

## Standards-Based Education (SBE)

Standards-based Education (SBE) is a framework or a way of doing education that incorporates research and evidence-based best practices into the learning and teaching environment in order to create highly supportive and effective spaces for schools to grow teachers and students.

SBE is not a program, rather it is a way of practicing and putting processes in place to ensure that teachers thrive and support their students in realizing their best outcomes in the most efficient ways available. SBE schools are considered **Highly Reliable** as they follow what research and evidence have proven to work well in education. High Reliability Schools (HRS) follow a set of practices that are organized into five levels.

## High Reliability School Framework

The High Reliability School framework is a hierarchy of five progressive levels of school improvement. Rather than adding any new initiatives, the HRS framework provides a structure to organize and prioritize the school's current and future initiatives to ensure maximum success and lasting effectiveness.



School improvement should be organized as a coordinated, collective, and systemic effort. The High Reliability Schools (HRS) framework was developed to guide districts and schools in this process. The main purpose of a school is student achievement, and school leaders must maintain a single-minded focus on this goal in order to attain and sustain it.

The five levels of HRS are complementary to the Southern Union Adventist Edge that promises that all schools in the Southern Union will provide to all students, a **GREAT** education for God - Centered, Result Oriented, Environment that nurtures, Aligned with Standards, & Team Effort.

### **Relationship of GREAT to HRS**

<b>GREAT Education</b>	<b>High Reliability Schools (HRS) Levels</b>
God-Centered	Level 1: Safe, Supportive, & Collaborative Culture
Result-Oriented	Level 2: Effective teaching in Every Classroom
Environment that Nurtures	Level 1: Safe, Supportive, and Collaborative Culture
Aligned with Standards	Level 3: Guaranteed & Viable Curriculum Level 4: Standards Referenced Reporting Level 5: Competency-Based Education
Team Effort	Levels 1 – 5

The Southern Union is currently focusing its resources for schools to learn and practice the elements of the levels 1 – 3 in order to be highly reliable or effective in those three levels. Schools that are effective and/or certified at level 3, may opt to move to the greater height that levels 4 & 5 offer.

## Learning about HRS

There are numerous ways that schools can learn about HRS. Since 2019, the NAD has assembled many presentations and recordings to help educators in their journey toward Standards-based Education through the practices of the HRS levels. The Adventist Learning Community (ALC) offers many courses. To access those, please visit: [Adventist Learning Community - Home](#).

The Marzano Research offers many books, programs, and events that will support schools and their educators in their learning. Please visit: <https://www.marzanoresources.com> for more information about available resources and events.

Schools may also contact the Southern Union Office of Education for guidance and directions about HRS learning . The contact persons are Dr. Rose Thomas ( [rthomas@southernunion.com](mailto:rthomas@southernunion.com)) and Mrs. Carla Thrower ([cthrower@southernunion.com](mailto:cthrower@southernunion.com))

# NAD STANDARDS-BASED LEARNING TRAINING

Effective Strategies: New  
Art & Science of Teaching

New Art & Science of  
Teaching: Using  
Proficiency Scales

Standards-based  
Instructional Leadership  
(ASDASA)

Using Proficiency Scales  
with Exceptional Learners

Effective Instruction:  
Using Scales for  
Unit Planning

Leading a Standards-  
based School (ASDASA)

A Teacher's Guide to  
Standards-Based Learning

Effective Assessment

Leading a High  
Reliability School

Communicating  
with Parents

Unit Planning with  
Standards

Designing and Using  
Pacing Guides

Instructing with  
Proficiency Scales and Unit  
Planning - Pt. 1

Instructing with  
Proficiency Scales and  
Unit Planning - Pt. 2

SBL for Multigrade



ADVENTIST LEARNING  
COMMUNITY

Seventh-day Adventist Church  
NORTH AMERICAN DIVISION

## HRS Certification

Schools that have learned and put into practices the elements of each level 1 – 3, may work toward certification at each level 1 – 3 through the Marzano’s Resources Program. Currently, two schools have obtained certification in level 1: Safe, Supportive, & Collaborative Culture. Those two schools, Adventist Academy (ACA) in Raleigh, North Carolina, and Forest Lake Education Center (FLEC) in Longwood, Florida are designated Safe, Supportive, & Collaborative schools that have created a God – Centered and Nurturing Environment for their students and the adults at their schools. They are commended for their systems-thinking; their commitment to data and evidence-based processes; and their dedication to ongoing improvement in teaching, learning, and assessing their school culture for safety, support, and collaboration. To learn more about the certification process, please reach out to the Southern Union Office of Education and read the document below *about **Becoming a High Reliability School** below.*

# Becoming a High Reliability School

## Southern Union Conference, SDA & Marzano Resources

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### Guidance for Becoming a High Reliability School (HRS)

#### Learn the Framework

- Participate in ALC Trainings (Adventists Learning Community). Use this learning to support staff development.
- Attend a Marzano Resources Event(s).
  - Builds common & mutual understanding.
  - Energizes team to start & encourages resistant staff.
  - Ideally: a few people from a school would attend (1 admin and 2+ teachers); helps build credibility to have teachers
- Facilitate book study with staff.
- Reach out to other schools who have completed certification.
- Define/Clarify common verbiage (i.e., are we functioning as a PLC but calling it something different.)

#### Do the Work

- Focus on learning & practice; certification is the benefit.
- Collect informal HRS survey data from all stakeholder groups.
- Develop a school culture that is safe, supportive, collaborative that focuses on student learning & the growth of the adults who work with those students.
- Develop a school preventive & positive behavior management system that includes routines, expectations, procedures, rules, rituals, ceremonies, safety processes & mechanisms.

#### Consider Formal Certification

- Reflect on current status:
  - Is your school developing as a professional learning community (PLC) collaborating as a team to respond to the questions:
    - What do we want our students to know?
    - How will we know if our students are learning?
    - How will we respond when students do not learn?
    - How will we enrich and extend the learning for students who are proficient?
    - How will we increase our instruction competence?

- How will we coordinate our efforts as a school?
- Have you identified lagging indicators for the HRS leading indicators.
- Do you have a process for collecting quick data?
- Have you started collecting artifacts/evidence of practice.

## Pursue Certification

- Let your Southern Union Conference leader and your Marzano Resources representative know you are ready to begin certification.
- Meet with your Southern Union Conference leader and your Marzano Resources representative to review current practices to determine eligibility for Conference sponsorship for HRS Certification.
- Administer HRS Level 1 surveys.
- Get into the Moodle Certification Platform early in the process. It may seem intimidating but there is a wealth of information and resources housed in the platform.
- Have a team on the HRS webinar calls (if you have a small school, have a few teachers and the administrator, if larger have a few administrators)
- Leaders: Share the positive feedback for your submissions with your team. (i.e., Staff may have log ins to the Moodle platform, but they may not be using it. Screenshot the feedback and email it out.)

## Celebrate

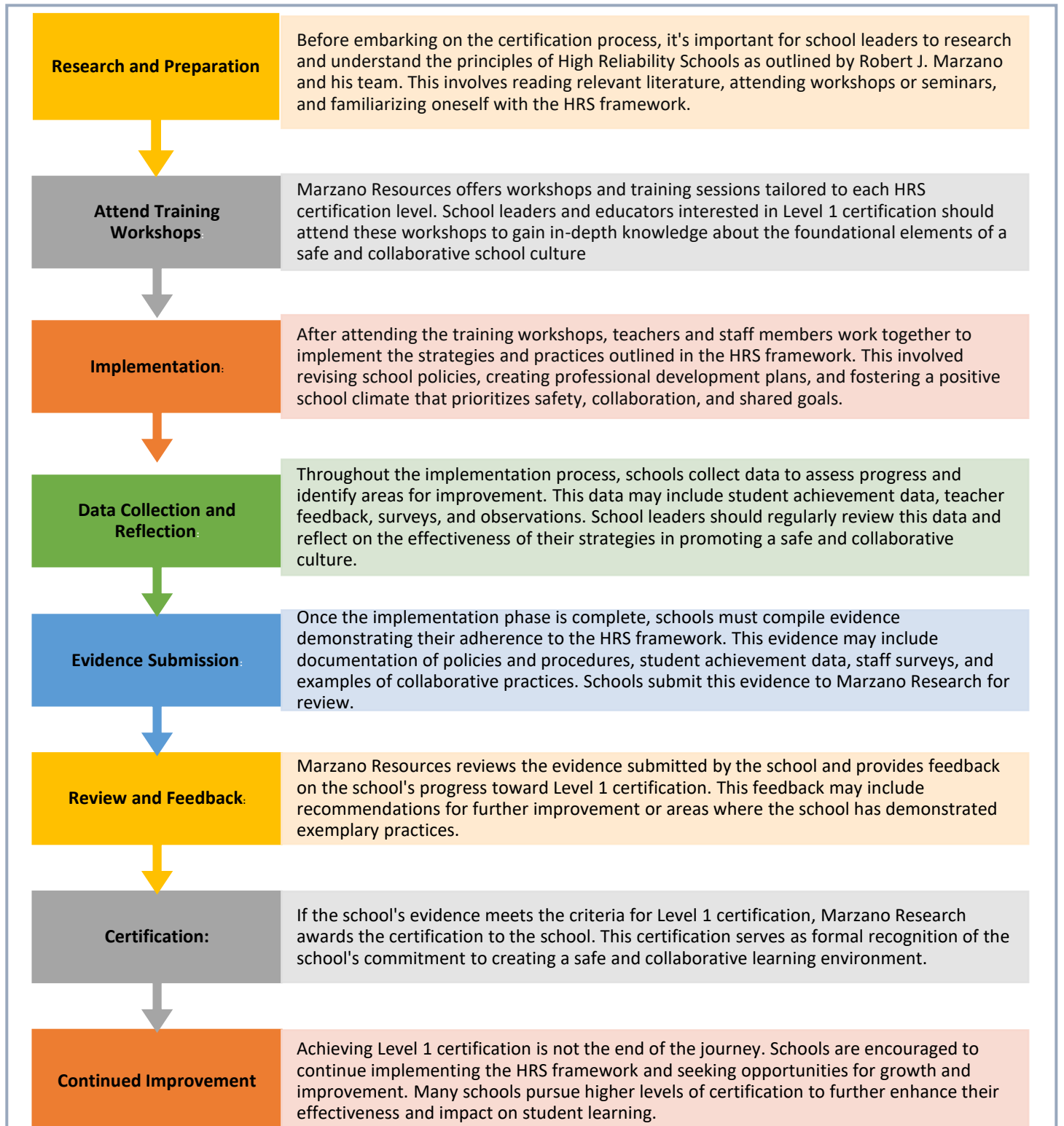
High Reliability School certification is an incredible accomplishment that reflects your commitment and hard work. It is certainly an achievement to be proud of and to celebrate with your team.

Once you receive certification your school will receive:

- An HRS Award Certificate.
- A Marzano Resources press release.
- A digital HRS logo to use on your website and social media accounts.
- Your school's or district's logo featured on the Marzano Resources website.
- An HRS certified school name badge included in HRS Summit materials.

Your school will also be recognized at the annual High Reliability Schools Summit.

## Process Chart, ACA Raleigh, HRS Level 1 Certified (Courtesy of Lisa Trawick, Principal)







# Marzano High Reliability Schools™

## LEVEL 1 CERTIFICATION

PRESENTED TO:

*Indicating exceptional efficiency and effectiveness regarding*  
**SAFE, SUPPORTIVE, AND COLLABORATIVE CULTURE**



PRESENTED BY: *Robert J. Marzano* Dr. Robert J. Marzano  
ON THIS DAY: \_\_\_\_\_

This certification is valid for 3 years from date issued.



*Level 1 Certified*

## Access to the SBE Toolbox

Schools that are learning at level 1 – 3 may have access to the Proficiency Scales also known as pscales. Those pscales are located at the NAD Dashboard site and schools may gain access by request from the Southern Union Office of Education and their contact persons: Dr. Rose Thomas and the Registrar, Mrs. Luberta Biggs. Educators will gain access to the pscales, by signing onto their NAD Dashboard with their login information, similar to the process of getting into the Encounter site. Prior to receiving access to the pscales, it is important for schools to have the understanding and background about the levels of SBE through the HRS framework, in order to make sense of the use of the pscales. To that end, there are minimum requirements for teachers or schools to realize before they get access to the toolbox. Below, find the list of requirements that schools may use to verify knowledge. This list is not all inclusive, as it is possible for schools to have had other learning opportunities that would support them getting access to the pscales.

### Requirements for Access to SBE Toolbox

#### Basic requirements for P-Scales Implementation

**1. Individual Teachers must do/have the following: (Classroom Implementation):**

- a. Attended Marzano webinars with the NAD/ ALC, other organizations, **or**
- b. Attended training sponsored by their Conference or Union; **or**
- c. Attended Book Studies; **or**
- d. Attended the HRS Summit **Or**
- e. Taken the Implementing SBL in Adventist Schools (6 parts series)
- f. Taken an Overview of SBL for Multigrade (5parts series)
- g. Know the components of Level I Culture and have rules, routines, and expectations in place for the classroom.
- h. Know and understand Level II components and have started the process of working within a research-based teaching framework and can identify some of the effective instructional strategies they use in the classroom.
- i. Evaluated the curriculum and have matched the resources to the p-scales
- j. Have plans for future learning.

**2. Schools must do all the following: (School-Wide Implementation):**

- a. Principals must have participated in: Marzano Webinars with the NAD, **or** Union/Conference/School led study groups, **or** High Reliability School Summit. Training must include Level 1 – 3 school implementation)
- b. Implement and follow a school-wide behavior plan. (Level 1)
- c. Participate in PLC's either at the school or conference level. These go by different names like study groups, cohorts, learning communities, etc. (Level 1)
- d. Implement or in the process of choosing a Teaching Framework with a Mode of Instruction (MOI) and a plan for teacher growth, development, and evaluation (Level 2)
- e. Have a plan how to ensure and verify that the curriculum is guaranteed and viable. Create a Vocabulary Program; and use direct instruction in knowledge applications (Life Skills) and metacognitive skills (Thinking Skills) (Level 3)
- f. Participate in SBE training: Teachers need training on how to use the p-scales so they can implement the use of the scales successfully for instruction & student goal setting (Levels 1 – 3)

**3. Conference leadership must have participated in at least one of the following (Conference-Wide Implementation)**

- a) Marzano webinars with the NAD
- b) Marzano webinars on Adventist Learning Community
- c) Union/Conference led study group of HRS and/or SBE.
- d) High Reliability School Summit
- e) Training must include Levels 1-3 implementation at the district level

**Notes:**

Single teachers who meet the criteria may receive the p-scales right away. They can also use the link to the Google Drive that houses all the 3.0 learning targets or standards:

<https://drive.google.com/drive/folders/1pO5Kvs9BTWiTxd7vBUUnADeOLkb9rCzjh?usp=sharing>).

Their conference in collaboration with the principal will request and return the Agreement Form to Dr. Rose Thomas, at the SU. Teachers might implement the scales one subject at a time. Schools might implement them one classroom at a time. The recommendation is to go through the process steadily and strategically to ensure success in implementation. Take small steps to do great things!

Implementation may start at any level: Teacher, School, or Conference. This document is to help guide your process and to provide a set of requirements for each of the levels. While we recommend going at it very slowly and in small steps, the Conference Leadership is the best judge on how small or how big to start.

While the minimum requirements are focused on levels 1 – 3, if individuals, schools, or conferences should want to implement levels 4 – 5 in the far future, trainings will be required for those levels. At that time, we will set the minimum requirements for the implementation of those levels.

Please know that you are not alone. It is a system-wide effort toward the implementation of ongoing improvement at all schools. The Union is committed to supporting the conferences and schools, with training and resources as much as possible. The NAD is dedicated to assisting the Union and to make the process of supporting the conferences more seamless.

## **Memo Of Understanding (MOU)**

In addition to the requirements necessary to gain access to the SBE toolbox, there is a Memo of Understanding that schools and conferences must sign as they request access to the pscales. This memo is necessary because the pscales are copyrighted by the Marzano Resources group, and to protect the investment that the NAD made in purchasing the scales, it's important that requests are made by those who will use the pscales for their classrooms and not for distribution. After schools or conferences have reviewed the requirements and determined that they are ready to use the pscales, they may contact Dr. Rose Thomas at [rthomas@southernunion.com](mailto:rthomas@southernunion.com) and fill out the MOU document and return it. In most cases, the conference will be the point of contact between schools and the Union. Please find the MOU document below.

**SOUTHERN UNION OFFICE OF EDUCATION**

**MOU for NAD Adventist Teacher Toolbox Agreement**

The Marzano Proficiency Scales have been purchased by the NAD for use in schools who have received Marzano training. The p-scales have been customized by the 2021 NAD Summer Committees for K-12 ELA, Math, Science and Social Studies. Student Friendly “I can” statements have been created. In order to receive access to the Adventist Teacher Toolkit for use in your classroom or school, please complete the following form, sign, and return it to your conference for their signature. Once the use agreement is received at the union, the applicant will receive access by signing onto the NAD Dashboard.

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**Please provide an overview of the SBE roll out plan including SBE/HRS training you have received, plan to attend, and/or plan to provide for your teachers.**

**Please include the various actions you have taken toward establishing the Critical practices and processes at each HRS level 1 – 3 at your conference, school, or classroom.**

- I have read and understand the Marzano terms regarding intellectual property and appropriate use of the proficiency scales (see below).
- I understand that the p-scales cannot be shared with others.
- If serving as a principal, I have discussed this user agreement with the teachers at my school.
- I understand that access to the toolbox is for my use only and I will not share my dashboard log in information with others.
- I understand that the p-sales, pacing guides and sample unit plans are in their first draft. If I find updates that are needed, I will document those and send them to my conference.
- I understand that this is ongoing work. If I create resources such as unit plans, assessments and/or resources to meet the priority standards, I can submit my work on the Toolbox and, if accepted, I will receive a stipend for my work.
- I understand that the agreement form and the basic requirements may change as the process continues to get refined.

## Marzano Intellectual Property and Use Agreement

**Intellectual Property:** Because the Scope of Work to be produced pursuant to the performance of this contract will substantially incorporate Pre-existing Intellectual Property developed, copyrighted, and owned by Marzano Resources, LLC, such Pre-existing Intellectual Property shall NOT be considered work-for-hire and shall NOT become the property of the Customer.

Such Pre-existing Intellectual Property includes, but is not limited to,

- a) Items found in any and all of Marzano Resources copyrighted materials, including, but not limited to, Critical Concepts, Scales for Additional Content Areas, Formative Assessment and Standards-Based Grading book and associated materials; the Marzano High Reliability Schools framework, model, and approach, and associated materials; the Reinventing Schools framework and approach, and associated materials; and any other copyrighted pre-existing materials.
- b) Other Marzano Resources knowledge, skills, methodologies, evaluations, routines, processes, analyses, theories, models, publications, and research; and
- c) Any and all derivative works based on the content contemplated by subparagraphs a and b above.

Pursuant to the Scope of Work, Marzano Resources grants the Customer the right to refine, adapt, and modify tools and materials presented to the Customer in trainings and as deliverables, unless otherwise noted on said tools and materials, so long as the Customer:

- i. provides appropriate credit to Marzano Resources for the original works from which derivatives were created.
- ii. uses the derivative materials solely within the School/District; and
- iii. does not attempt to distribute, sell, or otherwise profit from the original works and any derivative materials.

School \_\_\_\_\_

Principal/Teacher Name \_\_\_\_\_

Principal/Teacher Signature \_\_\_\_\_

Conference Signature \_\_\_\_\_

Union Signature \_\_\_\_\_



# Contacts

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