

# High Reliability Schools Model Agenda

## Day 1

7:30–7:50 a.m.	Registration
7:50–8:00 a.m.	<b>Introduction and Overview</b> —Host and HRS Associate
8:00–9:30 a.m.	<b>Session</b> —Philip B. Warrick <i>What Can HRS Do for You?</i>
9:30–9:45 a.m.	<b>Directed Q&amp;A Session</b> —HRS Associate
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	<b>Session</b> —Mario Acosta <i>Developing a Culture of Success: Putting HRS Into Practice</i>
11:30 a.m.–12:30 p.m.	<b>Lunch</b>
12:30–1:00 p.m.	<b>Directed Work Session</b> <i>Begin action steps for continuous improvement</i>
1:00–2:30 p.m.	<b>Session</b> —Tina H. Boogren <i>Motivating and Inspiring Students: Student Agency and Social-Emotional Learning</i>
2:30–2:45 p.m.	Break
2:45–3:15 p.m.	<b>Team Time</b> <i>The HRS associate leads a session on putting HRS into practice.</i>
3:15–3:30 p.m.	<b>Inspiration and Closing Comments</b> —Host and PLC Associate

## Day 2

7:30–7:50 a.m.	Registration
7:50–8:00 a.m.	<b>Reconnection</b> —Host and HRS Associate
8:00–9:30 a.m.	<b>Session</b> —Toby Boss <i>Six Steps for Effective Teaching in Every Classroom</i>
9:30–9:45 a.m.	<b>Directed Q&amp;A Session</b> —HRS Associate
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	<b>Session</b> —Philip B. Warrick <i>Collaborative Teams That Transform Schools</i> or <b>Customized Session</b> with the HRS Associate
11:30 a.m.–12:30 p.m.	<b>Lunch</b>
12:30–1:00 p.m.	<b>Directed Work Session</b> <i>Continue action steps for continuous improvement</i>
1:00–2:30 p.m.	<b>Session</b> —Tina H. Boogren <i>Turning Inspiration Into Action: Now What?</i>
2:30–2:45 p.m.	Break
2:45–3:15 p.m.	<b>Team Time</b> <i>Communicate a clear vision within your team.</i>
3:15–3:30 p.m.	<b>Inspiration and Closing Comments</b> —Host and PLC Associate

## Optional Sessions

- Mario Acosta—*Response to Intervention: Aligning Goals, Data, and Systems*
- Jan K. Hoegh—*A Teacher's Guide to Standards-Based Learning*

# Session Descriptions



## 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

## 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. 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





## **Tina H. Boogren**

### **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. 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

### **Turning Inspiration Into Action: Now What?**

Being surrounded by like-minded educators is incredibly inspiring. The challenge is holding on to 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





## **Toby Boss**

### **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 implementation requires commitment. In this session, Toby Boss explains how schools that 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 can expect to:

- Communicate a clear vision of instruction
- Provide support to teachers
- Monitor instructional practices
- Give clear, ongoing evaluations of teachers' pedagogical strengths and weaknesses
- Furnish job-embedded professional development
- Supply teachers with opportunities to observe and discuss effective teaching



## **Jan K. Hoegh**

### **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. Jan K. Hoegh highlights the 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 can expect to:

- Learn ideas relevant to teachers in planning units of instruction
- Gain insights into aligning classroom assessments
- Obtain practical strategies for helping students set goals and track their progress





## **Philip B. Warrick**

### **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 learn:

- 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

### **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, Philip B. 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, educators can 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