



BREAKOUT SESSION GUIDE

HRS Summit Portable Event Package Session Descriptions

KEYNOTES



What Can HRS Do for You?

Presenter: Phil Warrick

Daily, schools are called 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 ideal of learning for all students. This requires a clear and concise approach to the business of teaching and learning. In this keynote, Phil Warrick shares 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 will:

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

HRS Levels 3 and 4: Making It Real

Presenter: Tammy Heflebower

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:

- Explore practical, technically sound qualities of classroom assessments and validate their use for student reporting (HRS level 3 leading indicators 3.1–3.3)
- Review strategies for making proficiency scales come to life for teachers and students (HRS level 4 leading indicator 4.1)
- Design multiphase implementation plans for standards-referenced learning (HRS level 4)

The High Reliability Teacher

Presenters: Robert J. Marzano, Cameron L. Rains

Advancing teachers' pedagogical skills and knowledge is a critical component of teacher development. The High Reliability Teacher (HRT) certification is designed to guide teachers through the process of increasing their knowledge and skills in three specific areas: effective use of instructional strategies, student learning, and valid and rigorous feedback. In this keynote, Robert J. Marzano explains how the sequence of tasks and feedback-driven process inherent in the HRT program scaffolds teacher learning and builds over four courses, culminating in a certification at the completion of each course.

Participants will:

- Understand the benefits of timely and specific feedback using a granular model of instruction
- Uncover the growth process behind viewing and reflecting on video recordings of one's own instruction
- Recognize the rationale behind collecting and reporting evidence of student growth and the reliability of classroom assessments

BREAKOUT SESSIONS

General HRS Content

From Survey to Certification: Understanding the HRS Process

Presenter: Phil Warrick

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.

Participants will:

- Explore the concept and process of HRS certification
- Understand the concept of quick data and its role in the HRS and certification process
- Review the digital platform and process used for determining HRS certifications

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

Presenter: Mario Acosta

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

Crafting Your Message: Presentation Tips and Tricks for Educators

Presenter: Tammy Heflebower

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:

- Discover a planning tool to frame a meaningful message for adult learners
- Gain an understanding about various speaking roles and ways to enhance effectiveness in each role
- Obtain tips, tricks, and techniques for creating a memorable message

BREAKOUT SESSIONS

Level 1: Safe, Supportive, and Collaborative Culture

Motivating and Inspiring Students: Student Agency and Social-Emotional Learning [Level 1]

Presenter: Tina Boogren

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.

Participants will:

- Understand the foundational research and theory on motivation and inspiration
- Discover ways to create a culture in schools and classrooms that awakens teachers and students to new possibilities and excitement
- Explore 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

Fostering High-Functioning Collaborative Teams

Presenter: Mario Acosta

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:

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

Input, Feedback, and Celebration

Presenter: Toby Boss

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
- Explore how to design methods of input around key initiatives
- Learn how to act on input and celebrate successes

BREAKOUT SESSIONS

Level 2: Effective Teaching in Every Classroom

Little Things Make a Difference: Effective Evaluation and Instructional Coaching

Presenter: Phil Warrick

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

Supporting Beginning Teachers [Level 2]

Presenter: Tina Boogren

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 the foundational research and theory on supporting beginning teachers
- Acquire specific strategies to provide the essential physical, emotional, instructional, and institutional support for beginning teachers
- Learn 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

BREAKOUT SESSIONS

Level 3: Guaranteed and Viable Curriculum

The What, Why, and How of the Critical Concepts

Presenter: Jan Hoegh

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

Response to Intervention: Aligning School Improvement Goals With Data and Intervention Systems

Presenter: Mario Acosta

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 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
- Review examples of implementation and practice from current HRS network schools

BREAKOUT SESSIONS

Level 4: Standards-Referenced Reporting

Making Classroom Assessments Valid and Reliable

Presenter: Robert J. Marzano

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

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

Presenter: Philip B. Warrick

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

BREAKOUT SESSIONS

Level 5: Competency-Based Education

Instruction in a Competency-Based System

Presenter: Bill Zima

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:

- Gain strategies to help students understand and navigate learning expectations of a standard and utilize personal tracking matrices and proficiency scales
- Discover ways to celebrate student status and growth on specific measurement topics
- Explore 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

Presenter: Bill Zima

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 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