

Agenda

St. Charles, MO • July 9–11, 2024

Tuesday, July 9

7:00–8:00 a.m.	Registration Continental Breakfast	Rooms/Locations TBD
8:00–9:15 a.m.	Keynote —Patrick B. Hardy <i>Mastery-Based Learning: It's Not a Moment, It's a Movement</i>	
9:15–9:30 a.m.	Break	
9:30–11:00 a.m.	Breakout Sessions	See pages 2–3.
11:00 a.m.–12:00 p.m.	Lunch (provided)	
12:00–1:30 p.m.	Breakout Sessions	See pages 2–3.
1:30–1:45 p.m.	Break	
1:45–3:00 p.m.	Keynote —Jan K. Hoegh <i>Proficiency Scales: The Gatekeeper to Effective Mastery-Based Learning</i>	

Wednesday, July 10

7:00–8:00 a.m.	Registration Continental Breakfast	Rooms/Locations TBD
8:00–9:30 a.m.	Q&A with Robert J. Marzano and Julia Simms — <i>Experience 50 years of education with Robert J. Marzano.</i>	
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakout Sessions	See pages 2–3.
11:15 a.m.–12:15 p.m.	Lunch (provided)	
12:15–1:45 p.m.	Breakout Sessions	See pages 2–3.
1:45–2:00 p.m.	Break	
2:00–3:15 p.m.	Keynote —Bill Zima <i>Fostering Student Agency: Own Their Learning, Own Their Future</i>	

Thursday, July 11

7:00–8:00 a.m.	Continental Breakfast	Rooms/Locations TBD
8:00–9:30 a.m.	Breakout Sessions	See pages 2–3.
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Keynote —Mike Ruyle <i>Healing and Resilience-Centered Education: Evolving Our Schools Into the Future</i>	

Agenda is subject to change.

Breakout Sessions at a Glance

Presenter & Title	Tuesday, July 9		Wednesday, July 10		Thursday, July 11
	9:30–11:00 a.m.	12:00–1:30 p.m.	9:30–11:00 a.m.	12:00–1:30 p.m.	8:00–9:30 a.m.
Debbie Aholt					
The Journey Toward Mastery-Based Learning	X				X
The Role of the Collaborative Team in Mastery-Based Learning		X			
Using Instructional Strategies to Build Equity in the Classroom			X		
The Data That Surrounds Us				X	
Patrick B. Hardy					
Transformational Leadership: Competency-Based Learning for School Leaders	X				
Implementation Challenges and Solutions to Mastery-Based Learning		X			X
Ensuring Equity Through Mastery-Based Learning			X		
Getting Started With Mastery-Based Learning: A Marzano Academies Model				X	
Jan K. Hoegh					
The <i>What, Why, and How</i> of Proficiency Scales	X				
Planning and Teaching in the Mastery-Based Classroom		X			
Ensuring Valid, Reliable, and Fair Assessments			X		
Encouraging Student Use of Proficiency Scales to Ensure Equity in the Classroom				X	X
Mike Ruyle					
Instructional Leadership That Transforms: Critical Behaviors That Foster a Mastery-Based Learning School	X				
What Is Trauma and Culturally Responsive Teaching?		X			
Personalizing Instruction in a Mastery-Based Classroom			X		
Customizing the Critical Concepts				X	

The New Art and Science of Classroom Assessment					X
Bill Zima					
The Skill Sets and Mindsets of Student Agency	X				
The Framework for Building Student Agency: Designing Units		X			
Scheduling to Challenge Learners: Continuous Flexible Grouping to Scheduling			X		
How to Use Questions to Drive Personalized Instruction and Assessment				X	
Leading for Continuous Improvement					X

Agenda is subject to change.

Session Descriptions—Day 1

KEYNOTE

Patrick B. Hardy

Mastery-Based Learning: It's Not a Moment, It's a Movement

Mastery-based learning provides the industry with an authentic opportunity for systemic change. Patrick B. Hardy makes the case for mastery-based learning as a needed systemic change. By fostering the circuit board metaphor, mastery-based learning—when implemented fully—impacts an entire system rather than siloed initiatives. Dr. Hardy demonstrates how to innovate instruction using proficiency scales, introduce new leadership practices, foster student agency, and present a new vision for education.

MORNING BREAKOUT SESSIONS

Debbie Aholt

The Journey Toward Mastery-Based Learning

The journey toward mastery-based learning must be taken through shared leadership. In this session, Debbie Aholt provides a framework for all schools to build guarantees to support the adults that impact student achievement. Using the framework, a school can support its transition to mastery-based learning, onboarding, and sustainability.

Participants in this session learn:

- How to use the organizational framework for planning and implementing mastery-based learning in the school
- Strategies for onboarding new teachers
- Specific steps to support adult learners and build sustainability

Patrick B. Hardy

Transformational Leadership: Competency-Based Learning for School Leaders

Too often, leaders bring new initiatives to schools and districts that demand change from teachers and other members of the organization. However, the leaders rarely—if ever—alter their professional practices, which travel unchanged with them from role to role.

Competency-based leaders must recognize their role as innovators and then identify and incorporate new tactics that align with a substantive and unprecedented systemic change. In this session, Patrick B. Hardy demonstrates strategies that will assist leaders as they establish competency-based organizations that better serve all students.

Dr. Hardy provides participants the tools to:

- Describe the limiting beliefs that hamper large-scale transformation efforts.
- Explore the four roles of a transformational leader.

- Design a personal plan that applies and incorporates practice strategies for implementing change through their roles.

Jan K. Hoegh

The What, Why, and How of Proficiency Scales

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

Participants learn:

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

Mike Ruyle

Instructional Leadership That Transforms: Critical Behaviors That Foster a Mastery-Based Learning School

Evolving educational schemas systemwide to mastery-based learning models requires a fundamental shift in how business is done in schools at all levels. Successfully evolving our schools into the future demands strong leaders with vision, skill, and unwavering conviction. This is the most difficult—yet critical—work educators do and the essence of true educational reform.

Mike Ruyle presents effective leadership strategies principals should employ during the implementation and ongoing evolution of MBL to increase the likelihood of it becoming the norm in a school's culture.

Bill Zima

The Skill Sets and Mindsets of Student Agency

We cannot teach our students everything, so we must prepare them for anything. Being prepared requires one to have specific skill sets and mindsets of success. In this session, Bill Zima proposes a list of skill sets and mindsets that learners need to be prepared for the life they will look to control. Participants explore the accompanying proficiency scales created to support the development of the skill sets and mindsets of agency.

Participants can expect to:

- Identify from a list the proposed mindsets and skill sets for learning.
- Use proficiency scales for the mindsets and skill sets of learning to offer learners opportunities to develop agency.
- Describe how the mindsets and skill sets of learning support the cycle of agency.

AFTERNOON BREAKOUT SESSIONS

Debbie Aholt

The Role of the Collaborative Team in Mastery-Based Learning

The most valuable resource teachers have is each other. Mastery-based learning excels when the work of a collaborative team is clarified, communicated, evaluated, and held to high standards. Debbie Aholt takes a deep dive into the work of the collaborative team through the lens of mastery-based learning. Leaders, instructional coaches, and teacher teams receive specific examples and differentiated strategies to continuously improve each collaborative team in their school.

Participants in this session can expect to:

- Understand the roles and responsibilities of a member of a collaborative team.
- Learn strategies for increasing the impact of the collaborative team.
- Reflect on their current realities as members of a collaborative team and set goals.
- Consider how the school may support collaborative teams.

Patrick B. Hardy

Implementation Challenges and Solutions to Mastery-Based Learning

You and your team may be simply considering mastery-based learning and its potential in your district, you may be in the initial phase of your implementation, or you may be further along. Regardless of your status, learning about the challenges, roadblocks, and failures—and the strategies to overcome them—will benefit you in your journey.

Participants can expect to:

- Explore the challenges other implementers have faced during their process.
- Learn about the strategies other educators have used to overcome obstacles.
- Understand which actions did not yield the intended results and why.
- Through reflection, consider potential or existing challenges in their schools or districts and design action steps to achieve success.

Jan K. Hoegh

Planning and Teaching in the Mastery-Based Classroom

Coming soon!

Mike Ruyle

What Is Trauma and Culturally Responsive Teaching?

Ultimately, the function of schools is to foster healthy and resilient people and prepare every student with the skills to be successful in life beyond the school building. When schools are organized in ways that provide a web of support and foster developmental relationships for students with their teachers and peers, they also cultivate key conditions for learning, such as

engagement, agency, connectedness, challenge, respect, and physical, intellectual, and emotional safety.

In this session, Mike Ruyle demonstrates how schools can address critical pivot points of the school wellness wheel to better facilitate the healthy development of the whole child, enhance culturally responsive approaches to academic mastery, and personalize high-level learning for every student.

Bill Zima

The Framework for Building Agency: Designing Units

Building learning opportunities that develop agency in all learners has four requirements: inquiry starter, clear learning targets, application of knowledge, and reflection. In this session, Bill Zima discusses the framework for building agency that can guide every educator.

Participants can expect to:

- Understand the four areas of the framework for building student agency and their role in supporting the cycle of agency.
- Describe why having a framework to guide instructional decisions is important for building effective and efficient learning opportunities.
- Explain how the framework supports the theories and concepts of mastery-based learning.

AFTERNOON KEYNOTE

Jan K. Hoegh

Proficiency Scales: The Gatekeeper to Effective Mastery-Based Learning

Effective mastery-based learning is grounded in clarifying non-negotiable learning through the development and use of proficiency scales in the classroom. In this keynote, Jan K. Hoegh gives an overview of proficiency scales and presents a compelling case for their importance. In this high-energy and interactive learning opportunity, Jan shares multiple ways these incredible tools are used in a mastery-based classroom by teachers, students, and, ultimately, parents.

Session Descriptions—Day 2

KEYNOTE

Bill Zima

Fostering Student Agency: Own Their Learning, Own Their Future

Students owning their learning requires mastery-based learning. In order to become an active participant and develop the skill set and mindset of agency, the learning must be clear. In this keynote, Bill Zima explains how educators can use the clear learning targets found in proficiency scales to create learning opportunities that encourage students to reflect and recognize that they have developed the skill set necessary to control their futures.

MORNING BREAKOUT SESSIONS

Debbie Aholt

Using Instructional Strategies to Build Equity in the Classroom

How can we ensure equity in the classroom when our students don't all start on third base? Schools must work smarter—not harder—to implement research-based instructional strategies aligned to proficiency scales. As a result, this helps to close the gap and move students beyond proficiency by building equity in the classroom.

Participants in this session can expect to:

- Understand how the use of proficiency scales ensures equity in the classroom.
- Learn instructional strategies for meeting the differentiated needs of students.
- Discuss how to maintain high expectations when scaffolding instruction.

Patrick B. Hardy

Ensuring Equity Through Mastery-Based Learning

As a result of social unrest, equity has quickly gained momentum in education and other institutions. Today, equity may be in danger of becoming a fad or latest craze that is limited in its intended impact on educational systems or instructional practices, which may result in progress and momentum being short-lived. Mastery-based learning offers a more visible and applicable framework that sustains equitable practices. In this session, Patrick B. Hardy shares how mastery-based learning can help educators shift equity from mindset work that merely relates to instruction to strategies that intentionally alter instructional practices.

Dr. Hardy provides participants the tools to:

- Describe the phases of the equity proficiency continuum.
- Align their current work to the continuum.
- Identify the necessary steps to advance their school or district's work through mastery-based learning.

Jan K. Hoegh

Ensuring Valid, Reliable, and Fair Assessments

Teachers work diligently to obtain accurate information about student achievement. This is ensured through the administration of valid, fair, and reliable assessments. This assessment information is especially important for informing instructional planning. Join Jan K. Hoegh in this interactive session to learn how to ensure classroom assessments meet these technical quality components. Participants can expect to walk away with ideas, insights, and information that can be applied in any classroom.

Participants in this session:

- Gain an understanding of the terms *valid*, *reliable*, and *fair* in relation to classroom assessments.
- Examine classroom strategies for each technical quality component.
- Explore how to effectively use results from classroom assessments.

Mike Ruyle

Personalizing Instruction in a Mastery-Based Classroom

A vital element of mastery-based learning is a teacher's ability to personalize instruction for students based on their skill level and learning progress. In this session, Mike Ruyle dives into *The New Art and Science of Teaching*, focusing on specific strategies that can be used to differentiate instruction based on student needs and strengths.

Participants can expect to:

- Discuss the need to differentiate instruction for students based on their needs and skill levels.
- Deepen our knowledge of the *why* and *how* of feedback, content, and context in the instructional framework of teaching and learning.
- Learn new ways to energize students and move them from compliance to engagement.
- Have fun learning and growing as a professional!

Bill Zima

Scheduling to Challenge Learners: Continuous Flexible Grouping to Scheduling

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 can take many forms: from the single-classroom teacher using evidence to create flexible groups, to school teams, to the entire school developing schedules to support the learner's voice, choice, and challenge. Participants in this session explore principles of learning and how they can be realized through evidence gathered from classroom assessments of the proficiency scales.

Participants can expect to:

- Explore various strategies for working within the single classroom to generate groups for the level of learning students need.
- Understand the important considerations that must be made to build an effective schedule in a competency-based system.
- Learn strategies for making initial placements for students in a personalized competency-based classroom.

AFTERNOON BREAKOUT SESSIONS

Debbie Aholt

The Data That Surrounds Us

Schools have more data at their fingertips than ever before. Making data visible and using it effectively takes will and skill from everyone in the system. Debbie Aholt provides examples, checklists, and learning progressions for building a classroom and school culture where data is the catalyst for improving learning and instruction, instead of being used as an endpoint or comparison.

Participants in this session learn:

- Processes for building student and teacher ownership by effectively tracking learner progress using data boards, data notebooks, and data walls
- How to implement data talks to impact student and teacher achievement
- The importance of celebration

Patrick B. Hardy

Getting Started with Mastery-Based Learning: A Marzano Academies Model

With so many varied theoretical approaches to mastery learning inundating the field, practitioners seeking to get started will appreciate a well-designed blueprint for implementation. The Marzano Academies model provides leaders and improvement teams with a practical pathway for establishing highly reliable competency-based organizations and an evaluation framework for diagnosing systemic change. Participants in this session explore the phased approach to implementing the sixteen researched school-level indicators and how they work interdependently to produce a high-quality and consistent education for all learners.

Participants can expect to:

- Describe the sixteen school-level indicators of the Marzano Academies model.
- Identify how a phased approach can enhance their implementation plan.
- Understand how the Marzano Academies model best addresses the interconnectedness of the education systems.

Jan K. Hoegh

Encouraging Student Use of Proficiency Scales to Ensure Equity in the Classroom

Proficiency scales are in the center of a mastery-based classroom. While they are certainly a tool prominently used by classroom teachers, the full power of scales is unleashed when students

understand and use proficiency scales on a frequent basis in a variety of ways. Join Jan K. Hoegh in this interactive breakout session to learn how to ensure that students understand the *what* and *how* of proficiency scales. Participants are presented with a plethora of authentic classroom examples to take back to their own learning environment!

Participants learn:

- How to teach students about proficiency scales
- Different ways to engage students in using proficiency scales in the classroom

Mike Ruyle

Customizing the Critical Concepts

Ensuring that every student can master the critical skills and knowledge to be successful in college and career is the foundational purpose of schools. Rather than plowing through curricula based on pacing guides, teachers and students must focus on mastery of identified skills and knowledge that can be applied in future settings.

Thus, learning goals and proficiency scales are foundational elements of mastery-based learning. Mike Ruyle demonstrates how the critical concepts—proficiency scales designed by Marzano Resources—can be customized for use in schools based on specific needs, state requirements, and teacher expertise.

Bill Zima

How to Use Questions to Drive Personalized Instruction and Assessment

How does one get the mind into a state of inquiry? Ask the right questions at the right time. Humans are driven to find answers to questions that intrigue them. In this session, Bill Zima shows participants how to prime the pump and use questions to power and guide discussions beyond finding the answer.

Participants can expect to:

- Use proficiency scales as the basis for a classroom assessment system that includes unobtrusive assessments of student thinking.
- Describe how questions can be used to invigorate and sustain productive discussions as evidence of student thinking.
- List the steps to the Question Formulation Technique.

Session Descriptions—Day 3

MORNING BREAKOUT SESSIONS

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The Journey Toward Mastery-Based Learning

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- Different ways to engage students in using proficiency scales in the classroom

Mike Ruyle

The New Art and Science of Classroom Assessment

One of the four pillars of mastery-based learning entails a view of assessment as the primary method to gain insight into student learning and provide feedback to students. In this session, Mike Ruyle, co-author of *The New Art and Science of Classroom Assessment*, provides a new vision that inspires educators to evolve their assessment skills to focus on providing feedback and guidance.

Participants can expect to:

- Discuss the need for greater assessment literacy.
- Consider a new paradigm of classroom assessment.
- Learn how to design valid, reliable, and fair classroom assessments aligned to proficiency scales.
- Explore how to use multiple assessments to better determine true indicators of knowledge.
- Engage with technology to monitor assessment data and report on student progress.

Bill Zima

Leading for Continuous Improvement

Schools do amazing things every day to support learners in developing the mindsets and skill sets of agency. But while no school is perfect, our learners deserve better than “good enough.” So, how do we support teachers in building the capacity to design learning opportunities that develop agency in all? In this session, Bill Zima shares the three aspects necessary for all successful changes: communication, teamwork, and action planning.

Participants can expect to:

- Learn that the role of a leader of change is to set a vision and communicate, communicate, communicate.
- Recognize the need for different structures for meetings depending on their purpose.
- Identify the seven reasons people resist change and understand those reasons as a form of lack of clarity or exhaustion.

KEYNOTE

Mike Ruyle

Healing and Resilience-Centered Education: Evolving Our Schools Into the Future

Our classrooms hold a special place in the pantheon of human services. Schools are uniquely positioned to impact every child, every family, and the overall community in ways unavailable to other social service organizations. Schools can also have the immense potential to buffer the negative effects of stress and trauma, enhance the process of cognitive, social, and emotional growth, and promote resilience in the learners they serve daily. In this session, Dr. Mike Ruyle ties together all the elements of the Marzano Mastery Learning Institute and presents a specific framework to help schools provide dynamic, rich contexts that can better facilitate the healthy development and high-level learning of all students.