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Thinking & Learning
Conference

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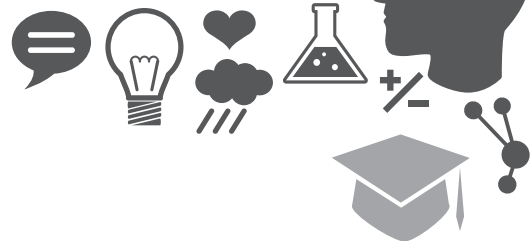
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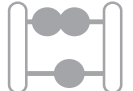


Phil Warrick

Sunday 25 May

Leaders of Learning

Session 2



PHIL WARRICK

Dr Phil Warrick, EdD, is associate vice president of Marzano Research Laboratory. He was an award-winning administrator for nearly 12 years, most recently as principal of Round Rock High School, which serves approximately 3000 students. Dr Phil Warrick has been an adjunct professor of Peru State College since 2005. In 2010, Dr Warrick was invited to participate in the Texas Principals' Visioning Institute, where he worked with other principals to develop model practices for Texas schools. He is a past regional president for the Nebraska Council of School Administrators (NCSA). He also served on the NCSA legislative committee and was elected chair.

Dr Warrick was named 2005 Nebraska State High School Principal of the year, 2004 Nebraska Secondary School Principals Region One Principal of the Year, and 1998 Nebraska Outstanding New Principal of the Year and Nebraska Secondary School Principals Region One Assistant Principal of the Year. Dr Warrick is part of the Australian based Marzano Research Laboratory team working exclusively with Hawker Brownlow Professional Learning Solutions.

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Leaders of Learning



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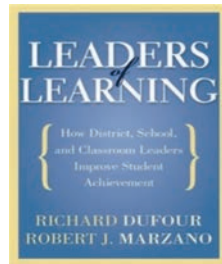
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**The Wallace Foundation study (Louis, Leithwood, Wahlstrom, & Anderson, 2010)**

The most current and comprehensive study on the relationship between school administrator behaviors and actions and student academic achievement is that funded by the Wallace Foundation and cooperatively conducted by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and the Ontario Institute for Studies in Education at The University of Toronto (Louis et al., 2010). This multiyear study, titled Investigating the Links to Improved Student Learning, involved survey data from 8,391 teachers and 471 school administrators; interview data from 581 teachers and administrators, 304 district level educators, and 124 state personnel; and observational data from 312 classrooms.

The study of what works in Oklahoma schools (Marzano Research Laboratory, 2011)

The study of what works in Oklahoma schools was conducted by Marzano Research Laboratory for the Oklahoma State Department of Education (OSDE) over the 2009/2010 school year and the 2010/2011 school year. Survey data from teachers, administrators, students, and parents were used in the study along with on-site observations of teachers, interviews with administrators, and videotapes of classroom activities. State test data in mathematics and the English language arts were the primary dependent variable when examining the effects of specific elements. Across 59 schools, 1,117 teachers, 13,373 students, and 516 parents were involved. General results indicated that specific actions on the part of administrators are statistically related to student academic achievement.

Marzano, Waters, and McNulty Meta-Analysis of School Leadership (McREL 2005)

This meta-analysis of school leadership research was published in the book School Leadership that Works (Marzano et al., 2005). The purpose of the study was to examine the research literature from 1978 to 2001 on those school leadership factors that have a statistically significant relationship with student achievement. Over 300 studies were examined and 69 met the criteria for inclusion, one of which was that student achievement data were correlated with school administrator actions, or that correlations could be computed from the data available. In all, 2,802 K-12 schools were involved in the studies synthesized, with an estimated 14,000 teachers and 1,400,000 students. The overall finding was that school leadership has a statistically significant relationship with student achievement. Such leadership can be explained as 21 specific types of actions and behaviors enacted by school leaders.

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Five Domains of Leadership Practice

- **Data-Driven Focus on Student Achievement**
- **Continuous Improvement of Instruction**
- **Guaranteed and Viable Curriculum**
- **Cooperation and Collaboration**
- **School Climate**

Data-Driven Leadership and Decision Making

Leading indicators: Conditions that are known to be associated with school improvement based on research and experience. They provide direction for school leaders as they strategically lead their schools.

Lagging indicators: Provide evidence for the leading indicators in a school. Lagging indicators are the key monitoring practices for leaders to know how leading indicators are succeeding in their schools.

Leadership Reflective Scales: Provided for school leaders and leadership teams self-reflection and evaluation of practice based on leading and lagging indicators of practice.

- 4: Advanced implementation with adjustments as necessary
- 3: Successful and continuing implementation
- 2: Partial and growing implementation
- 1: Beginning implementation
- 0: No implementation

Domain 1: A Data-Driven Focus on Student Achievement

1. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Scale

<i>Innovating (4)</i>	<i>Applying (3)</i>	<i>Developing (2)</i>	<i>Beginning (1)</i>	<i>Not Using (0)</i>
<i>The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.</i>	<i>The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.</i>	<i>The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.</i>	<i>The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.</i>

- *Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments*
- *Written goals are established for eliminating differences in achievement for students at different socioeconomic levels*
- *Written goals are established for eliminating differences in achievement for students of differing ethnicities*
- *School-wide achievement goals are posted so that faculty and staff see them on a regular basis*
- *School-wide achievement goals are discussed regularly at faculty and staff gatherings*
- *Faculty and staff can describe the school-wide achievement goals*
- *Improvement goals are assigned to various departments and faculty*
- *Written goals are established for eliminating the achievement gap for all students*
- *Written goals are established for eliminating the differences in achievement for English language learners*
- *Written goals are established for eliminating the differences in achievement for students with disabilities*
- *Written goals address the most critical and severe deficiencies*
- *Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal*

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Domain 2: Continuous Improvement of Instruction

1. The school leader provides a clear vision as to how instruction should be addressed in the school.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.</i>	<i>The school leader ensures that a school-wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understand the instructional model.</i>	<i>The school leader ensures that a school-wide language or model of instruction is in place.</i>	<i>The school leader attempts to ensure that a school-wide language or model of instruction is in place, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that a school-wide language or model of instruction is in place.</i>

- *A written document articulating the school-wide model of instruction is in place*
- *Professional development opportunities are provided for new teachers regarding the school-wide model of instruction*
- *When asked, teachers can describe the major components of the school-wide model of instruction*
- *New initiatives are prioritized and limited in number to support the instructional model*
- *The school-wide language of instruction is used regularly in faculty and department meetings*
- *The school-wide language of instruction is used regularly by faculty in their informal conversations*
- *The school-wide language of instruction is used regularly by faculty in their professional learning communities*

Sample School Model of Instruction



RISD Teacher's Guide to Reflective Practice

RISD Commitment to Instruction

Rockwall ISD is committed to providing quality learning experiences for all students.

This document reflects the importance of:

- communicating clear learning goals
- using high-probability instructional strategies
- focusing on student engagement
- designing rigorous, relevant work for students
- using formative assessment to give students voice in their own learning experience
- tracking progress and celebrating success



Teacher's Guide to Reflective Practice

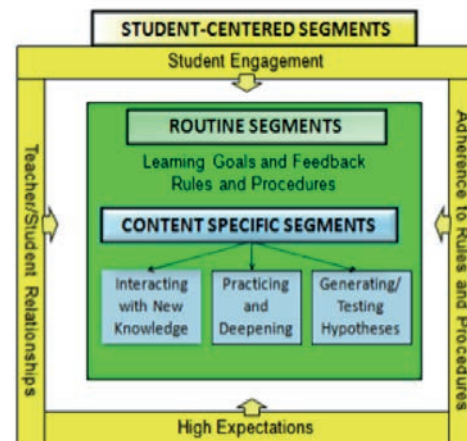
Uses for this Guide

- Tool for personal professional growth
- Self-reflection to follow up Instructional Rounds
- Resource for PLC teams

Organization of this Guide (See illustration on previous page)

- **Three Main Parts:** 1) Lesson Segments Involving Routine Events, 2) Lesson Segments Addressing Content and 3) Student-Centered Lesson Segments
- **Design Questions:** Each of the 3 Lesson Segment parts has Design Questions which teachers should ask themselves when reflecting on their practice.
- **High-probability Instructional Strategies:** Under each Design Question there are several questions for teachers to consider relating to instructional strategies (one per page). A statement describing the "strategy in action" is provided.
- **Teacher and Student Evidence:** Some examples of evidence which would indicate effective implementation of the strategies are provided in these lists.
- **Self-Reflection Continuum:** The continuum is provided for each strategy. Teachers should note where they are on the continuum for that particular strategy as a formative assessment of themselves to be used for growth. The continuum stages are: *not using, beginning, developing, applying, and innovating*. The expectation is that all RISD teachers work toward the 'applying' stage for all of these instructional strategies.

Reflective Practice Schematic



2. The school leader is aware of predominant instructional practices throughout the school.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.</i>	<i>The school leader ensures that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices.</i>	<i>The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.</i>	<i>The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.</i>

- *Walk-through data are aggregated in such a way as to disclose predominant instructional practices in the school*
- *When asked, the school leader can describe the predominant instructional practices in the school*
- *When asked, teachers can describe the predominant instructional practices in the school*
- *The school leader provides forthright feedback to teachers regarding their instructional practices*
- *The school leader can describe effective practices and problems of practice*



Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. How do I communicate clear learning goals incorporating rubrics?

Strategy in Action:

I provide a clearly stated learning goal in a variety of ways accompanied by rubrics that describe levels of performance relative to the learning goal.

Notes

Learning Goal: A statement of what the student will know and/or be able to do as a result of the learning

Teacher Evidence (Examples)

- ❖ I have a learning goal posted so that all students can see it
- ❖ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- ❖ I make reference to the learning goal throughout the lesson
- ❖ I have established and posted a rubric that relates to the learning goal so that all students can see it
- ❖ I make reference to the rubric throughout the lesson, with emphasis on equity in learning for students of all backgrounds

Student Evidence (Examples)

- ❖ When asked, my students can explain the learning goal for the lesson
- ❖ When asked, my students can explain how their current activities relate to the learning goal
- ❖ When asked, my students can explain the meaning of the levels of performance articulated in the rubric

Self Reflection:

	Innovating	Applying	Developing	Beginning	Not Using
Communicating clear learning goals and rubrics	I adapt and create new strategies for unique student needs and situations.	I provide a clearly stated learning goal accompanied by a rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance.	I provide a clearly stated learning goal accompanied by a rubric that describes levels of performance, but do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

...Where do I want to be? ... What can I do to get there? ... What support do I need?...

NOTES:

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Lesson Segments Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

2. What do I typically do to organize students to interact with new knowledge?

Strategy in Action:

I organize students to facilitate the processing of new information.

Notes

"Organizing students" refers to grouping students in order to facilitate active processing of the information.

Teacher Evidence (Examples)

- ❖ I have established routines for student grouping and student interaction in groups or as a whole class
- ❖ I organize students into groups for the lesson purposefully or spontaneously
 - Partners
 - Triads
 - Small groups up to 5

Student Evidence (Examples)

- ❖ My students move to groups in an orderly fashion
- ❖ My students appear to understand expectations about appropriate group and individual behavior, such as:
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions
 - All members actively involved

Self Reflection:

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	I adapt and create new strategies for unique student needs and situations.	I organize students into small groups to facilitate the processing of new knowledge and monitor group processing.	I organize students into small groups to facilitate the processing of new knowledge, but do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

...Where do I want to be? ... What can I do to get there? ... What support do I need?...

NOTES:

[Click here to enter text.](#)

**Domain 3: Guaranteed and Viable Curriculum**

The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Scale

<i>Innovating (4)</i>	<i>Applying (3)</i>	<i>Developing (2)</i>	<i>Beginning (1)</i>	<i>Not Using (0)</i>
<i>The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.</i>	<i>The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.</i>	<i>The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.</i>	<i>The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.</i>

The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Scale

<i>Innovating (4)</i>	<i>Applying (3)</i>	<i>Developing (2)</i>	<i>Beginning (1)</i>	<i>Not Using (0)</i>
<i>The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.</i>	<i>The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.</i>	<i>The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.</i>	<i>The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.</i>

Domain 4: Cooperation and Collaboration

1. The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Scale

<i>Innovating (4)</i>	<i>Applying (3)</i>	<i>Developing (2)</i>	<i>Beginning (1)</i>	<i>Not Using (0)</i>
<i>The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices.</i>	<i>The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person AND monitors the extent to which teachers actively participate in those opportunities.</i>	<i>The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person.</i>	<i>The school leader attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person.</i>

- *Teachers have opportunities to engage in instructional rounds*
- *Teachers have opportunities to view and discuss video-based examples of exemplary teaching*
- *Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study)*
- *Teachers have opportunities to interact about effective teaching via technology*
- *Instructional practices are regularly discussed at faculty and department meetings*
- *Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings*



3. The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.</i>	<i>The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students.</i>	<i>The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.</i>	<i>The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.</i>

- Professional learning communities (PLCs) are in place
- PLCs have written goals
- The school leader regularly examines the PLCs' progress toward goals
- Common assessments are created by PLCs
- Student achievement and growth are analyzed by PLCs
- Data teams are in place
- Data teams have written goals
- The school leader regularly examines each data team's progress toward goals
- The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement

Reciprocal Accountability: The Key to Building Collective Capacity

Adapted from DuFour and Marzano's *Leaders of Learning*, pp. 70-87

Leadership actions	This is us	We are working on this	We are talking about it	This is not us.
Organize staff into meaningful teams <ul style="list-style-type: none"> In the absence of interdependence, one or more common goals, and mutual accountability, a group cannot be a team. The most logical and easiest team structure to establish is the course-specific or grade-level team. 				
Provide teams with time to collaborate <ul style="list-style-type: none"> When teachers work together on the right work, even for as little as one hour each week, we can expect gains in student achievement. 				
Provide supportive structures that help groups become teams <ul style="list-style-type: none"> Teams are more effective when they have clarified expectations regarding how they will work together, translated those expectations into collective commitments, and use the commitments to monitor their working relationship on an ongoing basis. Without a common goal that members can achieve only by working together interdependently, a group cannot become a team. 				
Clarify the work that teams must accomplish <ul style="list-style-type: none"> Administrators and teachers should work together to identify the "right work" of teams – the work with the greatest potential to have a positive impact on student learning and the capacity of staff to function as members of high-performing teams. It is critical that teams utilize a protocol that helps them focus on the right work. 				
Monitor the work of teams and provide direction and support as needed <ul style="list-style-type: none"> Teams should develop products that flow from the dialogue of a team engaged in collective inquiry on the right work. When educators understand the tangible work products that must be created as a result of their collaboration, they develop greater clarity regarding the nature of their work. 				
Avoid shortcuts in the collaborative team process <ul style="list-style-type: none"> It is the <i>process</i> of building shared knowledge and the <i>collaborative dialogue</i> about that shared knowledge that builds the capacity of the staff to function as high-performing teams. Leaders enhance the effectiveness of others when they provide clarity regarding what needs to be done and ongoing support to help staff succeed. They do not develop others by doing the work for them. 				
Celebrate short-term wins, and confront those who do not contribute to their teams <ul style="list-style-type: none"> It is difficult to create momentum for the collaborative team process and impossible to sustain the process without recognizing and celebrating both concerted effort and incremental progress. Leaders who are unwilling to confront staff members who ignore the collaborative team process not only undermine that process but also damage their relational trust with the rest of the faculty. 				

"Creating the conditions to help others succeed is one of the highest duties of a leader."

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Domain 5: School Climate

1. The school leader is recognized as the leader of the school who continually improves his or her professional practice.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.</i>	<i>The school leader continually engages in activities to improve his or her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.</i>	<i>The school leader continually engages in activities to improve his or her professional practices.</i>	<i>The school leader attempts to engage in activities to improve his or her professional practices, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to engage in activities to improve his or her professional practices.</i>

- *The school leader has a written annual growth plan*
- *The school leader has identified professional development activities consistent with his or her growth plan*
- *The school leader has identified mentors and regularly interacts with them*
- *The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*



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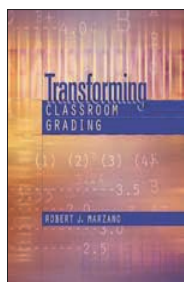


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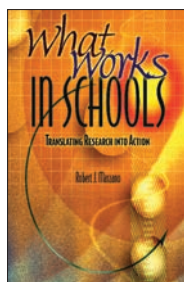


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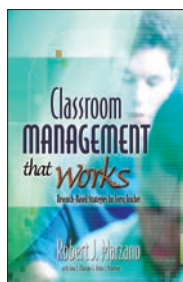
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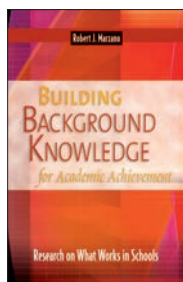
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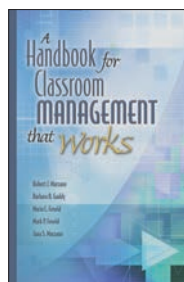
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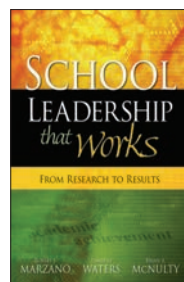
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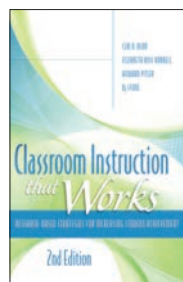
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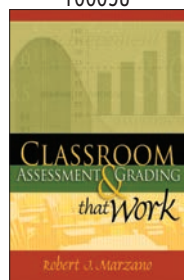
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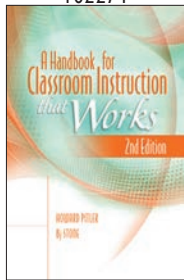
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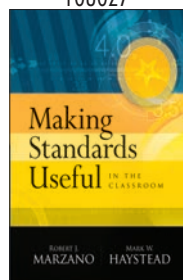
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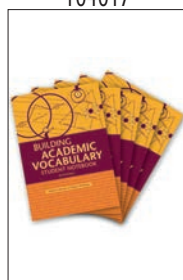
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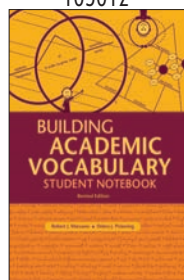
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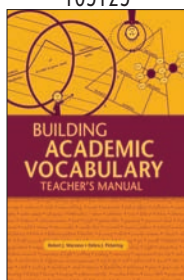
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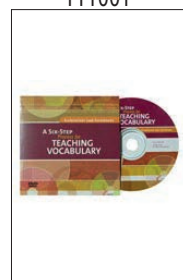
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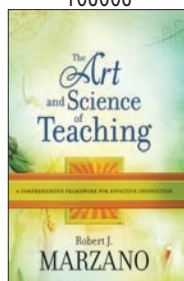
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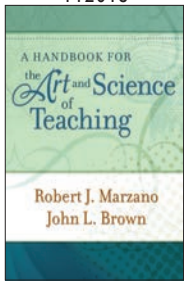
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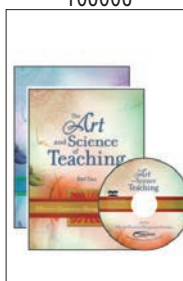
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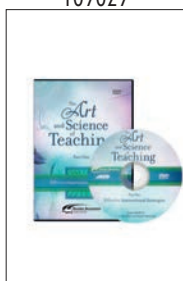
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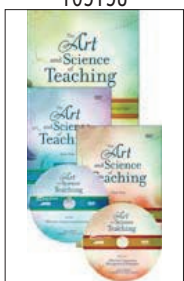
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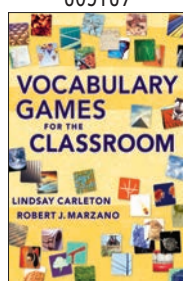
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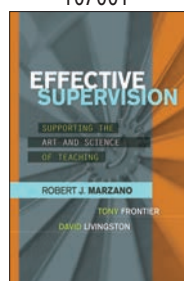
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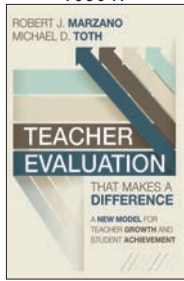
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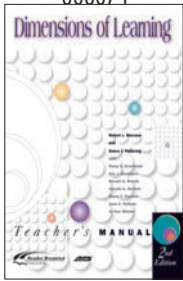
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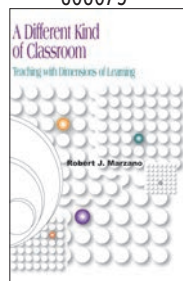
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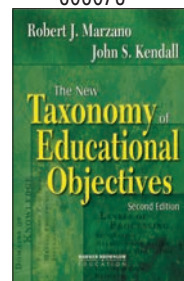
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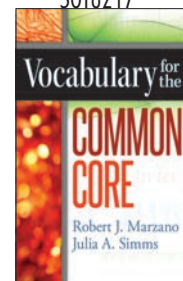
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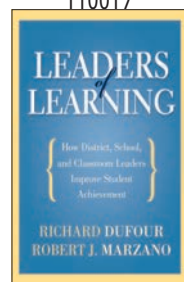
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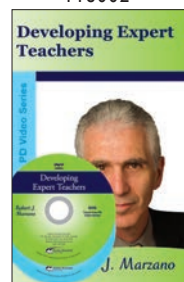
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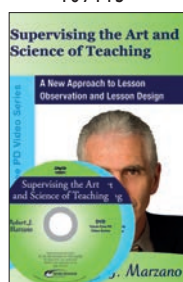
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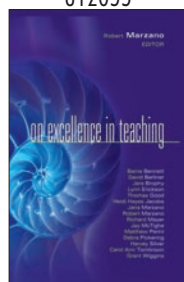
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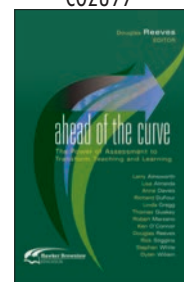
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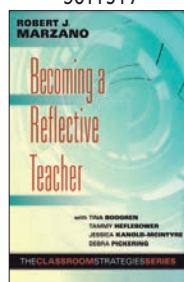
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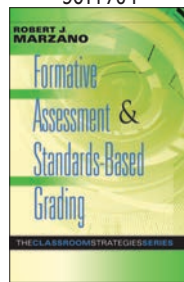
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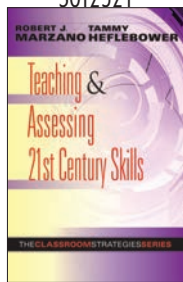
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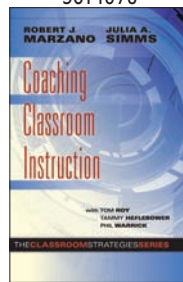
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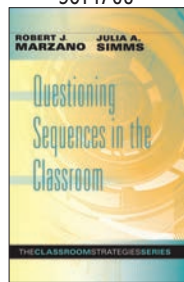
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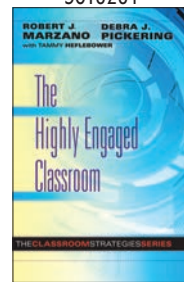
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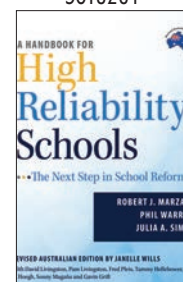
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