

Agenda

Denver, CO • July 9-11

Tuesday, July 9

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Robert J. Marzano <i>The Changing Role of the PLC Process Across the Five Levels of School Reform</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Panel Discussion	

Wednesday, July 10

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–8:30 a.m.	Awards Ceremony	
8:30–10:15 a.m.	Keynote —Anthony Muhammad <i>Professional Learning Communities at Work: The Cornerstone Process for Building and Sustaining High Reliability Schools</i>	
10:15–10:30 a.m.	Break	
10:30 a.m.–12:00 p.m.	Breakout Sessions	
12:00–1:30 p.m.	Lunch (on your own)	
1:30–3:00 p.m.	Breakout Sessions	
3:00–3:15 p.m.	Break	
3:15 – 4:15 pm	Facilitated Collaborative Sessions <ul style="list-style-type: none"> ● Level 1: Mario Acosta ● Level 2: Cameron L. Rains ● Level 3: Jan K. Hoegh 	

	<ul style="list-style-type: none"> • Level 4: Philip B. Warrick • Level 5: Mike Ruyle 	
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Thursday, July 11

7:00–8:00 a.m.	Continental Breakfast	
8:00–9:30 a.m.	Breakout Sessions	
9:30–9:45 a.m.	Break	
9:45–11:30 a.m.	Keynote —Phillip B. Warrick <i>Leading a High Reliability District/School— Focusing On The Right Work</i>	

Agenda is subject to change.

Breakouts at a Glance

Presenter & Title	Tuesday, July 9		Wednesday, July 10		Thursday, July 11
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
Mario Acosta					
Using HRS to Create and Monitor Campus Improvement Plans: A Practitioner's Guide [Levels 1–5]	x			x	
Successful Implementation of the HRS Framework [Level 1]		x			
Aligning School Improvement Goals, Data Systems, and Academic/Behavior Intervention Systems [Level 3]			x		x
Tina H. Boogren					
Supporting Beginning Teachers [Levels 1–2]	x				x
Take Time for You: Self-Care for Educators [Levels 1–5]		x	x		
Motivating and Inspiring Students [Level 1]				x	
Tammy Heflebower					
Teaching and Assessing Cognitive and Metacognitive Skills [Level 3]	x				
A Teacher's Guide to Standards-Based Learning [Level 4]			x		
Increasing Student Engagement [Level 2]		x			
Jan K. Hoegh					
Fostering High-Functioning Collaborative Teams [Levels 1–5]	x			x	
Developing and Using High-Quality Proficiency Scales [Level 3]		x			x
Developing Cohesive Units of Instruction Using NASOT [Level 2]			x		

Robert J. Marzano					
Making Classroom Assessments Valid and Reliable [Levels 1–4]		x			
Anthony Muhammad					
The Safe, Supportive, and Collaborative Culture of a HRS [Level 1]			x		x
The PLC Process: The Bridge to Successful HRS Implementation [Level 1]				x	
Cameron L. Rains					
Utilizing the HRS Framework to Ensure a Safe, Supportive, and Collaborative Culture [Level 1]		x			
Utilizing the HRS Framework to Ensure Effective Teaching in Every Classroom [Level 2]			x		
Implementing Standards-Referenced Reporting [Level 4]	x			x	x
Mike Ruyle					
The Revolutionary Triad: How to Serve Every Student, Every Day [Level 5]				x	
The New Art and Science of Classroom Assessment [Level 4]		x			x
The Evolutionary Triad: How CBE Impacts Learners, Teachers, and Leaders [Level 5]	x		x		
Philip B. Warrick					
Understanding the Concept and Process for HRS Certification and Sustaining Certification [Levels 1–5]	x				
Leadership Is About Action, Not Position: Strategies for Leading People [Levels 1–5]		x	x		
Little Things Make a Difference: Effective Evaluation and Instructional Coaching [Level 2]				x	x

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Session Descriptions

Mario Acosta

Using HRS to Create and Monitor Campus Improvement Plans: A Practitioner's Guide [Levels 1–5]

Participants explore how the high reliability schools (HRS) framework can be used to create, implement, and monitor campus improvement plans. Using HRS leading indicators to design improvement goals, participants discuss potential lagging indicators and quick data systems to create the conditions for ongoing monitoring of the campus improvement plan. Participants are given examples from current HRS network schools and an opportunity to ask questions and receive feedback regarding their current campus improvement plan.

Learning outcomes include:

- Understanding how to design school improvement goals using the high reliability schools framework
- Discovering how to use lagging indicators and quick data to monitor campus improvement goals
- Discussing ways to modify existing campus improvement plans using the high reliability schools framework

Successful Implementation of the HRS Framework [Level 1]

Participants hear from a campus practitioner who has led the implementation of the HRS framework at level 1 in three public schools. This session details the planning and preparation to successfully implement level 1 practices. Mario Acosta discusses the concepts of leading indicators, lagging indicators, and quick data, and participants are provided examples of implementation and practice. This session focuses on cultural shifts that occur on campuses when implementing level 1. Specific emphasis will be put on the professional learning community model and resulting collaborative teams processes.

Learning outcomes include:

- Understanding the components of the HRS framework at level 1 and ways to plan for and implement level 1 practices on campus
- Discussing the implementation of a professional learning community and the collaborative teams process.
- Examining examples of implementation and practice from current HRS network schools

Aligning School Improvement Goals, Data Systems, and Academic/Behavior Intervention Systems [Level 3]

Participants explore how the high reliability schools (HRS) framework can be used to align school improvement goals to student data systems and academic and behavior interventions. This session takes a deep dive into HRS level 3, which focuses on classroom and schoolwide intervention systems. Mario Acosta provides examples of data systems, academic interventions, and behavior interventions from HRS network schools.

Learning outcomes include:

- Understanding components of the HRS framework at level 3 and how to plan for and implement intervention practices on campus
- Discussing the implementation of data systems, academic interventions, and behavior interventions
- Reviewing examples of implementation and practice from current HRS network schools

Tina H. Boogren

Supporting Beginning Teachers [Levels 1–2]

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

Session outcomes include:

- Understanding the foundational research and theories on supporting beginning teachers
- Acquiring specific strategies to provide essential physical, emotional, and institutional support for beginning teachers
- Framing essential instructional support strategies within a common language of instruction, including goal-setting, focused practice, and specific feedback

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

While engaging in the important and demanding work of becoming a high reliability school or district, educators must learn how to establish habits and routines that allow them to bring their very best selves to their students or the staff they serve. By utilizing a research-based framework for self-care, Tina H. Boogren helps educators of all levels and backgrounds learn how to develop their own personalized self-care plans. Through the use of specific tools, strategies, and reflection prompts, participants will walk away from this session feeling inspired, motivated, and determined to take care of themselves so they can engage, empower, and energize those they serve.

Session outcomes include:

- Examining a hierarchy of needs and goals educators can use to establish a personalized self-care plan
- Exploring strategies and recommendations related to each level of the hierarchy that can be implemented immediately
- Discovering ways to create a culture and climate in schools and classrooms that motivates and inspires students and adults

Motivating and Inspiring Students [Level 1]

Bringing motivation and inspiration to the classroom is not easy. In this highly interactive session, Tina H. Boogren helps participants at all levels discover a results-driven framework—based on a six-level hierarchy of human needs and goals—that can be used to provide engaging instruction to all students. Participants will walk away with strategies and tips that can be implemented immediately in all high reliability classrooms and schools.

Session outcomes include:

- Understanding the foundational research and theories on motivation and inspiration
- Discovering a hierarchy of needs and goals that K–12 educators can use to create schools and classrooms in which students are not only attentive and engaged but also motivated and inspired
- Exploring strategies and recommendations related to each level of the hierarchy that can be implemented immediately

Tammy Heflebower

Teaching and Assessing Cognitive and Metacognitive Skills [Level 3]

As educators, we experience a constant dichotomy when it comes to teaching and assessment: monitor basic knowledge and skills from the content of our standards while also ensuring students obtain essential cognitive and metacognitive skills. In fact, students and teachers may often say, “Other things that really matter weren’t on the test!” Tammy Heflebower shares ideas and practical applications about those skills we don’t typically find on exams.

Participants in this session learn:

- What cognitive and metacognitive skills are worth teaching
- How to create consistency in our expectations for these skills
- How to instruct on and measure these skills

Increasing Student Engagement [Level 2]

What educator wouldn’t benefit from increased student engagement? Participants in this “engaging” session discover key elements and strategies for generating high levels of student attention and engagement. Student engagement happens as a result of a teacher’s careful planning and execution of these specific ideas. Every teacher can create a classroom environment where engagement is the norm, not the exception.

Participants explore the psychological needs of students, including:

- Increasing response rates
- Using physical movement
- Demonstrating intensity and enthusiasm
- Presenting unusual information
- Using friendly controversy
- Using academic games
- Providing opportunities for students to talk about themselves
- Motivating and inspiring students

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

Standards-based learning is more than tweaking an existing grading system. Rather, it’s a revolution of traditional practices requiring a transformational change for classrooms, schools, and districts.

In this interactive session, Tammy Heflebower overviews thoughtful and practical implementation components for teachers to consider when planning, instructing, tracking, goal-setting, assessing, and evaluating student performance around standards.

Jan K. Hoegh

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 will benefit students, teachers, and leaders.

Session outcomes include:

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

Developing and Using 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, as well as primary uses of proficiency scales in the classroom. Participants gain an enhanced understanding of the power of using scales.

Session outcomes include:

- Understanding what proficiency scales are and why they are important
- Discovering multiple methods for developing proficiency scales
- Examining primary uses of proficiency scales in the classroom

Developing Cohesive Units of Instruction Using NASOT [Level 2]

In the final chapter of *The New Art and Science of Teaching* (Solution Tree, 2017) Robert J. Marzano suggests that effective instructional planning involves developing instructional units. This session overviews how to develop units of instruction that include critical information for ensuring that teachers provide high-quality opportunities to learn academic content.

Session outcomes include:

- Discovering the “why” of instructional unit planning
- Exploring critical components of high-quality units of instruction
- Understanding how to successfully develop cohesive instructional units

Robert J. Marzano

[KEYNOTE] The Changing Role of the PLC Process Across the 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

Making Classroom Assessments Valid and Reliable [Levels 1–4]

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 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 the 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

Anthony Muhammad

[KEYNOTE] 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.

The Safe, Supportive, and Collaborative Culture of a HRS [Level 1]

This session addresses the collaborative characteristics of a high-performing PLC. Learn how teachers, support staff, school administrators, and central office all work together to improve school performance. Participants address the issue of staff resistance to change, the leader's role in building consensus, creating a culture of collaboration, and how to create an environment where people embrace collective responsibility.

Participants in this session understand:

- How to construct and protect productive collaborative relationships
- How to create organizational coherence and ensure collaboration at every level of the school community
- The balance between support and accountability

The PLC Process: The Bridge to Successful HRS Implementation [Level 1]

This session focuses on systemic implementation of the four critical questions of a PLC (curriculum, assessment, academic interventions, and academic enrichment) and its connection to successful HRS implementation. Participants leave with a powerful understanding of what it takes to move from theory into practical systemic implementation. The strategies presented can be immediately applied upon return to their school.

Participants in this session understand:

- The assumptions driving the PLC process and the connection to HRS
- The power of collective efficacy
- Critical questions for team and school consideration

Cameron L. Rains

Utilizing the HRS Framework to Ensure a Safe, Supportive, and Collaborative School [Level 1]

This session focuses on how to develop a high reliability school (HRS) with a focus on level 1: a safe, supportive, and collaborative school culture. Cameron Rains addresses critical areas of investment (leading indicators) and provides examples from certified high reliability schools. The PLC process, student and staff safety, and order are the foundation from which successful schools are built. Ideas for building a successful foundation in your school will be shared.

Learning outcomes include:

- Gaining an understanding of all 5 levels within the HRS framework and how to utilize the framework
- Examining the key areas of investment within level 1 (leading indicators)
- Reflecting the current reality in their school and possible next steps to ensure a safe, supportive, and collaborative culture

Utilizing the HRS Framework to Ensure Effective Teaching in Every Classroom [Level 2]

This session focuses on how educators can build a system that ensures every teacher is growing and developing expertise over time, leading to effective teaching in every classroom. Cameron Rains discusses and elaborates on research-based indicators of the HRS framework. In comparison to other fields, developing teaching expertise can be particularly challenging due to the complex nature of the

work. Participants hear about practical examples of solid instructional systems from certified high reliability schools.

Outcomes from this session include:

- Understanding the most important components of ensuring effective teaching in every classroom and the leadership responsibilities associated with them
- Gaining ideas about how to help teachers observe and discuss effective teaching
- Reviewing the components required for developing expertise and reflecting on the status of those components in your school.

Implementing Standards-Referenced Reporting [Level 4]

This session focuses on turning a guaranteed and viable curriculum into a system that helps school staff measure and monitor student performance and growth over time. Cameron Rains leads a discussion on critical student achievement data that should be collected, and how to best collect it. He highlights the necessary components to move to standards-referenced reporting and how to leverage proficiency scales to monitor performance and growth and to set goals.

Outcomes from this session include:

- Learning about the importance of proficiency scales and how they can be leveraged to increase student achievement
- Understanding how to build student agency through standards-referenced reporting
- Exploring options for developing a valid and reliable standards-referenced reporting system

Mike Ruyle

The Revolutionary Triad: How to Serve Every Student, Every Day [Level 5]

The Revolutionary Triad speaks to the future of education by linking three powerful and timely components—personalized, competency-based education, culturally sustainable pedagogy, and healing-centered schooling—in a manner that has the potential to completely transform the focus and purpose of the traditional educational paradigm. Whereas many schools spend efforts focusing on only one of the pivot points of the Revolutionary Triad, effective and substantive educational evolution only occurs when all three areas are addressed in a comprehensive and cohesive way. This is not simply a sustainable, alternative model of schooling, but the only way schools can operate with full efficacy.

Participants in this session:

- Consider how the Revolutionary Triad can be used to evolve education.
- Discuss how schools can become healing-centered organizations.
- Learn how trauma-informed principles and culturally responsive pedagogy can be best addressed in a competency-based educational model.

The Evolutionary Triad: How CBE Impacts Learners, Teachers, and Leaders [Level 5]

The Evolutionary Triad addresses the critical need to move toward a personalized, competency-based model of education, and how actively involving all three major stakeholders—leaders, teachers, and students—is necessary to effectively implement the system in schools or districts. More importantly, the authors identify research findings that suggest higher levels of student engagement, teacher

optimism, and instructional leadership behaviors in successful personalized, competency-based programs.

Participants in this session understand:

- The leadership qualities and behaviors that are critical for CBE to become a reality in schools and districts.
- How successfully implementing the CBE model in schools results in higher teacher academic optimism.
- How successfully implementing the CBE model in schools results in higher student engagement.

The New Art and Science of Classroom Assessment [Level 4]

Why should teachers be experts on assessment protocol? In order to make reliable decisions about student achievement, assessments must be of high quality. In addition, improved teacher expertise in terms of assessment practice can have a significant impact on student achievement—up to a 34 percentile gain. This session focuses on presenting a new and innovative view regarding classroom assessments, and how to help teachers harness the tremendous power of classroom assessments.

Participants in this session:

- Consider a new paradigm of classroom assessment.
- Understand how to use multiple assessments to better determine true indicators of knowledge.
- Learn how technology can use assessment data to monitor and report on student progress.

Philip B. Warrick

[KEYNOTE] Leading a High Reliability District or School: Focusing on the Right Work

High reliability leadership is not a function of having a specific personality type or demeanor; it is a function of data-informed action aimed at continuous improvement. Leaders must recognize their challenges do not merely involve putting new strategies and structures in place. It also involves establishing systems that help monitor the health and effectiveness of those strategies and structures in order to take immediate action before problems become systemwide failures. The High Reliability Schools framework and PLC at Work process provide a clear system for data-driven leadership at the district and school level.

This keynote addresses and shows examples of:

- The concept of High Reliability Organizations and how this concept directly relates to the work schools are charged with doing in the era of accountability
- How the PLC at Work process and the HRS framework can establish a clear system for strategic planning and continuous school improvement
- The life cycle of initiatives and how to use quick data to monitor and sustain success over time
- How the High Reliability Schools model provides a systemic approach to leadership at the district and school levels

Understanding the Concept and Process for HRS Certification and Sustaining Certification [Levels 1–5]

Marzano Research offers certification within each level of high reliability schools (HRS). Certification can be obtained by individual schools and whole districts. Participants in this session learn the options and processes for certification, review certification documents, and see examples of the certification process from schools that are certified in different levels of the HRS framework.

Participants in this session:

- Learn three different options for HRS certification.
- Understand the process for HRS certification at the school and district level.
- Explore examples of HRS certification.

Leadership Is About Action, Not Position: Strategies for Leading People [Levels 1–5]

The most important resource any school has are its people. This session focuses on positive, impactful practices for transformational leadership and the concept that leadership is about action, not position. Participants reflect on their own practices within each action and share and explore ideas for each key leadership action.

Participants in this session:

- Explore habits of effective leaders and connect them to school and district leadership.
- Examine and discuss strategies for effective leadership within each of the habits and within the HRS framework.
- Engage in self-reflection in each habit of leadership.

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

Cultivating effective teaching in every classroom is much more likely when a district or school establishes a growth culture. A growth culture employs a parallel structure for instructional coaching and teacher evaluation without cross pollinating the two and using each for its proper and intended purpose. In the evaluation and the coaching processes there are specific strategies that allow each to likely produce pedagogical growth. Participants learn systems and strategies for evaluation and instructional coaching that set the path for a system to focus primarily on instructional growth and cultivating effective teaching in every classroom.

Participants in this session:

- Examine key differences between evaluation and coaching and explore the parallel roles each plays within the HRS model.
- Explore the Marzano models of instructional coaching and teacher observation.
- Learn effective strategies for teacher observation and instructional coaching.
- Consider ways a district could create or update its evaluation process to be more growth focused.