

# High Reliability Schools™ Summit

## Portable Event Package

### Course Overview

The Portable Event Package course is structured for your optimal learning experience. Keynote sessions drive home the main ideas and themes, and breakout sessions support the keynotes. Marzano Resources recommends viewing the keynotes in the order presented. Please select breakout sessions to match your viewing needs.

PEP participants have access to sessions for 90 days from the date they click “I agree” on the acknowledgement within the virtual platform. Sessions may feature downloadable handouts or PowerPoint slides. Handouts and slides will be available on the virtual platform on the “Additional Resources” tab.

#### Keynotes

**Robert J. Marzano & Philip B. Warrick**—*The Five Big Ideas of Leading a High Reliability School*

**Mario I. Acosta**—*Effective School Culture: The Foundation of a High Reliability School*

**Tina H. Boogren**—*It Starts With Us: Educator Wellness to Enhance HRS*

#### Breakouts—General HRS

**Philip B. Warrick**—*From Survey to Certification: Understanding the HRS Process*

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

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

**Mario Acosta**—*Using HRS to Create and Monitor Campus Improvement Plans: A Practitioner’s Guide*

#### Breakout—All Levels

**Philip B. Warrick**—*Data-Driven Leadership: Exploring the Use of Lagging Indicators and Quick Data*

#### Breakouts—Level 1

**Tina H. Boogren**—*Motivating and Inspiring Students: Student Agency and Social-Emotional Learning*

**Tina H. Boogren**—*The Science of Educator Wellness: Hacks for Busy Educators*

**Mario Acosta**—*Fostering High-Functioning Collaborative Teams*

**Mario I. Acosta**—*Establishing a Safe, Supportive, and Collaborative Culture*

#### Breakouts—Level 2

**Philip B. Warrick**—*Little Things Make a Difference: Effective Evaluation and Instructional Coaching*

**Philip B. Warrick**—*Improving Teacher Development: Strategies for Effective Teacher Evaluation and Feedback*

**Tina H. Boogren**—*Supporting Beginning Teachers With the New Art and Science of Teaching*

### Breakouts—Level 3

**Jan K. Hoegh**—*The What, Why, and How of the Critical Concepts*

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

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

**Melanie Lewis Magee**—*Determining Essential Standards*

### Breakouts—Level 4

**Robert J. Marzano**—*Making Classroom Assessments Reliable and Valid*

**Philip B. Warrick**—*A Teacher's Guide to Standards-Based Learning and Grading*

### Breakouts—Level 5

**Bill Zima**—*Instruction in a Competency-Based System*

**Bill Zima**—*Reporting and Grading in a Competency-Based System*

# Session Descriptions—Keynotes

## Robert J. Marzano & Philip B. Warrick

### **The Five Big Ideas of Leading a High Reliability School**

The High Reliability Schools (HRS) framework and the big ideas of an HRS provide schools with the tools to move beyond the concept of having a successful school and on to being a school in which each student finds success. The five big ideas of an HRS empower schools to address the unique challenges they face with successful systems and interventions, engage in the concept of data-driven leadership, and ensure equity in learning. In this keynote, Philip B. Warrick and Robert J. Marzano overview each of the five big ideas for an HRS:

1. Becoming an HRS is a measurement process.
2. Certain levels of the HRS framework have a more direct relationship to student achievement, as measured by external tests, than others.
3. Schools must tailor programs and practices to their specific needs.
4. Without adequate focus and energy, even effective programs and practices will start to degrade.
5. Standards-referenced reporting and competency-based education are at the top of the HRS framework because of their magnitude of change and their focus on equity.

## Mario I. Acosta

### **Effective School Culture: The Foundation of a High Reliability School**

Cultivating an effective school culture is the foundation for a high reliability school. School culture represents the collective identity of the school, playing a critical role in shaping the overall work climate, employee engagement, productivity, and the achievement of the school's goals. Culture is an intangible yet influential aspect that guides attitudes and behaviors of individuals within the school and contributes to its unique identity and success. In this keynote, Mario I. Acosta provides an overview of the components of effective school culture and makes connections to the high reliability concepts. Dr. Acosta equips participants with research-based strategies to foster a positive and inclusive school culture. This keynote empowers participants to create an environment in which each student, teacher, and staff member thrives academically, emotionally, and professionally.

## Tina H. Boogren

### **It Starts With Us: Educator Wellness to Enhance HRS**

The research is clear: Teachers matter more in ensuring student achievement than any other aspect of schooling. But what happens when the teacher is burned out and overwhelmed? To enhance student achievement through a commitment to HRS, we must ensure that our educators are well. By utilizing research-backed strategies for educator wellness, Tina H. Boogren presents a hierarchy and strategies that help educators of all levels and backgrounds learn how to bring their very best selves to their students each day.

Participants gain insight into:

- Foundational research and theory on educator wellness and how this connects to HRS and student achievement
- A hierarchy of needs and goals K–12 educators can use to create personalized wellness plans
- Simple but powerful strategies and tools that can be implemented immediately

# Session Descriptions—Breakouts

## 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. Beginning in the fall of 2020, HRS certification will be done through an online platform that allows efficient interaction between the certifier and the school. In this session, Phil Warrick explores the process and requirements for certification in each level and explains the concept of certification using the online portal.

Outcomes from this session include:

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

#### **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**

Participants in this session explore how the HRS framework can be used to create, implement, and monitor campus improvement plans. Using the HRS leading indicators to design improvement goals, participants discuss potential lagging indicators and quick data systems to create the conditions for ongoing monitoring of the campus improvement plan. Participants review examples of practice from current HRS network schools and have an opportunity to ask questions and receive feedback regarding their current campus improvement plan.

Outcomes from this session include:

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

## All Levels

### Philip B. Warrick

#### **Data-Driven Leadership: Exploring the Use of Lagging Indicators and Quick Data**

The HRS process engages schools in data-driven leadership with two specific types of data: lagging indicators and quick data. Lagging indicators bring data-driven leadership into focus by serving as strategic targets for school improvement and indicating that a school's systems are healthy and working. Quick data serves as a school's safeguard against system entropy. The use of quick data creates an information loop to periodically monitor the health of a school's systems and alert the school to take action before errors become system failures. These two data-driven concepts correlate to a leadership tool known as a sigmoid curve, which assists school leaders in the process of implementing data-driven leadership.

Participants learn:

- How to use lagging indicators in the strategic planning process to monitor progress in implementing strategic systems
- Three types of quick data and how quick data strategies can be identified and gathered
- Updated leadership accountability scales, which include multiple examples of lagging indicators and quick data

## 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 interactive session, Tina H. Boogren outlines the six levels of Maslow's hierarchy of needs that educators can use to provide engaging instruction to students and provides sample strategies associated with the most essential levels.

Outcomes from this session include:

- Understanding the core aspects of attention, engagement, 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

## **The Science of Educator Wellness: Hacks for Busy Educators**

Recent research shows that 93 percent of educators report high levels of job-related stress. Not only is this a concern for our educators, but it's also a severe problem for our students. Students with stressed-out teachers have more behavior issues, and those students have lower overall achievement. In this session, Tina H. Boogren explores easy-to-implement wellness hacks that positively impact both the adults and the students in your classroom, building, or district.

Participants can expect to:

- Review the four seasons of a typical school year and examine how to help yourself or your staff members thrive in each phase.
- Explore self-care or wellness hacks that are easy to implement at the personal and professional levels and correlate to the phases of the school year.
- Discover ways to motivate and inspire yourself or your staff so they can lead by example for their students.

## **Mario I. Acosta**

### **Fostering High-Functioning Collaborative Teams**

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

Outcomes from this session include:

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

### **Establishing a Safe, Supportive, and Collaborative Culture**

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

Participants in this session:

- Explore the components of effective school culture to audit their own school or district culture.
- Learn how to identify, solidify, and leverage their school's invisible culture.
- Understand the differences and connections between climate and culture to effectively leverage these concepts to sustain an effective culture.

## 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 in this session:

- Examine key differences between evaluation and coaching and explore the parallel roles each plays within the HRS model.
- Explore the Marzano models of instructional coaching and teacher observation.
- 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.

#### **Improving Teacher Development: Strategies for Effective Teacher Evaluation and Feedback**

Supervision of instruction should involve effective, growth-based observations and evaluations. Traditionally, observations and evaluations have been more of a measurement process, rather than a growth-based process that can help feed collective teacher efficacy. In this session, Philip B. Warrick focuses on strategies to help administrators cultivate more time in which to conduct observations and evaluations. He addresses six principles for growth-based evaluations for schools to consider and demonstrates a process by which districts can develop their own growth-based evaluation systems.

Participants learn:

- Specific strategies for cultivating time to conduct observations and evaluations
- Principles for teacher evaluation that can be applied to current evaluations systems to make them more growth-based in nature
- A systemic approach to teacher evaluation that provides accurate evaluation data in three specific types of classroom evaluation

### Tina H. Boogren

#### **Supporting Beginning Teachers With the New Art and Science of Teaching**

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 within the HRS framework.

Participants explore:

- Foundational research and theory on supporting beginning teachers
- The phases that a beginning teacher goes through and how to differentiate support
- Sample strategies to help mentors and coaches provide essential physical, emotional, instructional, and institutional support for beginning teachers

## 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.

Outcomes from this session include:

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

### Mario I. Acosta

#### **An Introduction to Response to Intervention: Aligning Goals, Data, and Classroom Systems**

In this session, participants explore how the High Reliability Schools (HRS) framework can be used to align school improvement goals to student data systems and academic and behavior interventions. Mario I. Acosta explores HRS level 3, which is focused on classroom-level intervention systems. Participants are shown examples of data systems, academic interventions, and behavior interventions from HRS network schools.

Participants in this session:

- Understand the components of the HRS framework at level 3 and how to plan for and implement intervention practices on campus.
- Discuss the implementation of data systems, academic interventions, and behavior interventions.
- Explore examples of implementation and practice from current HRS network schools.

### 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 Reliable and Valid**

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.

Learning outcomes include:

- Understanding reliability and validity of classroom assessments
- Obtaining expanded views of assessment data while administering fewer tests
- Investigating 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.

Outcomes from this session include:

- Understanding the concepts of standards-referenced and standards-based grading
- Learning the concept of proficiency scales and how they form the backbone for standards-based grading practices
- Discovering 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 the proficiency scale and progress from not knowing to knowing to understanding. The structure of proficiency scales allows teachers to be clear about what foundational knowledge (level 2 content) students will use to demonstrate they understand the concept or can execute the skill without error (level 3 targeted content).

Outcomes from this session include:

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

#### **Reporting and Grading in a Competency-Based System**

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

Outcomes from this session include:

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