

## 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> —Robert J. Marzano & Philip B. Warrick <i>The Five Big Ideas of Leading a High Reliability School</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 I. Acosta <i>Effective School Culture: The Foundation of a High Reliability School</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>The Science of Educator Wellness: Hacks for Busy Educators</i>
2:30–2:45 p.m.	Break
2:45–3:15 p.m.	<b>Team Time</b> <i>The HRS leads a session on putting HRS into practice.</i>
3:15–3:30 p.m.	<b>Inspiration and Closing Comments</b> —Host and HRS 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> —Philip B. Warrick <i>Data-Driven Leadership: Exploring the Use of Lagging Indicators and Quick Data</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 I. Acosta <i>An Introduction to Response to Intervention: Aligning Goals, Data, and Classroom Systems</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> Continue action steps for continuous improvement.
1:00–2:30 p.m.	<b>Session</b> —Tina H. Boogren <i>It Starts With Us: Educator Wellness to Enhance HRS</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 HRS Associate

### Optional Sessions

- Mario I. Acosta—*Establishing a Safe, Supportive, and Collaborative Culture*
- Philip B. Warrick—*Improving Teacher Development: Strategies for Effective Teacher Evaluation and Feedback*

# Session Descriptions—Day 1

## 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 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

### **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.

## Session Descriptions—Day 2

### 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

### 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.

### 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—Optional Sessions

### Mario I. Acosta

#### **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.

### Philip B. Warrick

#### **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