

# Agenda

## June 29–July 1

***All sessions are in Eastern Time.***

### Tuesday, June 29

10:45 a.m.–12:00 p.m.	<b>Introduction</b> —Robert J. Marzano
	<b>Keynote</b> —Philip B. Warrick <i>HRS for Long-Term Success: Sustainable Results</i>
12:00–12:15 p.m.	Break
12:15–1:15 p.m.	<b>Breakout Sessions</b>
1:15–1:45 p.m.	Lunch
1:45–2:45 p.m.	<b>Breakout Sessions</b>
2:45–3:00 p.m.	Break
3:00–4:15 p.m.	<b>Introduction</b> —Robert J. Marzano
	<b>Keynote</b> —Cameron L. Rains <i>Effective Teaching in Every Classroom: A Systematic Approach to the Development of Expertise</i>

### Wednesday, June 30

10:45 a.m.–12:00 p.m.	<b>Introduction</b> —Robert J. Marzano
	<b>Keynote</b> —Tammy Heflebower <i>HRS Levels 3 and 4: Making It Real</i>
12:00–12:15 p.m.	Break
12:15–1:15 p.m.	<b>Breakout Sessions</b>
1:15–1:45 p.m.	Lunch
1:45–2:45 p.m.	<b>Breakout Sessions</b>
2:45–3:00 p.m.	Break
3:00–3:30 p.m.	<b>Awards Ceremony</b>

## Thursday, July 1

10:45 a.m.–12:00 p.m.	<b>Panel Discussion</b> — <i>Presenters provide practical answers to your most pressing questions.</i> <ul style="list-style-type: none"><li>● Tina H. Boogren</li><li>● Tammy Heflebower</li><li>● Jan K. Hoegh</li><li>● Cameron L. Rains</li><li>● Robert J. Marzano</li><li>● Philip B. Warrick</li></ul>
12:00–12:15 p.m.	Break
12:15–1:30 p.m.	<b>Introduction</b> —Robert J. Marzano
	<b>Keynote</b> —Tina H. Boogren <i>Turning Inspiration into Action: Now What?</i>

*Breakout sessions are prerecorded with the presenters available to chat in real-time.  
All other sessions are live.*

*\*Additional recorded sessions are also available during the event.\**

**Agenda is subject to change.**

## Breakouts at a Glance

Presenter & Title	HRS Level	Tuesday, June 29		Wednesday, June 30	
		12:15–1:15 p.m.	1:45 –2:45 p.m.	12:15–1:15 p.m.	1:45–2:45 p.m.
<b>Mario Acosta</b>					
HRS Level 1 Overview: Culture Building in a High Reliability School	1	X			
Response to Intervention: Aligning Goals, Data, and Systems	3		X		
<b>Tina H. Boogren</b>					
The New Art and Science of Teaching	2	X			X
Motivating and Inspiring Students: Student Agency and Social-Emotional Learning	1		X		
From Surviving to Thriving: Self-Care for Educators	1			X	
<b>Toby Boss</b>					
HRS Level 2 Overview: Six Steps for Effective Teaching in Every Classroom	2	X			
From Survey to Certification: Understanding the HRS Process	General HRS				X
<b>Shelley Gies &amp; Cameron L. Rains</b>					
High Reliability Teacher: The Premier Program for Developing as an Educator	2			X	
<b>Tammy Heflebower</b>					
HRS Level 4 Overview: A Multiyear Plan for Standards-Referenced Reporting	4	X			
A Teacher’s Guide to Standards-Based Learning	4		X	X	
Classroom Assessment: Raising the Profile of Teacher-Created Assessments	4				X

<b>Jan K. Hoegh</b>					
HRS Level 3 Overview: Six Action Steps for a Guaranteed and Viable Curriculum	3	X			
Developing and Using High-Quality Proficiency Scales	3		X		X
Developing Units of Instruction Using the New Art and Science of Teaching Framework	3			X	
<b>Robert J. Marzano</b>					
Teaching Basic, Advanced, and Academic Vocabulary	3	X			
Developing High-Quality Assessment Items	4			X	
Evaluations That Develop Expertise: A New Approach to Classroom Observations	2				X
<b>Philip B. Warrick</b>					
High Reliability Leadership: Taking Responsibility for Outcomes	General HRS	X			
Instructional Coaching to Develop Teacher Expertise	2		X		
District Leadership for High Reliability Schools	General HRS			X	
Collaborative Teams That Transform Schools	1				X
<b>Bill Zima</b>					
HRS Level 5 Overview: Personalized Competency-Based Education	5	X			
Transitioning to a Competency-Based System	5			X	

**Agenda is subject to change.**

## Keynote Session Descriptions

### Philip B. Warrick

#### **HRS for Long-Term Success: Sustainable Results [General HRS]**

Becoming a High Reliability School, at its core, involves four steps at each level:

1. Create lagging indicators and establish criteria for success.
2. Collect data on school status regarding lagging indicators.
3. If lagging indicators have not been met, refocus on actions from leading indicators.
4. Continually collect data on lagging indicators and respond accordingly.

While each step is important, step 4 is vital for high reliability to become a school's way of life, rather than an isolated certification event. Schools who sustain high levels of reliability are those who use quick data to continually monitor outcomes and to identify and correct errors or deteriorations in performance as soon as they appear. In this keynote presentation, Philip B. Warrick shares examples of HRS schools who are sustaining high levels of performance and gives concrete guidance on how the HRS framework can be leveraged to guarantee outcomes for all students.

Participants will understand:

- How the HRS framework provides a coherent structure that allows leaders and teams to prioritize initiatives and focus their efforts for maximum impact
- Why various schools from across the US are able to attain and sustain high levels of success on significant factors related to student success
- How to reflect on successes, challenges, and areas for improvement in ways that propel your school towards increased reliability

### Cameron L. Rains

#### **Effective Teaching in Every Classroom: A Systematic Approach to the Development of Expertise [Level 2]**

When the leading indicators of HRS level 2 are successfully addressed, it becomes nearly impossible for teachers not to grow more effective in their instructional practices. And those leading indicators are all intimately connected to the development of teacher expertise. In this action-oriented keynote with Cameron L. Rains, participants explore the fascinating research on how expertise is developed, the best ways to foster that development, and how to create a system that balances evaluative feedback with coaching and teacher self-reflection.

Participants will understand:

- How to provide structured support systems that guarantee teacher growth and development
- Strategies for monitoring predominant instructional practices in a school and for providing opportunities for teachers to observe and discuss effective teaching
- A logical, collaborative way to provide teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses
- A data-driven approach to providing job-embedded professional development that is directly related to teachers' instructional growth goals

## **Tammy Heflebower**

### **HRS Levels 3 and 4: Making It Real [Levels 3–4]**

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.

Participants will understand:

- Practical, technically sound qualities of classroom assessments and validating their use for student reporting
- Strategies for making proficiency scales come to life for teachers and students
- How to design multiphase implementation plans for standards-referenced learning

## **Tina Boogren**

### **Turning Inspiration into Action: Now What? [General HRS]**

There's nothing more inspiring than being surrounded by like-minded educators at a conference such as this. The challenge is holding onto this feeling and moving to action when you're back in your building, faced with the day-to-day realities of the job. In this interactive keynote, Tina H. Boogren will help participants take their inspiration and turn it into HRS action through a process of continuous improvement, where small changes and improvements add up to something significant for students.

Participants will understand:

- How to mind the gap between inspiration and action
- How continuous improvement contributes to significant change
- Three actionable strategies for continuous improvement

## Breakout Session Descriptions

### Mario Acosta

#### **HRS Level 1 Overview: 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 also 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 school leaders regarding what should be at the top of their list in terms of necessary actions to take and conditions to foster.

Participants will understand:

- Building culture through leadership
- Focusing on organizational culture and school effectiveness
- Creating a vision to inspire a supportive and collaborative culture
- Building consensus
- Identifying, clarifying, and fostering a core ideology
- Monitoring and providing feedback to collaborative teams

#### **Response to Intervention: Aligning Goals, Data, and 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.

Participants will understand:

- Components of the HRS framework at level 3
- How to plan for and implement intervention practices on campus
- Implementation of data systems, academic interventions, and behavior interventions
- Examples of implementation and practice from current HRS network schools

### Tina H. Boogren

#### **The New Art and Science of Teaching [Level 2]**

The New Art and Science of Teaching is a well-researched instructional framework that comprehensively addresses the most alterable effect on student achievement—quality instruction. One of the major changes in The New Art and Science of Teaching is the focus on student outcomes obtained by teachers' instructional actions. The premise is that teachers who implement instructional strategies will, in turn, help students use mental processes that successively enhance the learning. In

other words, it's not enough to merely use an instructional strategy, but more important to ensure it has the desired learning effect for students.

Participants will understand:

- Understand the importance of a common language of instruction and a framework for effective teaching.
- Learn the instructional framework components, which include: 3 categories, 10 design areas, and 43 elements.
- Discover instructional strategies that increase your effectiveness during in-person, online, or hybrid instruction.

### **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. She also presents an overview of the strategies tied to each level of the hierarchy that can be implemented in classrooms immediately.

Participants will understand:

- Foundational research and theory on motivation and inspiration
- Ways to create a culture in schools and classrooms that awakens teachers and students to new possibilities and excitement
- 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 [Level 1]**

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.

Participants will understand:

- Foundational research and theory on self-care
- How Maslow's hierarchy of needs comes into play in one's personal and professional life
- Strategies and recommendations related to each level of the hierarchy that can be implemented immediately



## **Toby Boss**

### **HRS Level 2 Overview: Six Steps for Effective Teaching in Every Classroom [Level 2]**

The fundamental purpose of schools is to ensure high levels of learning for all students. Every school has the resources to ensure effective teaching in every classroom, but it requires commitment. In this session, Toby Boss explains how schools who commit to the process of improving instruction through the six steps in level 2 of the HRS model can make amazing things happen for staff and, ultimately, students.

Participants will understand:

- Communicating a clear vision of instruction
- Providing support to teachers
- Monitoring instructional practices
- Giving teachers clear, ongoing evaluations of their pedagogical strengths and weaknesses
- Furnishing job-embedded professional development
- Supplying teachers with opportunities to observe and discuss effective teaching

### **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. Since the fall of 2020, HRS certification has been done through an online platform that allows efficient interaction between the certifier and the school. In this session, Toby Boss explores the process and requirements for certification in each level and explains the concept of certification using the online portal.

Participants will understand:

- The concept and process of HRS certification
- Quick data and its role in the HRS and certification process
- The digital platform and process used for HRS certification

## **Shelley Gies & Cameron L. Rains**

### **High Reliability Teacher: The Premier Program for Developing as an Educator [Level 2]**

Research clearly shows that specific conditions are necessary to build expertise and develop skill in an endeavor such as teaching. The Marzano High Reliability Teacher (HRT) program provides those conditions. In this session, Shelley Gies and Cameron L. Rains explain the individualized coaching and feedback structures used by expert Marzano Resources reviewers as they work directly with teachers to increase their 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.

Participants will understand:

- How to build teaching expertise over time and operate as a high reliability teacher
- The three levels of the High Reliability Teacher program
- How to reflect on participants' practices in comparison to the recommendations of the HRT program

## **Tammy Heflebower**

### **HRS Level 4 Overview: A Multiyear Plan for Standards-Referenced Reporting [Level 4]**

The shift to standards-referenced reporting moves an entire educational system toward increased reliability and value. What better way to sharpen a guaranteed and viable curriculum than to engage teachers in a process to develop a reporting system that reflects how well individual students are learning that curriculum? In this interactive session, Tammy Heflebower overviews HRS level 4 and explains how to plan, lead, and implement this transformational, second-order change.

Participants will understand:

- How to lead new structures, processes, and products associated with HRS level 4
- How to craft a multiyear transition plan
- How to communicate and collaborate with stakeholders, including teachers, parents, students, technology staff, guiding coalitions, leadership teams, focus groups, and boards of education

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

Transitioning to a standards-based classroom is a major change but one that is highly beneficial for both teachers and students. Join Tammy Heflebower as she highlights the important paradigm shifts necessary for teachers to transform their curriculum, instruction, assessment, and feedback practices. Participants explore useful tools and examples of practical applications as they explore the teacher's critical role in achieving reliability at HRS level 4.

Participants will understand:

- Standards-based grading and assessment methods that allow teachers to measure student learning with more accuracy
- Practical strategies for helping students set goals and tracking their progress
- How to develop standards-based learning proficiency scales
- Communicate standards-based grades clearly to students, parents, and stakeholders

### **Classroom Assessment: Raising the Profile of Teacher-Created Assessments [Level 4]**

Classroom assessments have key advantages over interim, end-of-course, and state assessments. In this session, Tammy Heflebower presents a compelling vision for why classroom assessments should

become the primary method for formally measuring student learning and growth over time. Discover how teachers, schools, and districts can design classroom assessments that are equally, if not more, reliable and valid as traditional large-scale assessments.

Participants will understand:

- The importance and role of classroom assessments
- Reliability and validity and their relationship to classroom assessments
- The important of measuring students' individual and comparative growth

## **Jan K. Hoegh**

### **HRS Level 3 Overview: Six Action Steps for a Guaranteed and Viable Curriculum [Level 3]**

HRS level 3 is about ensuring teachers have clarity about what students need to learn. It also requires teachers to use quality assessments for making important decisions about whether or not students have learned the essential content. The use of data is prominent within this level, as is examining existing programs that support all learners and planning additional structures to improve student achievement. In this session, Jan K. Hoegh overviews HRS level 3 with a focus on the role of the school leader in moving through this important work with a high level of success.

Participants will understand:

- How to ensure teachers identify the essential standards or content for the subject areas and grade levels they teach
- How to determine protocols for ensuring the quality of assessments related to the essential content
- How to establish protocols for analyzing data related to classroom assessments
- How to make certain appropriate school- and classroom-level programs are in place to help all students achieve at optimum levels

### **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.

Participants will understand:

- What proficiency scales are and why they are important
- Multiple methods for developing proficiency scales
- Primary uses of proficiency scales in the classroom

### **Developing Units of Instruction Using the New Art and Science of Teaching Framework [Level 3]**

In the final chapter of *The New Art and Science of Teaching*, Marzano 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.

Participants will understand:

- The *why* of instructional unit planning
- Critical components of high-quality units of instruction
- How to successfully develop cohesive instructional units

### **Robert J. Marzano**

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

Vocabulary instruction provides a firm foundation for literacy development and academic achievement. In this session, Robert J. Marzano explains a practical system to implement direct vocabulary instruction for basic (tier 1), advanced (tier 2), and academic (tier 3) terms. Participants explore Dr. Marzano's analysis of more than 8,000 K–5 terms, which are organized into semantic clusters, and discover how to design a schoolwide plan for comprehensive vocabulary instruction.

Participants will understand:

- Robert J. Marzano's analysis of over 8,000 vocabulary terms for grades K–5
- How the cluster approach to vocabulary instruction helps students gradually learn the unique features of terms
- How to design a schoolwide plan for comprehensive vocabulary instruction

#### **Developing High Quality Assessment Items [Level 4]**

If students know what to expect on large-scale assessments, and have the opportunity to learn those elements of knowledge and skill, their performance on such assessments is more likely to accurately reflect what they know and are able to do. In this session, Robert J. Marzano provides a framework that is based on an analysis of thousands of large-scale assessment items, and which is nuanced by subject area (ELA, mathematics, and science). Join to learn about an approach to assessment that engages student in systemic activities to develop both their knowledge of specific content and sharpens their general problem-solving abilities.

Participants will understand:

- Background information about the history and current state of large-scale assessment
- A framework that enables teachers and students to easily generate high-quality assessment items
- An approach to test preparation that is practical, useful, and productive

### **Evaluations That Develop Expertise: A New Approach to Classroom Observations [Level 2]**

Teacher evaluation offers a valuable opportunity for teachers to receive formal feedback about their efforts. However, teacher evaluation practices are often so fraught with error as to be worthless, and in some cases harmful, when used to classify teachers in terms of their effectiveness. In this session, Robert J. Marzano explains that if administrators are willing to follow six principles in designing a system of observation and evaluation, they can create a teacher evaluation system that is fair, useful, and productive to the goal of increasing teacher expertise.

Participants will understand:

- How to focus classroom observation on a small set of observational categories
- How to summarize teacher competence using a conjunctive approach
- How to systematically invite teachers to provide nonobservational evidence of their current level of competence and skill
- Why interpreting teacher scores as capacity indices is an effective approach

### **Philip B. Warrick**

#### **High Reliability Leadership: Taking Responsibility for Outcomes [General HRS]**

High reliability leadership equals integrity in leadership. It involves focusing on the right work and monitoring the effectiveness of school initiatives to accomplish the right work. In this session, Philip B. Warrick explain how, when used correctly, the tools of high reliability leadership—leading indicators, lagging indicators, and quick data—work together in the high reliability leadership process to help school leaders implement, monitor, and sustain the right work within each of the five levels of the HRS model.

Participants will understand:

- The concept of high reliability leadership
- High reliability leadership tools, such as leading indicators, lagging indicators, and quick data
- The process of high reliability leadership and a process for implementation
- How to sustain high reliability leadership and strategic planning for the future

### **Instructional Coaching to Develop Teacher Expertise [Level 2]**

Within a complex endeavor such as teaching, it is extremely difficult to reach and then maintain the highest levels of performance without help. The most effective help commonly comes in the form of

coaching. In this session, Philip B. Warrick explains the distinction between coaching and evaluation and presents guidance for leaders and coaches to implement effective coaching systems.

Participants will understand:

- The distinction between coaching and evaluation
- The coaching cycle, which outlines a process for teacher and coach collaboration
- Structures and protocols for coaching
- The use of focused feedback and instructional rounds within the coaching relationship
- Ways for administrators to provide coaching to teachers

### **District Leadership for High Reliability Schools [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, Philip B. Warrick offers ideas about how district-level leaders can use the HRS framework to support and advocate for the schools in their district.

Participants will understand:

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

### **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, Philip B. 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.

Participants will understand:

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

## **Bill Zima**

### **HRS Level 5 Overview: Personalized Competency-Based Education [Level 5]**

By its very nature, HRS level 5 provides the highest level of reliability for student learning. In a competency-based system, students progress to the next grade level only after they have demonstrated proficiency in all the priority standards at their current grade level and students can work on any level of content for which they are ready. In this session, Bill Zima overviews HRS level 5 with a focus on how leaders can ensure that teachers assess competency in a consistent manner and with consistent expectations for students.

Participants will understand:

- How to create a system where students move on to the next level of the curriculum in a subject area only after they have demonstrated competence at the previous level
- Ways to craft a school schedule that accommodates students moving at an appropriate pace
- Opportunities schools can provide to students who have demonstrated competency at levels greater than those articulated in the system

### **Transitioning to a Competency-Based System [Level 5]**

Transitioning to a personalized competency-based education (PCBE) system is not a straightforward process. It can look quite different from district to district and school to school depending on organizational factors such as commitment to change, resources, culture, and so on. One of the most important factors a district or school must consider when transitioning to a PCBE system is how quickly they wish to implement the rule that every student must achieve proficiency on each measurement topic before moving on to the next level. In this session, Bill Zima guides participants to consider a number of factors that may affect their plans to transition to a competency-based system.

Participants will understand:

- A two-staged transitional approach comprising (1) the ramp-up phase, and (2) the rollout phase
- How to implement PCBE in a single classroom, for teachers who wish to incorporate PCBE in schools or districts still using a traditional model
- How to establish a shared vision, select a group of vanguard teachers, design a new reporting system, and implement structural changes necessary for competency-based education

## **Additional Recorded 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.

Participants will understand:

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

#### **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.

Participants will understand:

- How to install and foster an HRS culture in order to create the conditions for high-functioning collaborative teams
- The implementation of professional learning communities and the collaborative teams process
- Examples of implementation and practice from current HRS network schools

### **Tina Boogren**

#### **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.



Participants will understand:

- Foundational research and theory on supporting beginning teachers
- Specific strategies to provide the essential physical, emotional, instructional, and institutional support for beginning teachers
- 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**

### **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 will understand:

- 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

## **Tammy Heflebower**

### **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!

Participants will understand:

- A planning tool to frame a meaningful message for adult learners
- Various speaking roles and ways to enhance effectiveness in each role
- Tips, tricks, and techniques for creating a memorable message

## **Jan K. Hoegh**

### **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.

Participants will understand:

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

## **Robert J. Marzano**

### **Making Classroom Assessments Reliable and Valid [Level 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 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.

Participants will understand:

- Reliability and validity of classroom assessments
- How to obtain expanded views of assessment data while administering fewer tests
- How formative and summative scores can generate more precise estimates of student status and growth

## **Bill Zima**

### **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).

Participants will understand:

- Strategies to help students understand and navigate learning expectations of a standard and utilizing personal tracking matrices and proficiency scales
- Ways to celebrate student status and growth on specific measurement topics
- 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.

Participants will understand:

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