

Agenda

Austin, TX • July 7–9

Tuesday, July 7

6:30–8:00 a.m.	Registration
	Continental Breakfast
8:00–9:45 a.m.	Keynote —Philip B. Warrick <i>What Can HRS Do for You?</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.	Q&A with Robert J. Marzano

Wednesday, July 8

6:30–8:00 a.m.	Registration
	Continental Breakfast
8:00–8:30 a.m.	Awards Ceremony
8:30–10:15 a.m.	Keynote —Tammy Heflebower <i>HRS Levels 3 and 4: Making It Real</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: Philip B. Warrick & Mario Acosta • Level 2: Toby Boss & Tina H. Boogren • Level 3: Jan K. Hoegh • Level 4: Tammy Heflebower • Level 5: Bill Zima

Thursday, July 9

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 —Robert J. Marzano <i>The High Reliability Teacher</i>

Breakouts at a Glance

Presenter & Title	Tuesday, July 7		Wednesday, July 8		Thursday, July 9
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:30 a.m.–12:00 p.m.	1:30–3:00 p.m.	8:00–9:30 a.m.
Mario Acosta					
Using HRS to Create and Monitor Campus Improvement Plans: A Practitioner’s Guide [General HRS]	X				
Response to Intervention: Aligning School Improvement Goals, Data Systems, and Intervention Systems [Level 3]		X			X
Fostering High-Functioning Collaborative Teams [Level 1]			X		
Culture Building in a High Reliability School [Level 1]				X	
Tina H. Boogren					
Motivating and Inspiring Students: Student Agency and Social–Emotional Learning [Level 1]	X			X	
From Surviving to Thriving: Self-Care for Educators [Levels 1 & 2]		X			X
Supporting Beginning Teachers [Level 2]			X		
Toby Boss					
Student-Friendly Proficiency Scales [Level 3]	X				

The New Art and Science of Teaching [Level 2]		X			
Input, Feedback, and Celebration [Level 1]			X		
Understanding and Interpreting HRS Survey Results [General HRS]				X	
Collaboration Throughout the HRS Model [General HRS]					X

Tammy Heflebower

Crafting Your Message: Presentation Tips and Tricks for Educators [General HRS]	X				X
A School Leader's Guide to Standards-Based Grading [Level 4]		X			
Proficiency Scales for Student Feedback: Making Standards Come to Life in the Classroom [Level 3]			X		
Increasing Student Engagement [Level 2]				X	

Jan K. Hoegh

Developing Cohesive Units of Instruction Using the New Art and Science of Teaching [Level 2]	X				X
The <i>What, Why, and How</i> of the Critical Concepts [Level 3]		X		X	
Developing and Using High-Quality Proficiency Scales [Level 3]			X		

Robert J. Marzano

Teaching Basic, Advanced, and Academic Vocabulary [Level 3]	X				
Creating Quality Assessments [Level 4]			X		

Philip B. Warrick

Leadership for Second-Order Change [Level 4]	X			X	
District-Level Leadership for HRS [General HRS]		X			

From Survey to Certification: Understanding the HRS Process [General HRS]			X		
Collaborative Teams That Transform Schools [Level 1]					X
Bill Zima					
Scheduling in a Competency-Based System [Level 5]	X				
Measuring Student Proficiency in a Competency-Based System [Level 5]		X			
Instruction in a Competency-Based System [Level 5]			X		
Reporting and Grading in a Competency-Based System [Level 5]				X	
Student Agency in a Competency- Based System [Levels 1 & 5]					X

Agenda is subject to change.

Session Descriptions

Mario Acosta

Using HRS to Create and Monitor Campus Improvement Plans: A Practitioner's Guide [General HRS]

Participants in this session explore how the HRS framework can be used to create, implement, and monitor campus improvement plans. Using the 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 review examples of practice from current HRS network schools and have an opportunity to ask questions and receive feedback regarding their current campus improvement plan.

Outcomes from this session include:

- Discovering how to design school improvement goals using the HRS framework
- Exploring how to utilize lagging indicators and quick data to monitor campus improvement goals
- Discussing how to modify existing campus improvement plans using the HRS framework

Response to Intervention: Aligning School Improvement Goals With Data and Intervention Systems [Level 3]

Participants in this session explore how the 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 is focused on classroom and schoolwide intervention systems. Participants are shown examples of data systems, academic interventions, and behavior interventions from HRS network schools.

Outcomes from this session include:

- Understanding the 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

Fostering High-Functioning Collaborative Teams [Level 1]

Mario Acosta, who has led the implementation of the HRS framework at level 1 in three different public schools, details planning and preparation to successfully implement a safe, supportive, and collaborative culture with a primary focus on the shifts that occur in campus culture when implementing level 1. Specific emphasis is put on the professional learning community and resulting collaborative teams process. Participants not only explore how to install high-functioning collaborative teams, but also discuss ways to monitor and provide feedback to teams.

Outcomes from this session include:

- Discussing how to install and foster an HRS culture in order to create the conditions for high-functioning collaborative teams
- Understanding the implementation of professional learning communities and the collaborative teams process
- Reviewing examples of implementation and practice from current HRS network schools

Culture Building in a High Reliability School [Level 1]

A safe, supportive, and collaborative culture is the foundation of a high reliability school, and creating it is the first order of business for an effective leader. In this session, Mario Acosta links the actions and indicators for level 1 of the HRS model with the literature on leadership to provide a blueprint for building leaders to foster such a culture.

Outcomes from this session include:

- Understanding how to build consensus to identify or determine core ideology
- Examining ways to create and identify a school's purpose, core values, and big goals
- Exploring ways to audit and modify, if necessary, current campus ideology plans

Tina H. Boogren

Motivating and Inspiring Students: Student Agency and Social–Emotional Learning [Level 1]

Bringing motivation and inspiration to the classroom is not easy. In this highly interactive session, Tina H. Boogren outlines the six levels of Maslow's hierarchy that educators can use to provide engaging instruction to students. Dr. Boogren also presents an overview of the strategies tied to each level of the hierarchy that can be implemented in classrooms immediately.

Outcomes from this session include:

- Understanding the foundational research and theory on motivation and inspiration
- Discovering ways to create a culture in schools and classrooms that awakens teachers and students to new possibilities and excitement
- Exploring a hierarchy of needs and goals K–12 educators can use to create learning environments in which teachers and students are not only attentive and engaged but also motivated and inspired

From Surviving to Thriving: Self-Care for Educators [Levels 1 & 2]

We have all heard the classic airline safety announcement, “Secure your own oxygen mask before assisting others.” This sentiment also holds sway for educators. We must learn how to establish habits and routines that allow us to bring our very best selves to those we serve. By utilizing a research-based framework for self-care, Tina H. Boogren helps educators of all levels and backgrounds develop personalized self-care plans. Participants leave this session feeling inspired, rejuvenated, and empowered.

Outcomes from this session include:

- Understanding the foundational research and theory on self-care
- Exploring how Maslow’s hierarchy of needs comes into play in one’s personal and professional life
- Interpreting strategies and recommendations related to each level of the hierarchy that can be implemented immediately

Supporting Beginning Teachers [Level 2]

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

Outcomes from this session include:

- Understanding the foundational research and theory on supporting beginning teachers
- Acquiring specific strategies to provide the essential physical, emotional, instructional, and institutional support for beginning teachers
- Learning how to support beginning teachers as they set goals and engage in focused practice, while providing specific feedback to them to immediately and continually increase their expertise

Toby Boss

Student-Friendly Proficiency Scales [Level 3]

Proficiency scales serve several important functions, including a means to providing meaningful feedback to students. Scales inform students about what they need to learn and where they are on the learning progression. It is imperative that students have a keen understanding of the scales in order to track their progress and set goals for improvement. This session focuses on how to design and use student-friendly scales aligned to priority standards.

Participants in this session explore:

- Students as users of proficiency scales
- How to communicate scales in student-friendly terms
- The use of proficiency scales in the classroom with practical examples
- How students can track their progress and set goals for improvement

The New Art and Science of Teaching [Level 2]

Communicating expectations for how instruction should be addressed in a school is fundamental to HRS level 2. The language of instruction should serve as a logic model to improve teacher pedagogy and student achievement. This session focuses on how *The New Art and Science of Teaching* (NASOT) can serve as a cohesive model schools can leverage for continued teacher improvement.

Participants in this session explore:

- The major features of NASOT
- How the design areas are linked to specific student mental states and processes
- How to use NASOT as a system of instruction
- Examples of how to use NASOT as the basis for teacher growth

Input, Feedback, and Celebration [Level 1]

Cultivating a collaborative culture is more likely with transparent, yet systematic processes to garner input from key stakeholders. Nurturing a system of feedback, action, and celebration is important to ensuring a safe and supportive culture. This session focuses on designing feedback around important school initiatives and provides practical ideas to act on the results and celebrate successes.

Participants in this session explore:

- The importance of gathering timely input and feedback
- How to design methods of input around key initiatives
- How to act on input and celebrate successes

Understanding and Interpreting HRS Survey Results [General HRS]

The use of relevant data to drive long-term, continuous improvement, determine short-term areas of focus, and monitor critical systems is a hallmark of the HRS framework. In this session, Toby Boss details how school leaders can utilize HRS surveys to analyze their current reality and determine areas of strength and needed improvement.

Participants in this session explore:

- The use of data in the HRS framework
- An in-depth analysis of the survey questions
- How to analyze the data from HRS surveys
- How to utilize survey results to inform improvement goals

Collaboration Throughout the HRS Model [General HRS]

The high reliability schools (HRS) framework serves as a research-based logic model for continued school improvement. Collaboration is embedded at all levels within the framework, and this session provides specific examples of how to use teams to guide and strengthen improvement efforts.

Participants in this session explore:

- How the HRS levels align as a system of improvement
- How collaboration and the concept of “collective wisdom” is embedded within HRS leading indicators
- Examples of how to leverage collaborative teams and processes across all levels of the HRS framework

Tammy Heflebower

[KEYNOTE] HRS Levels 3 and 4: Making It Real

HRS is more than tweaking an existing system or checking boxes. Rather, it’s a revolution of existing structures, processes, practices, and products that is transformational in nature. In this keynote, Tammy Heflebower focuses on some of the leading indicators for HRS levels 3 and 4, while providing practical examples of lagging indicators to increase participants’ understanding and implementation. This upbeat presentation helps to actualize HRS levels 3 and 4 in schools.

Outcomes from this session include:

- Exploring practical, technically sound qualities of classroom assessments and validating their use for student reporting (HRS level 3 leading indicators 3.1–3.3)
- Reviewing strategies for making proficiency scales come to life for teachers and students (HRS level 4 leading indicator 4.1)
- Designing multiphase implementation plans for standards-referenced learning (HRS level 4)

Crafting Your Message: Presentation Tips and Tricks for Educators [General HRS]

If you speak in public, you are a public speaker. Planning and preparing an effective message is the first step to a profound public presence, critical in leading today’s fast-paced, educational environment. This session highlights valuable strategies for creating a memorable message, as well as tips and techniques for impressive delivery. Tammy Heflebower’s varied national and international experiences, combined with expertise in adult learning, provide a skillful foundation of practical approaches that help novice to expert educators gain an advantage in sharing their verbal messages. Do you know the skills? Do you have the skills? This session is a must for educators of all backgrounds who seek to refine or elevate their presence and poise with boards, parents, and teacher audiences. Make your message meaningful!

Outcomes from this session include:

- Learning a planning tool to frame a meaningful message for adult learners
- Gaining an understanding about various speaking roles and ways to enhance effectiveness in each role
- Obtaining tips, tricks, and techniques for creating a memorable message

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

Standards-based learning (HRS level 4) 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 to consider when leading the implementation of an effective standards-referenced grading system. Dr. Heflebower, highlights potential pitfalls, challenges, and opportunities in implementing this transformation.

Outcomes from this session include:

- Reviewing a five-phase implementation plan for standards-based learning
- Self-reflecting on efforts that coincide with the implementation plan
- Discovering resources to help school leaders progress on their journey

Proficiency Scales for Student Feedback: Making Standards Come to Life in the Classroom [Level 3]

In this interactive session, Tammy Heflebower provides an overview of thoughtful and practical implementation components for teachers to consider when providing students with feedback using proficiency scales. Participants explore how proficiency scales help students track learning, set goals, and evaluate themselves around standards.

Outcomes from this session include:

- Learning the qualities of effective feedback
- Generating ideas for using proficiency scales when providing feedback and setting goals
- Applying practical strategies for increasing quality feedback

Increasing Student Engagement [Level 2]

What educator wouldn't benefit from increased student engagement? Participants in this session discover the key elements and strategies for generating high levels of student attention and interaction. Every teacher can create a classroom environment where engagement is the norm, not the exception.

Participants explore strategies to address student engagement needs, 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

Jan K. Hoegh

Developing Cohesive Units of Instruction Using the New Art and Science of Teaching [Level 2]

In the final chapter of *The New Art and Science of Teaching*, Dr. Robert Marzano (2017) suggests that effective instructional planning involves the development of instructional units. This session provides

an overview of how to develop units of instruction that include critical information for ensuring that teachers provide high-quality opportunities to learn academic content that makes up the guaranteed and viable curriculum. Participants leave this session with examples, templates, and processes for taking this important work back to their school and district.

Outcomes from this session include:

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

The *What*, *Why*, and *How* of the Critical Concepts [Level 3]

Research indicates that most standards articulate far more content than can be taught in the time available to K–12 teachers. In response, analysts at Marzano Resources sought to identify, as objectively as possible, a focused set of critical concepts for each K–12 grade level in the content areas of English language arts (ELA), mathematics, science, and social studies. This session provides an overview of the critical concepts, why they are a credible resource for a school or district, how they were developed, and how teacher teams can customize them to effectively support students in their school and district.

Outcomes from this session include:

- Understanding what the critical concepts are and how they were developed
- Experiencing the customization process for a selected critical concept
- Examining how the critical concepts can be used to support a school's planning, instructional, assessment, and feedback processes

Developing and Using High-Quality Proficiency Scales [Level 3]

A *proficiency scale* is a tool that illustrates related learning goals and scores to determine an individual student's level of performance on measurement topics. This interactive session provides an overview of multiple approaches to developing high-quality proficiency scales and primary uses of proficiency scales in the classroom. Participants gain an enhanced understanding of the power of using scales.

Outcomes from this session 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

Robert J. Marzano

[KEYNOTE] The High Reliability Teacher

Advancing teachers' pedagogical skills and knowledge is a critical component of teacher development. The High Reliability Teacher (HRT) certification is designed to guide teachers through the process of increasing their knowledge and skills in three specific areas: effective use of instructional strategies, student learning, and valid and rigorous feedback. In this keynote, Robert J. Marzano explains how the sequence of tasks and feedback-driven process inherent in the HRT program scaffolds teacher learning and builds over four courses, culminating in a certification at the completion of each course.

Outcomes from this session include:

- Understanding the benefits of timely and specific feedback using a granular model of instruction
- Uncovering the growth process behind viewing and reflecting on video recordings of one's own instruction
- Recognizing the rationale behind collecting and reporting evidence of student growth and the reliability of classroom assessments

Teaching Basic, Advanced, and Academic Vocabulary [Level 3]

In this session, Robert J. Marzano explains how to construct a strong foundation for literacy development and academic achievement through direct vocabulary instruction on Tier 1, Tier 2, and Tier 3 terms. Dr. Marzano describes his analysis of more than 8,000 K–5 terms, which he organized into semantic clusters, and explains how to design a schoolwide plan for comprehensive vocabulary instruction.

Outcomes from this session include:

- Understanding the importance of students having a strong foundational vocabulary and its effect on academic achievement
- Learning the cluster approach to vocabulary instruction and recognize how it helps students gradually learn the unique features of terms
- Developing strategies for teaching students who require individualized assistance, such as students from poverty and English learners

Creating Quality Assessments [Level 4]

This session provides general strategies for writing proficiency scale-based assessments, as described in the book *The New Art and Science of Classroom Assessment* (Solution Tree Press 2019). Additionally, Robert J. Marzano discusses Marzano Resource's analysis of 4,285 large-scale assessment items in ELA and math. Using that analysis as a guide, participants examine how to write assessment items that prompt the demonstration of knowledge and skills while also familiarizing students with the types of items they will see on large-scale tests.

Outcomes from this session include:

- Learning about specific item types in ELA and math
- Exploring templates, guidelines, and processes to write assessment items
- Discussing the benefits of student-written assessments and providing tips for helping students write their own assessment items

Philip B. Warrick

[KEYNOTE] What Can HRS Do for You?

Daily, schools are called to serve learners of all ages who have varying degrees of abilities and differing social and academic needs. To be successful in this pursuit, it is important to have systems that allow educators to collectively pursue the ideal of learning for all students. This requires a clear and concise approach to the business of teaching and learning. In this keynote, Phil Warrick shares

ideas and examples from HRS districts and schools that demonstrate what the HRS framework can do to help schools be successful in their call to serve learners through coordinated systems that work interdependently to stay focused on the end goal of learning.

Outcomes from this session include:

- Understanding how the HRS framework provides unifying and coordinating structures that successfully impact the classroom and learning
- Exploring examples from schools around the country that are successfully engaging in the HRS process and continuing to grow and improve their systems
- Engaging in reflection and discussion regarding successes and areas of potential improvement in district, school, and classroom practices

Leadership for Second-Order Change [Level 4]

Within the HRS model, districts and schools will very likely encounter second-order change. Second-order change represents a break with past practices and the implementation of a new paradigm for stakeholders. This type of change has specific characteristics that must be considered and strategically planned for as a district or school engages in the change process. This session focuses on specific strategies leaders should consider for engaging in and leading second-order change within a district or school.

Outcomes from this session include:

- Understanding the defining characteristics of second-order change and how they serve to strategically plan and implement a new initiative
- Examining example practices for communication, staff development, and teacher leadership in second-order change
- Exploring communication strategies for second-order change

District-Level Leadership for HRS [General HRS]

While the HRS model is designed to be implemented as a school-level framework, it was also developed to serve as a districtwide implementation model. The HRS process helps districts offer a coordinated and systemic approach to strategic planning and school improvement. The HRS model helps districts establish the concept of defined autonomy to guide school-level leaders in their work while still offering flexibility to address the unique challenges of their individual schools. In this session, Phil Warrick offers ideas about how district-level leaders can use the HRS framework to support and advocate for the schools in their district.

Outcomes from this session include:

- Understanding the concept of *defined autonomy* and how it is naturally created by leading indicators within the model
- Examining the process of establishing collaborative teams for school-level leaders
- Exploring specific district leadership roles in each level of the HRS model

From Survey to Certification: Understanding the HRS Process [General HRS]

The HRS framework is a long-term strategic planning and leadership process. It begins with baseline survey data based on the leading indicators within a specific level of the model. The HRS process provides an opportunity for schools to gain certification in a particular level. HRS certification is a process in which the school shows it is successfully implementing each of the leading indicators within a level by offering lagging indicators (e.g., data and artifacts) as evidence. Beginning in the fall of 2020, HRS certification will be done through an online platform that allows efficient interaction between the certifier and the school. In this session, Phil Warrick explores the process and requirements for certification in each level and explains the concept of certification using the online portal.

Outcomes from this session include:

- Exploring the concept and process of HRS certification
- Understanding the concept of quick data and its role in the HRS and certification process
- Reviewing the digital platform and process used for determining HRS certifications

Collaborative Teams That Transform Schools [Level 1]

The critical commitment for level 1 in the HRS process is the implementation of professional learning community (PLC) concepts. In this session, Phil Warrick discusses the relationship between PLC processes and the HRS framework. Participants explore key aspects of implementing, monitoring, and sustaining a collaborative teams process clearly focused on curriculum, assessment, instruction, and learning for all students. As part of this session, participants examine ideas for establishing meaningful teams, supporting those teams in their development, and clarifying the work collaborative teams must do as they focus on five key questions (DuFour, DuFour, Eaker, Many, & Mattos, *Learning by Doing*, 2016): 1) What is it we want students to know? 2) How will we know if our students are learning? 3) How will we respond when students do not learn? 4) How will we enrich and extend learning for students who are proficient? and 5) How will we increase our instructional competence?

Outcomes from this session include:

- Understanding key PLC concepts and how they work naturally within the five levels of the HRS framework
- Exploring ways to clarify the work teams must do and how proficiency scales can serve as the backbone for the PLC process
- Examining how PLC concepts support and directly interact within all levels of the HRS framework

Bill Zima

Scheduling in a Competency-Based System [Level 5]

In a traditional system, students are grouped by age, divided evenly, and assigned a teacher. In a competency-based system, students move to the next level of challenge when they have demonstrated they are ready. This requires a change in the way the system schedules learners. Too often, schools begin flexible grouping before having the data to make good decisions on students' levels of proficiency. However, as has always been the case, there is no perfect, easy answer for every school. Participants in this session discuss what needs to be considered when building a competency-based schedule and what applies in their circumstances.

Outcomes from this session include:

- Understanding the important considerations for building an effective schedule in a competency-based system
- Gaining strategies on making initial placements for students in a personalized, competency-based classroom
- Exploring various strategies for working within the current system, including small-group instruction, focused instructional and advisory time, and team teaching

Measuring Student Proficiency in a Competency-Based System [Level 5]

Assessment and feedback have always been essential to any education system, and they are critical in a competency-based system. Yet many educators have a weak understanding of why we assess and how to use evidence from the assessment to provide learners with feedback to help them progress from not knowing to knowing to understanding. Proficiency scales, laid out in a well-defined progression of learning, allow learners to know where they are, where they have been, and where they need to go next.

Outcomes from this session include:

- Learning how to use proficiency scales as the basis for a classroom assessment system
- Discovering a process of multiple assessments administered over time on the same topic to determine a student's score at any point in time
- Understanding common pitfalls of assessment systems, including violating the principle of unidimensionality, over-relying on summative assessments, and over-testing

Instruction in a Competency-Based System [Level 5]

Proficiency scales give clarity to what students need to do to successfully meet the learning outcomes of a unit. Teachers deliberately use different instructional maneuvers to help learners move through the proficiency scale and progress from not knowing to knowing to understanding. The structure of proficiency scales allows teachers to be clear about what foundational knowledge (level 2 content) students will use to demonstrate they understand the concept or can execute the skill without error (level 3 targeted content).

Outcomes from this session include:

- Gaining strategies to help students understand and navigate learning expectations of a standard and utilizing personal tracking matrices and proficiency scales
- Discovering ways to celebrate student status and growth on specific measurement topics
- Exploring various lesson types, such as direct instruction, practicing and deepening, and knowledge application when they are called for in executing a learning opportunity

Reporting and Grading in a Competency-Based System [Level 5]

In a traditional system, grading and reporting is often based on a percentage of points a student had a chance to acquire through quizzes, homework, and tests. Most students are provided the same opportunities at the same time. In a personalized, competency-based system, the educator uses assessment data to map back to a proficiency scale and determine where students are on the continuum of learning. Reporting this progress can be represented using grade levels, pacing, or

standards-referenced reporting. Methods for calculating competency include mounting evidence, mathematical modeling, best fit, and decaying average.

Outcomes from this session include:

- Understanding the difference between traditional grading, standards-based grading, and competency-based grading
- Discovering how to map assessment scores to a proficiency scale, providing a summative score that shows how a student progresses on the continuum of learning
- Reviewing various methods for measuring competency, such as mounting evidence, mathematical models, best fit, and decaying average

Student Agency in a Competency-Based System [Levels 1 & 5]

Competency-based education (CBE) gives teachers the tools to create opportunities for learners to practice the skill sets and mindsets they will need to control their lives. Clear learning outcomes, placed in a well-defined progression of learning from the simple to the more complex, allows educators and students to develop multiple pathways students can choose to demonstrate they understand or can execute a skill without error. They will know how to set a goal, overcome the obstacles to meet that goal, and develop the agency to make tomorrow better than today.

Outcomes from this session include:

- Understanding why teachers should create personalized, competency-based education systems
- Reviewing how transparent learning objectives can be used to generate academic achievement opportunities that build agency
- Learning how to establish a system for setting and monitoring classroom goals through a code of cooperation