

Agenda

Hot Springs, Arkansas • December 9–11

Wednesday, December 9

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	Keynote Introduction —Robert J. Marzano Keynote —Cameron L. Rains <i>Becoming a High Reliability Teacher: The Premier Program for Developing as an Educator</i>	
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	Breakouts	
11:45 a.m.–1:15 p.m.	Lunch (on your own)	
1:15–2:45 p.m.	Breakouts	
2:45–3:15 p.m.	Break	
3:15–4:15 p.m.	Panel Discussion — <i>Presenters provide practical answers to your most pressing questions.</i>	

Thursday, December 10

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	Keynote Introduction —Robert J. Marzano Keynote —Philip B. Warrick <i>Student Learning: Measuring Growth and Achievement to Ensure Learning for All</i>	
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	Breakouts	
11:45 a.m.–1:15 p.m.	Lunch (on your own)	
1:15–2:45 p.m.	Breakouts	
2:45–3:15 p.m.	Break	
3:15–4:15 p.m.	Action Planning Time — <i>Presenters are available to aid in your collaborative discussions and help you form an action plan for your own growth and development.</i>	

Friday, December 11

7:00–8:00 a.m.	Continental Breakfast	
8:00–9:30 a.m.	Breakouts	
9:30–10:00 a.m.	Break	
10:00 a.m.–12:00 p.m.	Keynote Introduction —Robert J. Marzano Keynote —Tina H. Boogren <i>From Surviving to Thriving: How to Increase Expertise While Also Taking Care of Your Own Needs</i>	

Agenda is subject to change.

Breakout Sessions at a Glance

Presenters & Titles	Monday, December 9		Tuesday, December 10		Wednesday, December 11
	10:15–11:45 a.m.	1:15–2:45 p.m.	10:15–11:45 a.m.	1:15–2:45 p.m.	8:00–9:30 a.m.
Tina H. Boogren					
Planning and Implementing Knowledge Application Lessons [Level 1]	X				
Student Engagement: Enhancing Students' Motivation to Learn [Level 1]		X			
Direct Instruction: Presenting New and Simpler Content [Level 1]			X		
High Expectations: Valuing and Caring for Each Student [Level 1]				X	
Relationships: The Foundation for Teaching [Level 1]					X
Shelley Gies					
The Foundation of Instructional Strategies: A Deeper Dive Into HRT [Level 1]	X				
Harness the Power of a Cohort: Approaching HRT as a Collaborative Team [Levels 1–3]		X			
My Students Are Not There Yet: Intervention Plans [Level 2]			X		
Utilizing Videos of Classroom Instruction to Grow: Scoring and Feedback at the Secondary Level [Level 1]				X	
Student Self-Actualization Projects: Connecting to Something Greater Than Self [Level 1]					X
Cameron L. Rains					
Utilizing Videos of Classroom Instruction to Grow: Scoring and Feedback at the Elementary Level [Level 1]	X				

Valid and Rigorous Feedback: How Do I Know If My Results Are Real? [Level 3]					X
Philip B. Warrick					
Measurement Topic and Proficiency Scale Development [Levels 1–2]	X		X		
Tracking Student Progress, Celebrating Success, and Measuring Class Growth [Levels 1–2]		X			
Aligning Assessments to Proficiency Scales [Levels 1–2]				X	
Formal and Informal Student Assessments [Level 1]					X

Agenda and presenters are subject to change.

Day 1 Session Descriptions

KEYNOTE

Cameron L. Rains

Becoming a High Reliability Teacher: The Premier Program for Developing as an Educator

This keynote highlights the conditions necessary to build teaching expertise and highlight the High Reliability Teacher program. Cameron L. Rains illustrates a structure for individual teacher growth and development through the HRT program that illuminates the pathway for teachers to increase instructional effectiveness to the highest possible levels. An overview of all three levels of the HRT program will be provided—Level 1: Effective Use of Instructional Strategies, Level 2: Student Learning, and Level 3: Valid and Rigorous Feedback.

Outcomes from this session include:

- Understanding how to build teaching expertise over time and operate as a high reliability teacher
- Learning about the three levels of the High Reliability Teacher program
- Reflecting on participants' practices in comparison to the recommendations of the HRT program

MORNING BREAKOUTS

Tina H. Boogren

Planning and Implementing Knowledge Application Lessons [Level 1]

Students are being asked to show learning in new ways. Knowledge application lessons engage students in activities that require them to apply what they have learned in unique situations. Participants in this session learn how to plan and implement activities that help students generate and defend claims through various tasks. Participants discover ways to use enhanced discovery, which involves scaffolding new content from direct instruction and practicing and deepening lessons.

Outcomes from this session include:

- Exploring strategies to engage students in cognitively complex tasks that require a number of mental steps
- Discovering ways to shift the teacher's role to one of providing resources and guidance during knowledge application tasks
- Learning how to engage students in generating new conclusions and provide evidence for their conclusions

Shelley Gies

The Foundation of Instructional Strategies: A Deeper Dive Into HRT Level 1

What is your current model of instruction? How do your unit and daily lesson plans connect to your model? This session explores ways to plan that make a direct connection between your lessons and model of instruction. Self-assessment of current performance is an important process for any reflective teacher. In this session, participants learn ways to self-assess, set goals for improvement, and engage in purposeful practice to increase instructional effectiveness. Shelley Gies discusses how to administer student pre and post surveys directly related to teachers' growth goals.

Participants in this session:

- Discover ways to assess their current instructional performance, set goals for improvement, and engage in purposeful practice to increase their instructional effectiveness.
- Examine various ways to create unit and daily lesson plans that directly reflect their model of instruction.
- Explore how to administer pre and post surveys aligned to growth goals to measure the instructional impact through students' perspectives.

Cameron L. Rains

Utilizing Videos of Classroom Instruction to Grow: Scoring and Feedback at the Elementary Level [Level 1]

Increasing opportunities for teachers to observe and discuss effective teaching is paramount to building teacher expertise, but teachers do not typically get enough opportunities. This session engages participants in reviewing recorded secondary classroom instruction with a focus on accurately scoring what they observe, learning how feedback would be provided based on teacher reflection scales and collaborative discussion. Educators also reflect on their own instruction practices in relationship to what they see.

Participants in this session:

- Learn how to accurately score instruction based on highly specific teacher reflection scales.
- Discover ways to give nonjudgmental and precise feedback on instruction.
- Gain a better understanding of their own instruction through reflection and collaboration after viewing videos on instructional practices.

Philip B. Warrick

Measurement Topic and Proficiency Scale Development [Levels 1–2]

Proficiency scales consist of a progression of learning targets organized into a logical sequence for priority standards or measurement topics. In this session, participants explore the concepts of priority standards and measurement topics and learn how to develop proficiency scales for those topics.

Participants work through the process for developing a proficiency scale and look at examples of proficiency scales for different grade levels and content areas.

Outcomes from this session include:

- Understanding the concepts of learning progressions and proficiency scales
- Discovering ways to prioritize standards and create measurement topics
- Learning how to develop proficiency scales

AFTERNOON BREAKOUTS

Tina H. Boogren

Student Engagement: Enhancing Students' Motivation to Learn [Level 1]

Engagement is a critical component of deepening student knowledge. In this session, Tina H. Boogren guides participants through the elements associated with this category in order to ensure that students interact with the content in purposeful yet unexpected ways and respond positively to the information presented to them.

Participants in this session:

- Explore the 10 elements associated with student engagement.
- Reflect on their own practice in relation to this category.
- Set goals related to this category.

Shelley Gies

Harness the Power of a Cohort: Approaching HRT as a Collaborative Team [Levels 1–3]

We are stronger together. Do you have a partner in this journey? Are you leading a group of educators through continuous improvement efforts? Participants in this session learn ways to approach the HRT process by working with others. This session delves into the benefits of working through the process of growing teachers through a collaborative team approach. Participants explore practical ways to organize and support teachers at the school and district levels.

Participants in this session:

- Gain an understanding of the benefits of working through HRT as a collaborative team.
- Learn ways to organize and support groups of teachers on their HRT journey.
- Discover ways to motivate, inspire, and promote teachers in continuous learning through the HRT cohort process.

Philip B. Warrick

Tracking Student Progress, Celebrating Success, and Measuring Class Growth [Levels 1–2]

This session focuses on the instructional elements of tracking student progress and celebrating success—elements that often work interdependently when put into practice. Participants in this session explore strategies for tracking student progress, including having students track their own progress, and ideas for celebrating student success. Participants are introduced to the concept of “mounting evidence” and discover how it can inform teachers, students, and parents about growth in student learning.

Outcomes from this session include:

- Understanding the concepts of status and growth
- Learning ways to track student progress and help students track their own progress
- Discovering various ways to celebrate student success

Day 2 Session Descriptions

KEYNOTE

Philip B. Warrick

Student Learning: Measuring Growth and Achievement to Ensure Learning for All

There is a causal relationship between effective teaching and student learning. This keynote focuses on that causal relationship and overviews the concept of a focus on learning as a key aspect of effective instruction. Philip B. Warrick explores various aspects of monitoring student learning and measuring student growth using classroom assessment. The ideas and strategies he shares are applicable to individual teachers and collaborative teams.

Participants in this session:

- Gain an understanding of the relationship between effective teaching and student learning.
- Learn effective ways to focus teaching on student outcomes.
- Discover strategies for monitoring student learning and measuring student growth.

MORNING BREAKOUTS

Tina H. Boogren

Direct Instruction: Presenting New and Simpler Content [Level 1]

In a direct instruction lesson, a teacher is presenting new content. Simpler content, including factual information, vocabulary, and details from the proficiency scales, are generally taught directly. In this session, Tina H. Boogren helps participants understand this method of instruction and how it is most effective at communicating new and simpler content because it allows teachers to guide students through unfamiliar concepts and lays the foundation for more complex explorations of the topic.

Participants in this session:

- Explore the three elements associated with direct instruction.
- Reflect on their own practice in relation to this category.
- Set goals related to this category

Shirley Gies

My Students Are Not There Yet: Intervention Plans [Level 2]

Specific planning for and tracking student growth on interventions in the classroom may seem like a challenging task. This session explains systematic ways to create a plan for students who are not yet

at proficiency on certain essential skills. Using current student data, participants learn how to build an incremental plan to move forward to close learning gaps for students in need. These methods aim to keep everyone on the same page by showing incremental steps to narrow the focus and track learning gains.

Participants in this session:

- Learn specific methods to create classroom intervention plans for students who are not yet at a proficiency level.
- Gain a better understanding of systemically planning for and tracking student progress on specific skills.
- Discover ways to keep everyone on the same page to narrow the focus, track student gains, and celebrate success.

Philip B. Warrick

Measurement Topic and Proficiency Scale Development [Levels 1–2]

Proficiency scales consist of a progression of learning targets organized into a logical sequence for priority standards or measurement topics. In this session, participants explore the concepts of priority standards and measurement topics and learn how to develop proficiency scales for those topics. Participants work through the process for developing a proficiency scale and look at examples of proficiency scales for different grade levels and content areas.

Outcomes from this session include:

- Understanding the concepts of learning progressions and proficiency scales
- Discovering ways to prioritize standards and create measurement topics
- Learning how to develop proficiency scales

AFTERNOON BREAKOUTS

Tina H. Boogren

High Expectations: Valuing and Caring for Each Student [Level 1]

What a teacher expects of his or her students can greatly impact students' achievement. Teachers who consistently communicate high expectations for all of their students are also implicitly communicating that they value and care about each student's success. In this session, Tina H. Boogren helps teachers understand how their perceptions color their treatment and expectations of students and how to monitor the way they approach students in order to ensure that their interactions promote an environment with equal expectations for all students.

Participants in this session:

- Explore the three elements associated with high expectations.
- Reflect on their own practice in relation to this category.
- Set goals related to this category.

Shelley Gies

Utilizing Videos of Classroom Instruction to Grow: Scoring and Feedback at the Secondary Level [Level 1]

Increasing opportunities for teachers to observe and discuss effective teaching is paramount to building teacher expertise, but teachers do not typically get enough opportunities. This session engages participants in reviewing recorded secondary classroom instruction with a focus on accurately scoring what they observe, learning how feedback would be provided based on teacher reflection scales, and collaborative discussion. Educators also reflect on their own instruction practices in relationship to what they see.

Participants in this session:

- Learn how to accurately score instruction based on highly specific teacher reflection scales.
- Discover ways to give nonjudgmental and precise feedback on instruction.
- Gain a better understanding of their own instruction through reflection and collaboration after viewing videos on instructional practices.

Philip B. Warrick

Aligning Assessments to Proficiency Scales [Levels 1–2]

Proficiency scales can inform the development of classroom assessments to ensure they are measuring correct levels of rigor. Participants in this session gain an understanding of why this is important for classroom assessment practice and how proficiency scales can easily and efficiently inform any and all classroom assessments. Participants examine examples of classroom assessments that were created based on proficiency scales and learn a simple assessment audit process they can use with existing assessments.

Outcomes from this session include:

- Understanding concepts related to assessment and proficiency scales
- Learning best practices in classroom assessment
- Examining examples of classroom assessments
- Learning how to conduct an assessment audit

Day 3 Session Descriptions

BREAKOUTS

Tina H. Boogren

Relationships: The Foundation for Teaching [Level 1]

A strong relationship between a teacher and his or her students can enhance every other aspect of the classroom environment. Teachers must maintain a balance between their roles as classroom leaders who impart order and structure and as team members who care about the success of each student. In this session, Tina H. Boogren helps participants learn the behaviors and strategies that build teacher–student relationships and contribute to an atmosphere that promotes learning, engagement, and cooperation.

Participants in this session:

- Explore the three elements associated with relationships.
- Reflect on their own practice in relation to this category.
- Set goals related to this category.

Shelley Gies

Student Self-Actualization Projects: Connecting to Something Greater Than Self [Level 1]

Abraham Maslow describes self-actualization as the “full realization of one’s potential.” In this session participants explore element 4 of HRT Level 1: Connecting Students to Something Greater Than Themselves. They examine the impact of students connecting to something outside of themselves for the greater good and explore examples of classroom or school initiatives to do this. Shelley Gies facilitates a discussion on how self-actualization helps students reach their full potential inside and outside a classroom setting.

Outcomes from this session include:

- Gaining an understanding of self-actualization
- Exploring the impact on students who connect to something greater than themselves
- Reviewing examples of classroom, school, and district projects

Cameron L. Rains

Valid and Rigorous Feedback: How Do I Know If My Results Are Real? [Level 3]

Determining whether student achievement results in the classroom are real (valid and reliable) is at the heart of HRT Level 3. This session takes an in-depth look at the core components of HRT Level 3:

Valid and Rigorous Feedback. Participants learn about assessment reliability and correlations and the importance of applying these concepts in their classroom and school to ensure valid results.

Outcomes from this session include:

- Learning how to track and describe the reliability of classroom assessments
- Gaining an understanding of how to correlate results to an external exam or an end-of-course exam
- Gauging the impact on grading and reporting when invalid or unreliable results are used

Philip B. Warrick

Formal and Informal Student Assessments [Level 1]

The New Art and Science of Teaching identifies two instructional elements for assessment: Formal Assessment of Individual Students and Informal Assessments of the Whole Class. This session examines these instructional elements and looks at strategies for using them in the classroom. Participants explore three types of assessment that can be used for both purposes: obtrusive assessments, unobtrusive assessments, and student-generated assessments.

Outcomes from this session include:

- Understanding the difference between formal assessment of individual students and informal assessment of the whole class
- Learning strategies for classroom assessment
- Discovering the differences among obtrusive, unobtrusive, and student-generated assessments

KEYNOTE

Tina H. Boogren

From Surviving to Thriving: How to Increase Expertise While Also Taking Care of Your Own Needs

We've all heard the airline safety announcement: "Secure your own oxygen mask before assisting others." This idea holds true for educators as well. Teachers must learn how to establish habits and routines that bring their best selves to their students in order to avoid burnout and resist compassion fatigue. Utilizing a research-based framework for educator wellness, Tina H. Boogren helps teachers of all levels and backgrounds learn strategies for taking care of themselves in robust and realistic ways while also continuing to develop expertise as an educator. Participants leave this session feeling inspired, rejuvenated, and empowered.

Outcomes from this session include:

- Understanding the foundational research and theory on burnout and wellness, particularly as it relates to educators.
- Exploring how Maslow's hierarchy of needs comes into play in one's personal and professional life and explore strategies and recommendations related to each level of the hierarchy that can be implemented immediately.
- Discover steps to balance becoming a High Reliability Teacher with taking care of yourself.