

HRS Summit PEP Agenda

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Philip B. Warrick—*High Reliability Leadership: Taking Responsibility for Outcomes*

Philip B. Warrick—*District Leadership for High Reliability Schools*

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Mario Acosta—*Response to Intervention: Aligning Goals, Data, and Systems*

Shelley Gies—*A Six-Step Process for Direct Vocabulary Instruction*

Melanie Lewis Magee—*Determining Essential Standards*

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Session Descriptions

Keynotes

Robert J. Marzano & Philip B. Warrick

What Can HRS Do for You?

Schools are called on daily 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 learning ideal for all students. This requires a clear and concise approach to the business of teaching and learning. In this keynote, Robert J. Marzano and Philip B. Warrick share 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.

Participants learn:

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

Mario Acosta

Developing a Culture of Success: Putting HRS Into Practice

In this keynote, Mario Acosta shows participants how to develop an HRS culture focused on best practice, mindset, progress monitoring, and celebration. Dr. Acosta highlights critical components of the HRS framework and makes connections to examples of practice.

Participants gain insight into:

- Developing an HRS culture in their districts and campuses
- Best practices for monitoring and evaluation systems
- How best practices are supported by the HRS process

Tina H. Boogren

Turning Inspiration Into Action: Now What?

Being surrounded by like-minded educators is incredibly inspiring. 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 helps participants turn their inspiration into HRS action through a process of continuous improvement, where small changes and improvements add up to significant benefits for students.

Participants learn:

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

General HRS

Philip B. Warrick

From Survey to Certification: Understanding the HRS Process

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 learn:

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

High Reliability Leadership: Taking Responsibility for Outcomes

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

Participants learn:

- 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 implementation
- How to sustain high reliability leadership and strategic planning

District Leadership for High Reliability Schools

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 gain an understanding of:

- 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

Mario Acosta

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

During this session, Mario Acosta shares 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 also 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:

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

Level 1

Tina H. Boogren

Motivating and Inspiring Students: Student Agency and Social–Emotional Learning

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

Mario Acosta

Fostering High-Functioning Collaborative Teams

Mario Acosta has led the implementation of the HRS framework at level 1 in three public schools. In this session, he 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 the resulting collaborative teams process. Participants explore how to install high-functioning collaborative teams and discuss ways to monitor and provide feedback to teams.

Participants learn:

- 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

Toby Boss

Input, Feedback, and Celebration

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 results and celebrate successes.

Participants 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

Level 2

Philip B. Warrick

Little Things Make a Difference: Effective Evaluation and Instructional Coaching

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

Participants will:

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

Tina H. Boogren

Supporting Beginning Teachers

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 practice that are engaged in the high reliability schools framework.

Participants explore:

- 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

Level 3

Jan K. Hoegh

The *What*, *Why*, and *How* of the Critical Concepts

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
- Experience the customization process for a selected critical concept
- Examine how the critical concepts can be used to support a school's planning, instructional, assessment, and feedback processes

Mario Acosta

Response to Intervention: Aligning Goals, Data, and Systems

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. Mario Acosta delves deeply 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 gain insight into:

- Level 3 HRS framework components
- Planning and implementing intervention practices on campus
- Implementing data systems, academic interventions, and behavior interventions

Shelley Gies

A Six-Step Process for Direct Vocabulary Instruction

Vocabulary instruction provides a firm foundation for literacy development and academic achievement. In this session, participants learn a practical system to implement direct vocabulary instruction for basic (Tier 1), advanced (Tier 2), and academic (Tier 3) terms. Participants also discover the six-step process of teaching academic terms.

Participants learn:

- the importance of students having strong foundational vocabulary
- the difference between Tier 1, Tier 2, and Tier 3 vocabulary terms
- the six-step process for teaching academic (Tier 3) terms

Melanie Lewis Magee

Determining Essential Standards

State instructional standards are a mile wide and an inch deep, making it difficult for teachers to ensure that all students master them. What if there was a way to ensure that students learned the most critical information that set them up for success at the next level, whether that be unit, course, or grade? As schools grapple with unfinished learning caused by COVID-19, it is even more critical to provide teachers and students with a guaranteed and viable curriculum.

Participants learn how to:

- Identify the importance of selecting essential standards.
- Select standards with input and feedback from teachers, as well as campus and district administrators.
- Monitor the implementation of essential standards.

Level 4

Robert J. Marzano

Making Classroom Assessments Valid and Reliable

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 the reliability and validity of classroom assessments
- Learn how to obtain expanded views of assessment data while administering fewer tests
- Investigate how formative and summative scores can generate more precise estimates of student status and growth

Philip B. Warrick

A Teacher's Guide to Standards-Based Learning and Grading

As teachers proactively focus on the concept of standards-based teaching and learning, they can also begin to align grading practices to clearly show what students know and can do. This is the concept of standards-based grading. We currently work in a criteria-referenced era of education, with each student being expected to meet or exceed the criteria set by state or local standards. Participants in this session learn how to implement standards-based grading practices within a classroom, as a collaborative team, or across a school or district.

Participants will:

- Explore the concepts of standards-referenced and standards-based grading
- Learn the concept of proficiency scales and how they form the backbone for standards-based grading practices
- Discover how to use standards-based grading practices while still reporting in a traditional grading format

Level 5

Bill Zima

Instruction in a Competency-Based System

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 a 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 learn:

- Strategies to help students understand and navigate the learning expectations of a standard and utilize personal tracking matrices and proficiency scales
- Ways to celebrate student status and growth on specific measurement topics
- Various lesson types and their applicability, such as direct instruction, practicing and deepening, and knowledge application

Reporting and Grading in a Competency-Based System

In a traditional system, grading and reporting are 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 learn how to:

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