

Agenda

Austin, TX • June 28–30

Thursday, June 28

7:00–8:00 a.m.	Registration	Austin Ballroom Prefunction
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Robert J. Marzano <i>The Changing Role of the PLC Process Across Five Levels of School Reform</i>	Austin Ballroom HJK
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	(See pages 3-4.)
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:15 p.m.	Keynote —Tammy Heflebower <i>Eight System Changes With The New Art and Science of Teaching</i>	Austin Ballroom HJK
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	Breakout Sessions	(See pages 3-4.)

Friday, June 29

7:00–8:00 a.m.	Registration	Austin Ballroom Prefunction
	Continental Breakfast	
8:00–9:30 a.m.	Keynote —Rebecca DuFour <i>Professional Learning Communities at Work: The Cornerstone Process for Building and Sustaining High Reliability Schools</i>	Austin Ballroom HJK
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakout Sessions	(See pages 3-4.)
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–1:00 p.m.	HRS Recognition and Awards—Phil Warrick	Austin Ballroom HJK
1:00–2:15 p.m.	Keynote —Jan K. Hoegh <i>Using Assessment Data to Inform Instructional Decisions</i>	Austin Ballroom HJK
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	Facilitated Collaborative Sessions <ul style="list-style-type: none"> • Level 1: Cameron Rains (400) • Level 2: Phil Warrick and Tina Boogren (406) • Level 3: Jan K. Hoegh and Bev Clemens (Austin Ballroom HJK) • Level 4: Tammy Heflebower and Jeff Flygare (615) • Level 5: Douglas Finn III (616) 	

Saturday, June 30

7:00–8:00 a.m.	Continental Breakfast	Austin Ballroom Prefunction
8:00–9:30 a.m.	Breakout Sessions	(See pages 3-4.)
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	A Showcase of HRS Practices —Phil Warrick <i>Leading a High Reliability School: In Pursuit of Excellence</i>	Austin Ballroom HJK

Agenda is subject to change.

Breakouts at a Glance

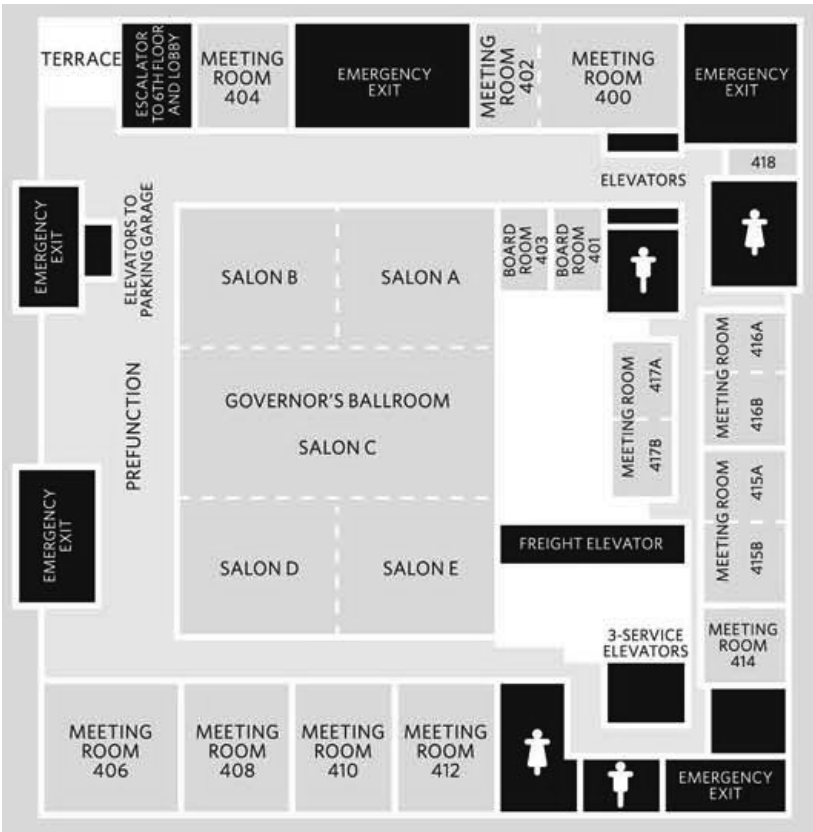
Presenter & Title	Thursday, June 28		Friday, June 29	Saturday, June 30
	10:00–11:30 a.m.	2:30–4:00 p.m.	10:00–11:30 a.m.	8:00–9:30
Tina H. Boogren				
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Time for You: Self-Care for Educators [Levels 1–5]		615	615	
Succeeding as a Beginning Teacher in a High Reliability System [Levels 1–3]				615
Bev Clemens				
Identifying a Guaranteed and Viable Curriculum [Level 3]	408			
Teaching and Assessing Knowledge Application and Metacognitive Skills [Levels 2–3]			408	408
Douglas Finn III				
Planning for Transition to Level 5 Competency-Based Education [Level 5]	616			616
Scheduling for Competency-Based Education [Level 5]		616	616	
Jeff Flygare				
A Teacher’s Guide to Standards-Based Grading [Level 4]	410		406	
Creating a Safe and Nurturing Environment Through Mindfulness [Level 1]		410		
Tammy Heflebower				
Introduction to <i>The New Art and Science of Teaching</i> Instructional Model [Level 2]	Austin Ballroom HJK			Austin Ballroom HJK
Implementing Standards-Referenced Reporting [Level 4]			Austin Ballroom HJK	
Mitzi Hoback				
Building and Implementing a Comprehensive Vocabulary Program [Level 3]	412			
Direct Vocabulary Instruction: What, Why, and How [Levels 2–3]		412	412	
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Jan K. Hoegh				
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Developing High-Quality Proficiency Scales [Level 3]		406		
Using Proficiency Scales in the Classroom [Levels 2–5]			400	

Breakouts at a Glance

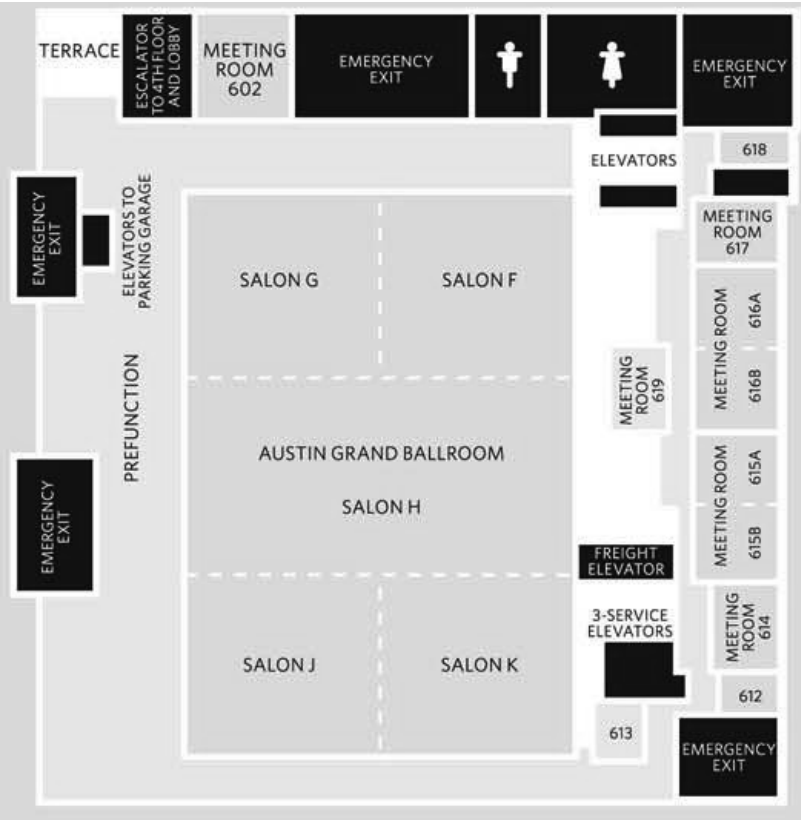
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Robert J. Marzano				
Making Classroom Assessments Reliable and Valid [Levels 1–4]		Austin Ballroom HJK		
Cameron Rains				
The Importance of Direct Instruction Lessons [Level 2]		408		
The High Reliability Teacher Initiative [Level 2]				406
Phil Warrick				
High Reliability Schools: A Framework for Continuous School Improvement [Levels 1–5]	400			
Leadership Is About Action, Not Position [Levels 1–5]		400		
Little Things Make a Big Difference: Effective Evaluation and Instructional Coaching [Level 2]				400

Agenda is subject to change.

Hilton Austin Convention Center



4th Floor



6th Floor

Session Descriptions

Tina H. Boogren

Supporting Beginning Teachers [Levels 1–2]

Effectively supporting beginning teachers is crucial for retention and developing expertise in relation to student achievement. During this interactive session, Tina Boogren guides leaders, coaches, and mentors in specific ways to support beginning teachers. Participants explore and discuss strategies for implementing research-based mentoring traits into their districts, schools, or practices while working through the high reliability schools framework.

Learning outcomes include:

- Understanding the foundational research and theory on supporting beginning teachers
- Acquiring strategies to provide essential physical, emotional, and institutional support for beginning teachers
- Framing essential instructional support strategies within a common language of instruction, including how to engage in goal setting, focused practice, focused feedback, observations, and discussions of teaching in order to immediately and continually improve instructional practices for the beginning teacher

Time for You: Self-Care for Educators [Levels 1–5]

While engaging in the important work of becoming a high reliability school, educators must learn how to establish habits and routines that allow them to bring their best selves to their students. By utilizing a research-based framework for self-care, Tina Boogren helps educators of all levels and backgrounds learn how to develop personalized self-care plans. Participants use tools, strategies, reflection prompts, and surveys, and become inspired, motivated, and determined to take care of themselves so they can engage, empower, and energize their students.

Learning outcomes include:

- Discovering a hierarchy of needs and goals that educators can use to establish personalized self-care plans
- Exploring strategies and recommendations related to each level of the hierarchy for immediate implementation
- Discovering ways to create cultures and climates in schools and classrooms that motivate and inspire students and adults

Succeeding as a Beginning Teacher in a High Reliability System [Levels 1–3]

Just as high reliability schools define levels of performance that a school must master so that students learn the content and skills they need for success in college, careers, and beyond, beginning teachers also need a roadmap as they navigate their first few years of teaching in a high reliability school. In this interactive session, Tina Boogren demonstrates how to help new educators understand the instructional strategies, reflection plans, and self-care practices necessary to ensure effective teaching in every classroom starting in the first year.

Learning outcomes include:

- Understanding the phases beginning teachers typically go through in respect to their attitudes toward teaching during their first few years in the classroom
- Exploring instructional, self-care, and reflection strategies that correlate with each phase
- Hearing the voice of the beginning teacher in order to encourage participants to reflect on their experiences and how these personal stories can be beneficial as a beginning teacher navigates the world of teaching

Session Descriptions

Bev Clemens

Identifying a Guaranteed and Viable Curriculum [Level 3]

Twenty-two years. That is the time needed to teach all the content and skills found in the standards (Marzano, *What Works in Schools*, 2003). Clearly, this is not possible. Participants in this session learn practical strategies for developing a guaranteed and viable curriculum (GVC)—one that students can learn in the time available in a K–12 system. A GVC is a collection of clear, important learning targets that are well-understood by all stakeholders. *Guaranteed* means that all students are given the opportunity to master the targets and *viable* means that the number of targets is reasonable so that students can achieve mastery of them.

Learning outcomes include:

- Explaining why it is necessary to prioritize standards in a GVC
- Applying specific criteria for prioritizing standards and examining different processes and approaches to develop a GVC
- Identifying resources that can help schools and districts in developing a GVC

This session will be particularly valuable to schools and districts that want to generate an aligned system of prioritized learning targets that provide students with a seamless learning progression as they move from one grade to the next.

Teaching and Assessing Knowledge Application and Metacognitive Skills [Levels 2–3]

Participants discover how to design learning experiences that require students to apply what they have learned in unique situations. These learning experiences, called *knowledge application lessons*, allow students to develop and demonstrate 21st century college- and career-readiness skills with deep content knowledge. Knowledge application lessons engage students in cognitively complex processes including problem solving, inquiry, and generating and defending claims. They typically follow the scaffolding of content from direct instruction lessons to practicing and deepening lessons. For teachers to effectively teach these lessons, they have to shift their role to supporting students as they work with more independence.

Learning outcomes include:

- Explaining how direct instruction, practicing and deepening, and knowledge application lessons work together to develop deep understanding
- Identifying key components of knowledge application lessons by examining several examples
- Showing how knowledge application lessons support the development and demonstration of 21st century college- and career-readiness skills

This session will be valuable to participants focused on developing the skills all students need for college and career readiness. They will experience sample lessons and examine the role of teachers and students in these lessons.

Session Descriptions



Rebecca DuFour

Professional Learning Communities at Work: The Cornerstone Process for Building and Sustaining High Reliability Schools

“Without a doubt, the PLC process ... brings the vision of a true high reliability school within our grasp.” (Marzano et al., *Leading a High Reliability School*, Solution Tree, 2018)

When schools and districts implement the PLC process, staff members are united by a clear sense of purpose, a common understanding of the school they are trying to create in order to achieve that purpose, collective commitments that are necessary to move the school in the desired direction, and shared goals that provide benchmarks of their progress. Educators work together in collaborative teams that engage in recurring cycles of collective inquiry on the big questions of teaching and learning, engage in action research, build continuous improvement cycles into the routine practices of the school, and assess their efforts on the basis of results rather than activities.

Participants will learn specific, practical, proven strategies for:

- Creating the collaborative culture essential to the PLC process
- Focusing collaborative teaching teams on the critical questions of learning that drive the PLC process
- Using results—evidence of student learning—to:
- Inform and improve individual and collective practice.
- Develop a systematic, schoolwide response that provides each student—by name and by need—with additional time and support for learning.
- Align team SMART goals with overarching school and district goals that serve as indicators of a high reliability school’s progress through each of the five levels.

Douglas Finn III

Planning for Transition to Level 5 Competency-Based Education [Level 5]

Transitioning to Level 5 HRS competency-based education (CBE) can look quite different from district to district and from school to school. Organizational factors such as commitment to change, resources, and culture play a major role in the type of transition plan that can be developed. This session focuses on the components of culture and resources, examines options that are available, and analyzes examples of how transitions can occur.

Learning outcomes include:

- Understanding that the culture and resources of a district or school play a major role in transitioning to a CBE system
- Examining options for transitioning to a CBE system
- Analyzing real-life examples and reflecting on current approaches to transition to a CBE system



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Session Descriptions

Douglas Finn III

Scheduling for Competency-Based Education [Level 5]

The primary outcome of Level 5 HRS competency-based education (CBE) is to allow students to learn at their appropriate pace. A schedule based on CBE produces an environment where any given teacher is dealing with students who are at, or close to, the same level of competency for a particular subject area. This session reviews the components and process for creating a schedule, explores examples, and provides options for modifying school schedules.

Learning outcomes include:

- Understanding the components of scheduling in CBE
- Analyzing examples of schedules in a CBE system
- Exploring options for creating schedules for a CBE system

Jeff Flygare

A Teacher's Guide to Standards-Based Grading [Level 4]

Shifting to a standards-based classroom means major change! Rather than espousing theories, this session provides teachers and those who guide changes in their classrooms practical, hands-on strategies and advice for shifting to standards-based learning. Participants address the role of standards in the classroom and proficiency scales as the basis for planning, instruction, feedback, and assigning progress scores.

Learning outcomes include:

- Understanding the role of standards and proficiency scales in a standards-based classroom
- Reviewing practical ways to apply standards-based procedures for planning and delivering instruction
- Discovering how to use proficiency scales as the basis of feedback to students about their progress and for assigning grades

Creating a Safe and Nurturing Environment Through Mindfulness [Level 1]

This session provides useful tools for educators and administrators to implement immediately in their schools as well as an understanding of mindfulness to promote a sense of wellbeing and connection. Mindfulness also helps individuals slow down and understand their emotions, allowing them to choose how to respond to professional and personal conflicts. Mindfulness is key to creating an authentically safe environment for students and staff in school and at home.

Learning outcomes include:

- Discovering what mindfulness is and is not, and how to experience it firsthand
- Gaining tools to help students focus their attention and bring an awareness to their emotions
- Understanding the importance of modeling, teaching, and reinforcing mindfulness

Session Descriptions



Tammy Heflebower

Eight System Changes With *The New Art and Science of Teaching* [Level 2]

In this interactive keynote, Tammy Heflebower introduces participants to systems changes necessary for effective implementation of *The New Art and Science of Teaching*. Specifically, participants obtain an overview of eight key recommendations and reflect on which of these already exist and which may need strengthening back home.

Introduction to *The New Art and Science of Teaching* Instructional Model [Level 2]

Tammy Heflebower shares key components from *The New Art and Science of Teaching*, an instructional framework that comprehensively addresses the well-researched components teachers use to make the most alterable effect on student achievement. One of the major changes in *The New Art and Science of Teaching* is the focus on student outcomes as opposed to teacher outcomes.

The former version of the framework comprises three instructional segments and consists of ten design questions that teachers ask themselves when planning lessons. Those questions infuse various instructional elements of practice. The revised version has three categories: 1) feedback—specific information provided to and from the teacher and student to clarify and guide learning; 2) content—the ways in which lessons typically progress from direct instruction through use and review of the knowledge and skills being learned; and 3) context—addressing the psychological needs of students, such as engagement, a sense of belonging, and high expectations. These categories are now suggested as considerations for instructional units, not only daily lessons.

Implementing Standards-Referenced Reporting [Level 4]

Standards-referenced grading is more than tweaking an existing grading system. It is a revolution of existing curriculum, assessment, and reporting practices—a transformational initiative. Tammy Heflebower overviews components for consideration when leading the thoughtful and practical implementation of an effective standards-referenced grading system, highlighting the potential pitfalls, opportunities, and challenges.

Mitzi Hoback

Building and Implementing a Comprehensive Vocabulary Program [Level 3]

Student vocabulary instruction is directly related to academic success. Creating a comprehensive vocabulary program is a critical commitment for HRS Level 3. Participants discover a process to make vocabulary instruction an integral part of the curriculum. They explore an overview of a comprehensive vocabulary program and a framework for prioritizing and selecting vocabulary words for direct instruction. This session is intended for schools ready to commit to making vocabulary instruction a priority for students and assists them in identifying appropriate steps.

Learning outcomes include:

- Discovering what a comprehensive vocabulary program should encompass
- Exploring a framework for prioritizing and selecting vocabulary words
- Receiving a systematic implementation rubric for a comprehensive vocabulary program



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Session Descriptions

Mitzi Hoback

Direct Vocabulary Instruction: What, Why, and How [Levels 2–3]

Creating a comprehensive vocabulary program is a critical commitment for HRS Level 3. There is a better way to teach vocabulary than having students memorize definitions! Participants discover the six-step process for direct instruction developed by Robert J. Marzano and learn why direct vocabulary instruction is crucial for student development as readers and thinkers.

Learning outcomes include:

- Discovering Dr. Marzano’s six-step process for vocabulary instruction
- Reviewing research that supports the importance of direct vocabulary instruction
- Participating in a sample vocabulary lesson

Reaching Reluctant Learners [Levels 1–2]

While communicating high expectations for all students is generally a standard operating procedure in classrooms, it is important for teachers to consider exactly what that entails for reluctant learners. Participants in this session explore ways to demonstrate value and respect, ask in-depth questions, and probe incorrect answers while communicating high expectations to reluctant learners.

Learning outcomes include:

- Discussing ways for teachers to become aware of their preexisting differences of student expectations
- Discovering strategies for interacting with reluctant students
- Exploring teacher-directed methods of querying students who answer incorrectly which honor their responses and probe their thinking



Jan K. Hoegh

Using Assessment Data to Inform Instructional Decisions

Developing and using high-quality common assessments is an important part of the PLC process. When teams collaboratively analyze the results, they can more accurately determine appropriate actions that can be taken in the classroom to more effectively support individual students, small groups of students, and the entire class. This session provides information on how PLCs can use this focused data to optimize their instructional effectiveness.

Learning outcomes include:

- Gaining a deeper understanding of what constitutes a high-quality common assessment
- Exploring ways to effectively analyze common assessment data
- Discovering ideas for responding to data in appropriate and effective ways

Fostering High-Functioning Collaborative Teams [Levels 1–5]

Creating an effective culture of collaboration is a critical commitment for school improvement and is the foundation for becoming a high reliability school. Jan K. Hoegh presents information about how to establish, structure and foster a collaborative environment that benefits students, teachers, and leaders.

Learning outcomes include:

- Gaining a deeper understanding of what constitutes a PLC “process”
- Exploring the benefits of collaboration for students, teachers, and leaders
- Examining the culture and structures that ensure high-functioning collaborative teams



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Session Descriptions

Jan K. Hoegh

Developing High-Quality Proficiency Scales [Level 3]

A proficiency scale is a tool that illustrates related learning goals and scores for determining the current level of performance of individual students on measurement topics. This session overviews multiple approaches to developing high-quality proficiency scales for communicating effectively with stakeholders about what students must know and be able to do.

Learning outcomes include:

- Understanding what proficiency scales are and why they are important
- Discovering multiple methods for developing proficiency scales
- Exploring attributes of high-quality scales that ensure clear communication with stakeholders

Using Proficiency Scales in the Classroom [Levels 2–5]

A proficiency scale is a valuable tool intended for various uses in the classroom. This session overviews three primary uses of proficiency scales: 1) to plan instruction, 2) as a framework for high-quality classroom assessment, and 3) to offer meaningful feedback about learning to students and parents. Participants gain an enhanced understanding of the power of using scales.

Learning outcomes include:

- Understanding what proficiency scales are and why they are important
- Examining three primary uses for proficiency scales in the classroom
- Observing the use of proficiency scales by classroom teachers



Robert J. Marzano

The Changing Role of the PLC Process Across Five Levels of School Reform

Robert J. Marzano outlines the histories of two powerful movements: professional learning communities (PLC) and high reliability schools (HRS). Merging these two influential approaches can dramatically advance the effectiveness of K–12 schools. Dr. Marzano details a model for how these processes converge when leading and lagging indicators are the areas of focus.

Participants discover:

- The points of convergence between the PLC and HRS processes
- How to use the PLC model as the centerpiece for school reform
- Where to start when combining PLC and HRS processes



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Session Descriptions

Robert J. Marzano

Making Classroom Assessments Reliable and Valid [Level 1]

Robert J. Marzano begins this session with a brief description of the current paradigms for validity and reliability that are the focus of large-scale assessments. Next, Dr. Marzano demonstrates the pitfalls of using these paradigms for large assessment in classroom assessments. Instead, he presents new paradigms that are specifically designed for classroom assessments. These allow teachers to measure the status and growth of students on specific topics with a level of precision that is currently not possible. Dr. Marzano addresses the nature of parallel assessments and how to design them; the many different ways of assessing students; the new view of formative and summative assessment; record keeping in the new system; and using the new paradigms for grading and reporting.

Learning outcomes include:

- Understanding reliability and validity of classroom assessments
- Obtaining expanded views of assessment data while administering fewer tests
- Investigating how formative and summative scores can generate more precise estimates of student status and growth

Cameron Rains

The Importance of Direct Instruction Lessons [Level 2]

Quality direct instruction lessons are staples of effective teaching. Despite attempts to discredit and stop direct instruction, research continues to highlight the importance of direct instruction in relationship to high levels of student learning. Cameron Rains takes participants on a deep dive into effective direct instruction lessons and methods to design them with student engagement and brain research in mind. He also addresses elements of chunking, processing, recording, and representing content.

Learning outcomes include:

- Understanding the importance of direct instruction lessons and why other types of lessons often fail when quality direct instruction is missing
- Gaining ideas for organizing direct instruction in ways that align with brain research and keep engagement high
- Gathering strategies for chunking, processing, recording, and representing content

The High Reliability Teacher Initiative [Level 2]

The High Reliability Teacher Model is designed to increase the instructional effectiveness of individual teachers to the highest possible levels. Participants explore the model's three levels: 1) demonstration of effective use of instructional strategies, 2) demonstration of student learning, and 3) demonstration of valid and rigorous feedback. By examining each level and the products and artifacts generated by certified High Reliability Teachers, participants gain an understanding of how this model can help them, their schools, and their districts improve professional practice and student learning.

Learning outcomes include:

- Understanding the High Reliability Teacher Model
- Examining what is required at all three levels of the model
- Appreciating how the High Reliability Teacher Model ensures teacher growth

This session will refer to the High Reliability Teacher Certification Guide available in the bag provided with registration.

Session Descriptions



Phil Warrick

Leading a High Reliability School: In Pursuit of Excellence

One of the highest duties of leadership is to create conditions where the people in an organization can be successful. Leading high reliability schools offers a specific approach to district and school leadership that helps school leaders stay focused on implementing, improving, and monitoring specific conditions within their schools over time. This approach to leadership also allows the high reliability schools framework to serve as a districtwide framework for school operation while providing defined autonomy for each school in a district.

Learning outcomes include:

- Exploring examples of high reliability organizations and leaders
- Understanding the concept of high reliability leadership as it correlates to leading indicators in the high reliability schools model
- Examining the concept of strategic planning as it relates to leading high reliability schools

High Reliability Schools: A Framework for Continuous School Improvement [Levels 1–5]

Phil Warrick introduces the high reliability schools framework and how it can serve as a long-term school improvement model for districts and individual schools. Participants learn the concepts of leading indicators, lagging indicators, and quick data while seeing examples of specific school initiatives within the high reliability schools framework. This session is designed to be an introduction and overview for anyone new to the high reliability schools framework.

Learning outcomes include:

- Understanding the purposeful design of the high reliability schools framework
- Exploring the concepts of leading indicators, lagging indicators, and quick data
- Examining example practices from schools currently using the high reliability schools framework

Leadership Is About Action, Not Position [Levels 1–5]

Having a formal position is not a requirement to lead. In any organization people are the most important resource, and one of the highest duties of leadership is to create the conditions in which people can be successful. Phil Warrick focuses this session on ways to lead people that are appropriate for all levels and all aspects of a school's operation within the high reliability schools framework.

Learning outcomes include:

- Exploring and discussing behaviors and strategies for leading people
- Examining personal and professional leadership strategies
- Connecting leadership opportunities to specific areas in the high reliability schools framework

Little Things Make a Big Difference: Effective Evaluation and Instructional Coaching [Level 2]

Participants explore strategies for teacher evaluation and instructional coaching that can help cultivate effective instructional practice in every classroom. Participants in this session learn strategies for providing effective feedback to help grow teacher effectiveness in evaluation and coaching. Participants also learn the Marzano model of instructional rounds as strategy that supports pedagogical development schoolwide.



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