</p>	<p>"Double Jeopardy: How Poverty & Third Grade Reading Skills Influence High School Graduation." Annie E. Casey Foundation, 2012. Web. 29 April 2014.</p> <p>"Preschool Education as an Educational Reform: Issues of Effectiveness and Access." National Institute for Early Education Research, 2011.</p>

Research-Based Best Practices Aligned with Critical Success Factors

	Web. 30 April 2014.
High quality after school and summer school programs	<p>“Making Summer Count: How Summer Programs Can Boost Children’s Learning.” Rand Education, 2011. Web. 29 April 2014.</p> <p>“Expanding Time for Learning Both Inside and Outside the Classroom – Extended Learning Time Report.” The Wallace Foundation, 2012. Web. 29 April 2014.</p>
Teacher Looping	“ Research Summary: Looping .” Association of Middle Level Education, 2009. Web. 30 April 2014.
Effective Scheduling	Mattox, Kim, Dawson R. Hancock, and J. Allen Queen. “The Effect of Block Scheduling on Middle School Students’ Mathematics Achievement.” <i>NAASP Bulletin</i> 89.642 (2005): 3-13. Mar. 2005. Web. 10 Feb. 2015.
Curriculum pacing/targeted Instruction	Goodwin, Bryan. <i>The 12 Touchstones of Good Teaching: A Checklist for Staying Focused Every Day</i> . Denver, CO: McREL, 2013. Print.
Time management/classroom procedures	“ Promising Practices: Make Every Minute Count .” National Center on Time and Learning. Web. 30 April 2014.

<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>Thompson, Susan, John Greer, and Bonnie Greer. “Highly Qualified for Successful Teaching.” (2004). The University of Memphis. Web. 14 June 2014.</p> <p>Stronge, James, Thomas Ward, and Leslie Grant. “What Makes Good Teachers Good? A Cross-</p>

Research-Based Best Practices Aligned with Critical Success Factors

	<p>Case Analysis of the Connection Between Teacher Effectiveness and Student Achievement.” <i>Journal of Teacher Education</i> (2011). Sage Publications. Web. 14 June 2014.</p>
<p>Planning for instruction (collaboration, PLCs) (setting high expectations)</p>	<p>The Professional Teaching and Learning Cycle (2008). SEDL. Web. 15 June 2014.</p> <p>Routman, Regie. “Mapping a Pathway to Schoolwide Highly Effective Teaching.” <i>Kappan</i> Feb (2012). Web. 29 May 2014.</p>
<p>Monitoring student progress and potential (student assessment and expectations)</p>	<p>“Student Progress Monitoring.” <i>The National Center on Student Progress Monitoring</i>. U.S. Dept. of Special Education Programs. Web. 15 June 2014.</p>
<p>Coaching to improve instruction</p>	<p>Knight, Jim. “Instructional Coaches Make Progress through Partnership.” National Staff Development Council. Spring 2004. Web. 1 June 2014.</p> <p>Knight, Jim. “Building a Coaching Program.” <i>National Staff Development Council</i>. Winter 2007. Web. 15 June 2014.</p>

<p>Effective Leadership: Effective leadership promotes and implements positive educational change, impacting student achievement in the classroom.</p>	
<p>Shapes a vision of academic success for all students</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> <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>Creates a climate hospitable to education</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>

Research-Based Best Practices Aligned with Critical Success Factors

	<p>“School Climate and Discipline.” United States Department of Education. Web. 06 May 2014.</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>
Cultivates leadership in others	<p>“The Principal as School Leader: Guiding Schools to Better Teaching and Learning.” <i>The Wallace Foundation</i>. 2013. Web. 6 May 2014.</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>
<ul style="list-style-type: none"> Supports professional collaboration/PLCs 	<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.</p>
Improves instruction	<p>“The Principal as School Leader: Guiding Schools to Better Teaching and Learning.” <i>The Wallace Foundation</i>. 2013. Web. 6 May 2014.</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.</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</i></p>

Research-Based Best Practices Aligned with Critical Success Factors

	<p><i>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>
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<p>Focuses on teacher quality</p>	<p>Marzano, Robert J., Timothy Waters, and Brian A. McNulty. <i>School Leadership That Works:</i></p>

Research-Based Best Practices Aligned with Critical Success Factors

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