



WHAT DOES IT MEAN...

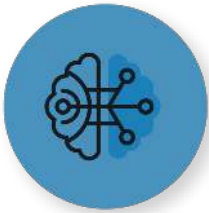
to have a MARIO Educator
on your faculty?



MARIO
FRAMEWORK



One-size-fits-all programs don't work.¹ Instead, MARIO is designed so that educators can build their own living and evolving program specifically designed for their context.



IT MEANS YOU HAVE AN EDUCATOR WHOSE PRACTICES ARE DEEPLY ROOTED IN RESEARCH.



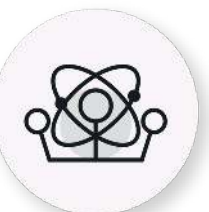
IT MEANS YOU HAVE AN EDUCATOR THAT CAN REACH ANY STUDENTS IN ANY CONTEXT THROUGH A PERSONALIZED, WHOLE-CHILD APPROACH TO EDUCATION.



IT MEANS YOU GET AN EDUCATOR WHOSE PRACTICES CAN IMPROVE ACADEMIC OUTCOMES AND HELP SPECIAL EDUCATION STUDENTS CLOSE THE GAP.



IT MEANS YOU HAVE AN EDUCATOR THAT WILL MAKE AN IMPACT BEYOND THEIR CLASSROOMS AND STUDENTS.



IT MEANS YOU HAVE A PROGRAM THAT ALIGNS WITH RTI/MTSS MODELS.

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We have selected 11 of the most effective evidence-based learning strategies (according to John Hattie & Robert Marzano) as the key tools in a MARIO Educator's practice. Simply put, MARIO Educators are teacher-researchers. By hiring a MARIO Educator, you are hiring a teacher that will not only improve learning in their classroom but also improve collective teacher efficacy as they strive to share their evidence-based approaches with others on your faculty team.



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A MARIO Educator empowers students to develop into expert, self-directed learners who flourish inside and outside the classroom by providing outstanding personalized learning experiences. By strategically utilizing the principles of Universal Design for Learning (UDL), MARIO Educators can engage all students in authentic and challenging learning experiences, by giving privilege to and centering their voice in the learning journey.

The MARIO Framework also guides students through their self-narrated Personalized Learning Journey. Here, students at your school learn to develop individual strategies that will last them for the rest of their educational careers and beyond. The instruction provided within the framework, be it social-emotional, executive functioning, or academic in nature will support the student in all areas of current school life.

The MARIO Framework distinguishes itself from other special education interventions because it elevates students' voices and empowers learning to be focused on what matters most. Our student-centered approach creates expert, self-directed learners that feel listened to and valued. We provide a way to address both social and emotional issues, as well as improving academic outcomes.

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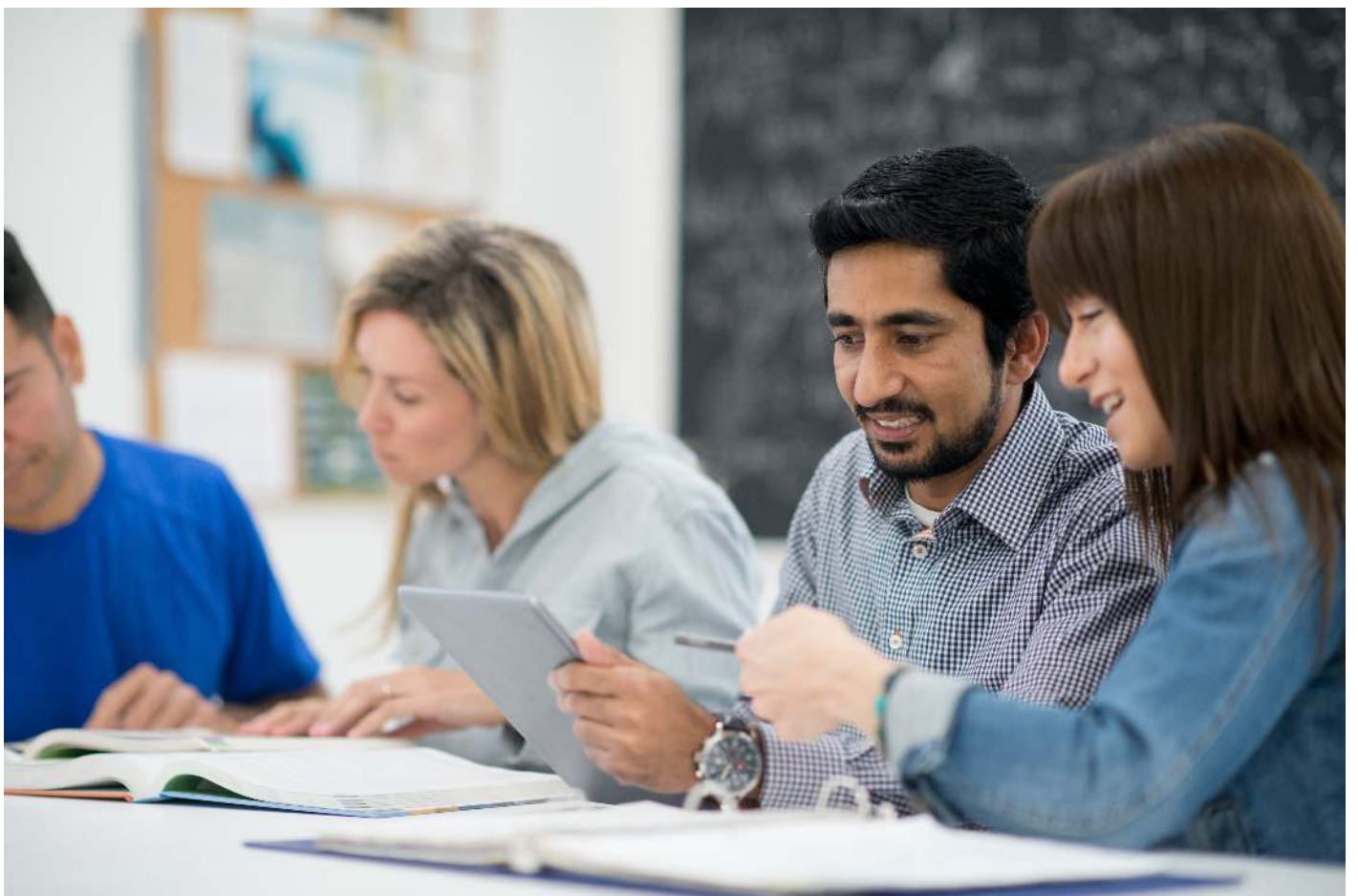
These increases further strengthened after students graduated from the intervention and the effect size was measured at an incredible .99

For a MARIO Educator, conducting one-to-one learning conversations with students through the evidence-based MARIO Approach plays a key role in the intervention. In conjunction with world-renowned UDL expert Dr. Katie Novak, a six-year retrospective cohort analysis of grade point average data was used to measure the effect of one-to-one conversations at International School Bangkok. Statistical analysis revealed a significant improvement in academic outcomes in the one-to-one conversations as compared to student outcomes prior to the course and versus the control cohort. The effect size was measured at .83; keep in mind the average intervention has an effect size of .4. These increases further strengthened after students graduated from the intervention and the effect size was measured at an incredible .99. On the qualitative side, data from student feedback surveys revealed that students perceived one-to-one conversations as helpful and self-identified gains in self-reflection and independence.²

IT MEANS YOU HAVE AN EDUCATOR THAT WILL MAKE AN IMPACT BEYOND THEIR CLASSROOMS AND STUDENTS.

MARIO Educators not only learn to implement highly effective pedagogical practices, but they also learn how to measure their impact and improve instruction through design thinking. They are trained to be true teacher-researchers and leaders in growth. This constant iterative process ensures that MARIO Educators are always growing and professional development is an integral part of who they are.

You can leverage this passion for learning in your school by placing MARIO Educators in positions that empower them to share their systems of professional growth with colleagues. If you are looking to improve professional learning at your school, a MARIO Educator is an invaluable resource.



IT MEANS YOU HAVE A PROGRAM THAT ALIGNS WITH RTI/MTSS MODELS.

Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) are frameworks that help educators provide early identification and support for students with various learning and behavioural needs. Both of these models take a proactive approach to identify students for interventions. Key components include:

- Universal screening and progressing monitoring for all students
- Tiers of interventions that can be amplified in response to levels of need and incorporate research-based interventions matched to student needs
- Parent involvement

Many schools use either MTSS or RTI models to support learners and categorize tiers of interventions. The MARIO framework can help enrich an MTSS/RTI model through its strength-based program and can be flexible enough to fit within the models themselves.

MTSS and RTI both use three tiers of support to assist all students.

Tier 1 includes the majority of students and is the foundation of the entire framework. It typically encompasses the entire school with high-quality classroom instruction and basic interventions. The MARIO Framework both spotlights and incorporates research-based strategies that support all students, embracing a Universal Design for Learning approach to achieve success inside and outside of school, with our chosen core intervention of one-to-one conversations. This could take place in mainstream, core classes in addition to special education settings to help reach all learners.

Tier 2 includes a small group of students who need extra assistance in meeting academic and behavioural goals. These targeted interventions are usually provided in small-group settings. Here is where the MARIO Framework's additional modules could come into play. Students could receive targeted support in SEL, EF, SDL or any others as part of the enrichment modules. This small group support could take place during a block of time in a mainstream class or during a designated block, such as a learning support class.

Tier 3 includes students that have not responded to interventions and supports in Tier 1 and 2 and need individualized support. Here is where a full MARIO program during a designated block with assistance from specialist support could be used.

REFERENCES

1. Skinner, M. E. Full inclusion and students with disabilities: One size fits all? *Read. Writ. Q.* 12, 241–244 (1996).
2. Bowman, P., Farrar, E., & Novak, K. (2021). The impact of frequent, targeted one-to-one conversations on special education learning support: Results from a six-year retrospective analysis. [Manuscript submitted for publication].