Monday, January 12

6:30–8:00 a.m.	Registration	Park View Registration
	Continental Breakfast	Hemisfair Prefunction
8:00–9:45 a.m.	**Keynote**—Philip B. Warrick *High Reliability Schools: Leading With Integrity*	Hemisfair Ballroom
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Breakout Sessions**	See page 2.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	**Panel Discussion**—*Presenters provide practical answers to your most pressing questions.*	Hemisfair Ballroom

Tuesday, January 13

7:00–8:00 a.m.	Registration	Park View Registration
	Continental Breakfast	Hemisfair Prefunction
8:00–9:45 a.m.	**Keynote**—Mario I. Acosta *Creating a Culture Where Students Thrive: The High Reliability Commitment*	Hemisfair Ballroom
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–1:30 p.m.	**Awards Ceremony**	
1:30–1:45 p.m.	Break	
1:45–3:15 p.m.	**Breakout Sessions**	See page 2.
3:15–3:30 p.m.	Break	
3:30–4:30 p.m.	**HRS Level-Specific Team Times**—*Presenters are available to aid in your collaborative team discussions.*	Hemisfair Ballroom

Wednesday, January 14

7:00–8:00 a.m.	Continental Breakfast	Hemisfair Prefunction
8:00–9:30 a.m.	**Breakout Sessions**	See page 2.
9:30–9:45 a.m.	Break	
9:45–11:30 a.m.	**Keynote**—Tina H. Boogren *The Human Side of HRS: Why Educator Wellness Matters*	Hemisfair Ballroom

Agenda is subject to change.

Breakout Sessions at a Glance

HRS levels are listed beneath titles in **bold red**. A red asterisk ***** indicates session will be repeated.
Rooms are listed beneath titles in blue.

Presenter	Monday, January 12		Tuesday, January 13		Wednesday, January 14
	10:00–11:30 a.m.	**1:00–2:30 p.m.**	**10:00–11:30 a.m.**	**1:45–3:15 p.m.**	**8:00–9:30 a.m.**
Mario I. Acosta	Connecting the HRS Framework to MTSS for Students: Effective Academic and Behavior Interventions **Levels 1–3** Room TBD	Improving Student Performance on Standardized Assessments **Level 3** Room TBD	Shaping Exceptional School Culture and Climate **Level 1** Room TBD	Leading Change: Transforming Schools With High Reliability Leadership **All Levels** Room TBD	High Reliability Teams: Installing, Supporting, and Monitoring the Collaborative Teams Process **Level 1** Room TBD
Tina H. Boogren	Introduction to the New Art and Science of Teaching **Level 2** Room TBD	Everyday Educator Wellness: Actionable Habits for Teacher Well-Being **Level 1** Room TBD	Motivating and Inspiring Students and Educators: Student Agency and Social-Emotional Development* **Level 1** Room TBD	Supporting Beginning and Veteran Teachers Through Educator Wellness and the New Art and Science of Teaching **Level 2** Room TBD	Motivating and Inspiring Students and Educators: Student Agency and Social-Emotional Development **Level 1** Room TBD
Shelley Gies	Introduction to Proficiency Scales and the Critical Concepts **All Levels** Room TBD	The New Art and Science of Teaching: Leveraging Student Engagement for Classroom Success **Level 2** Room TBD		The New Art and Science of Teaching: Building Effective Lesson Progressions Through Direct Instruction, Practicing and Deepening, and Knowledge Application **Level 2** Room TBD	The Six-Step Process for Direct Vocabulary Instruction in the Classroom **Levels 2 & 3** Room TBD
Shelley Gies & Robert J. Marzano			The High Reliability Teacher Journey: Achieving Expertise Across Instruction, Assessment, and Data **Level 2** Room TBD		
Jan K. Hoegh	Planning and Teaching in the Standards-Based Classroom **Levels 2 & 3** Room TBD	Using Informal and Formal Assessments in the Classroom **Levels 2 & 3** Room TBD	Communicating Effectively About Standards-Referenced Reporting **Level 4** Room TBD	Using Proficiency Scales Effectively in the Standards-Based Classroom **Level 3** Room TBD	Key Actions for Standards-Referenced Reporting **Level 4** Room TBD

| Presenter | Monday, January 12 | | Tuesday, January 13 | | Wednesday, January 14 |
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:45–3:15 p.m.	8:00–9:30 a.m.
Robert J. Marzano				Assessment Literacy for Educators: Transforming Assessment, Measurement, and Grading **Level 4** Room TBD	Marzano Mastery Approaches: Decisions and Systems for Competency-Based Success **Level 5** Room TBD
Philip B. Warrick	Engaging in Data-Driven Leadership: Understanding the Use of Lagging Indicators and Quick Data Sources **All Levels** Room TBD	Improving Teacher Development: Building Systems That Grow Teacher Expertise **Level 2** Room TBD	Establishing and Implementing a Guaranteed and Viable Curriculum **Level 3** Room TBD	Establishing and Implementing a Comprehensive Vocabulary Program **Level 3** Room TBD	Strategies for Effective Teacher Observation, Evaluation, and Feedback **Level 2** Room TBD

Agenda is subject to change.

Session Descriptions—Day 1

Philip B. Warrick

High Reliability Schools: Leading With Integrity

In educational leadership, integrity is the foundation for building credibility, fostering trust, and making decisions that reflect the best interests of students, staff, and the broader learning community. In this keynote, Philip B. Warrick invites educators to reflect on what it means to lead with integrity rooted in the High Reliability Schools framework. Participants explore how data-driven leadership can transform schools into organizations defined by excellence, consistency, and trust, which in turn offer each student the opportunity to succeed in school and beyond. At the heart of this address is the call to lead with integrity—and the realization that leadership is about action, not position.

Mario I. Acosta

Connecting the HRS Framework to MTSS for Students: Effective Academic and Behavior Interventions [Levels 1–3]

Participants in this session explore how the High Reliability Schools framework supports effective academic and behavioral interventions at both the classroom and schoolwide levels. Mario I. Acosta guides educators through strategies to design, implement, and monitor effective MTSS. Educators audit their current practices and connect the conditions of HRS to the tiers of MTSS. Participants gain clear action steps to strengthen their intervention systems.

Participants in this session:
- Analyze and audit current classroom and schoolwide intervention practices through the lens of the HRS framework and MTSS tiers.
- Design and implement aligned academic and behavioral supports that connect HRS conditions to effective tiered interventions.
- Explore student data protocols used to monitor and strengthen intervention systems that promote student success at every level of support.

Tina H. Boogren

Introduction to the New Art and Science of Teaching [Level 2]

In this session, Tina H. Boogren unpacks the components of *The New Art and Science of Teaching* framework, providing participants with a deep dive into its foundational elements and how they can be applied in the classroom. Through a real-world teaching example, participants experience the model in action, demonstrating how creative, research-backed strategies can be seamlessly integrated to drive student engagement and success. Dr. Boogren equips educators with practical, actionable tools to implement the framework and enhance teaching effectiveness in any learning environment.

Participants in this session:
- Understand the importance of a common language of instruction and a framework for effective teaching.
- Learn the rationale and essential components of NASOT.
- Discover instructional strategies that increase their effectiveness in the classroom.

Shelley Gies

Introduction to Proficiency Scales and the Critical Concepts [All Levels]

Are you beginning to define learning using progressions and proficiency scales? In this session, Shelley Gies offers a clear and practical introduction to developing high-quality proficiency scales. Participants learn how proficiency scales differ from rubrics, explore common pitfalls in scale development, and discover practical ways to use scales in classroom instruction to foster student ownership of learning. Participants explore the Marzano Resources critical concepts and discover tools and resources that can help educators launch or refine their work.

Participants learn:
- What proficiency scales are and why they are important
- A five-step method for developing proficiency scales
- Common dysfunctions in proficiency scale development and the difference between scales and rubrics
- The Marzano Resources critical concepts

Jan K. Hoegh

Planning and Teaching in the Standards-Based Classroom [Levels 2 & 3]

Effective instructional planning involves the development of instructional units. In this session, Jan K. Hoegh provides an overview of how to develop units of instruction that ensure teachers provide high-quality opportunities to learn academic content in a guaranteed and viable curriculum. Participants leave this session with examples, templates, and processes for taking this important work back to their schools and districts.

Participants learn:
- The three phases of effective instructional planning
- How to successfully develop cohesive instructional units

Philip B. Warrick

Engaging in Data-Driven Leadership: Understanding the Use of Lagging Indicators and Quick Data Sources [All Levels]

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:
- Three different types of lagging indicators a school can consider to monitor progress in implementing strategic systems
- Three types of quick data to consider for monitoring the continuing success of systems or processes, including examples of quick data strategies from different schools
- How to use the HRS leadership accountability scales and apply the HRS measurement process to their current school practices

AFTERNOON BREAKOUT SESSIONS

Mario I. Acosta

Improving Student Performance on Standardized Assessments [Level 3]
In this session, Mario I. Acosta guides participants through actions that support educators to align school systems and increase the probability that students will be successful on standardized assessments. Participants understand how to identify critical content to be assessed within the context of item-specific thinking skills. Participants explore test-taking strategies to increase the probability that students are successful when taking standardized assessments.

Participants in this session:
- Analyze the structure, content, and performance expectations of the standardized test to gain a comprehensive understanding of what is required of students and how to prepare them effectively.
- Learn strategies to align their instructional materials and teaching practices with the standardized assessment's specifics, ensuring curriculum and instruction are focused on maximizing student outcomes.

Tina H. Boogren

Everyday Educator Wellness: Actionable Habits for Teacher Well-Being [Level 1]
In this session, Tina H. Boogren brings to life the daily practices from *180 Days of Self-Care for Busy Educators* (Solution Tree, 2019) and *180 Days of Physical Wellness for Busy Educators* (Solution Tree, 2024). Participants sample bite-sized strategies and quick physical wellness hacks designed to fit seamlessly into even the most jam-packed days. Participants gain a clear roadmap for sustaining both their emotional well-being and their physical vitality throughout the school year.

Participants in this session:
- Engage in practical exercises and dynamic discussions that offer actionable strategies to weave self-care and physical activity into even the most demanding schedules.
- Discover how nurturing their well-being not only rejuvenates them but also enriches their teaching, ultimately inspiring a more vibrant, effective classroom environment.

Shelley Gies

The New Art and Science of Teaching: Leveraging Student Engagement for Classroom Success
[Level 2]

Creating a highly engaging classroom begins with understanding the essential role that attention plays in student learning. Before engagement with content can occur, we must first capture and sustain students' attention within their working memory. Participants in this session explore how attention functions as the gateway to engagement and learn practical classroom strategies to elevate student participation. Educators examine ways to maintain a lively instructional pace, use teacher enthusiasm to drive interest, incorporate purposeful physical movement, and respond effectively when students are not engaged.

Participants in this session:
- Understand the continuum of student engagement.
- Explore strategies for leveraging attention to boost engagement.
- Learn practical methods for increasing participation, sustaining energy, and maximizing student involvement.

Jan K. Hoegh

Using Informal and Formal Assessments in the Classroom [Levels 2 & 3]

Assessment is a feedback mechanism for both students and teachers. In fact, assessments should provide students with information about how to advance their understanding of content and teachers with information about how to help students do so. In this session, Jan K. Hoegh explores formal and informal assessment strategies that provide valuable information about the instruction and feedback processes.

Participants explore:
- Various informal and formal assessment strategies
- Effective feedback strategies based on classroom assessments

Philip B. Warrick

Improving Teacher Development: Building Systems That Grow Teacher Expertise [Level 2]

Educational research clearly identifies collective teacher efficacy as one of the most influential factors for improving student achievement. In this session, Philip B. Warrick provides specific strategies and tools for schools to use in order to develop a systemic approach for cultivating collective teacher efficacy. Participants examine content from the book *Improving Teacher Development and Evaluation* with a clear focus on systems of deliberate practice and a direct connection to HRS level 2 leading indicators. Participants explore examples and tools for the process of teacher self-reflection and goal setting (HRS leading indicator 2.2) and the concept of job-embedded professional development (HRS leading indicator 2.5).

Participants learn:
- Critical aspects of deliberate practice and how they relate directly to HRS level 2
- Tools and concepts for engaging teachers in professional, pedagogical goal development

- Structures and process for job-embedded professional development, including the Marzano model for instructional coaching

Session Descriptions—Day 2

Mario I. Acosta

Creating a Culture Where Students Thrive: The High Reliability Commitment

The mission of a High Reliability School is simple but bold: ensure success for every student. In this keynote, Mario I. Acosta explores how an intentional, values-driven culture is the engine behind lasting school improvement. Participants examine how a high reliability culture aligns daily practices with the school's highest goals to create the conditions where students, educators, and staff thrive—academically, emotionally, and professionally. Dr. Acosta illustrates how culture isn't just a backdrop for change, it's the driving force that makes it possible.

Participants in this session:
- Identify the key cultural conditions that support the mission of HRS and promote success for every learner.
- Examine how daily practices and leadership actions can align with core values to drive lasting cultural change.
- Reflect on their current school culture and develop next steps to cultivate a high reliability environment where all members thrive.

Mario I. Acosta

Shaping Exceptional School Culture and Climate [Level 1]

A thriving school culture is the foundation of a high-performing educational environment. In this session, Mario I. Acosta provides school leaders and educators with the skills and knowledge necessary to assess, refine, and leverage school culture into a dynamic force that enhances student success. Participants learn how to shape their school or district culture in a way that enhances collaboration, increases staff morale, and ensures students and families feel valued. Dr. Acosta gives educators the opportunity to audit their current school and district culture and design effective next steps to foster environments that support success for all students and staff.

Participants in this session:
- Use the components of effective school culture to audit their school and district culture.
- Identify and effectively leverage their climate to sustain success for staff, students, and the community.
- Actively apply the components of effective school culture and climate to the HRS framework to drive focused and strategic school improvement efforts.

Tina H. Boogren

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

In this session, Tina H. Boogren explores the practical application of Maslow's hierarchy of needs for both students and adults. Participants learn how to create supportive learning environments

that address students' and their own fundamental physiological and safety needs, while also fostering a sense of belonging, self-esteem, self-actualization, and transcendence. Through interactive discussions and hands-on activities, participants gain actionable strategies to design lessons and wellness plans that nurture both academic and emotional growth, empowering every student and educator to thrive.

Participants in this session:
- 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.

Shelley Gies and Robert J. Marzano

The High Reliability Teacher Journey: Achieving Expertise Across Instruction, Assessment, and Data [Level 2]

In this session, Shelley Gies and Robert J. Marzano provide a comprehensive look into the High Reliability Teacher (HRT) certification model, framing it as the definitive pathway for cultivating teacher expertise. Participants explore the three-level hierarchical process designed to elevate instructional skills and drive quantifiable student outcomes. The content connects effective teaching behaviors (Level 1) to rigorous student achievement data (Level 2) and advanced assessment validation (Level 3). Educators learn how to systematically move from self-reflection and implementing effective instructional strategies to building and using proficiency scales and calculating effect sizes to precisely measure their impact. Participants gain a blueprint for implementing deliberate practice, fostering an ethos of continuous self-improvement, and providing students with dependable, high-quality learning experiences.

Participants in this session:
- Implement an instructional model (with a commitment to use *The New Art and Science of Teaching*) to self-assess their practice across 43 elements and set measurable growth goals based on immediate feedback and data.
- Design and utilize proficiency scales to ensure clarity of learning progressions and address foundational measurement issues like multidimensionality in classroom assessments.
- Quantify student learning by tracking growth and computing the effect size of their instruction, using this powerful metric to inform strategic intervention planning.
- Establish the reliability and validity of classroom scores by analyzing multiple assessment data points using mathematical trend lines (linear, curvilinear, average) and correlating internal results with external benchmarks.

Jan K. Hoegh

Communicating Effectively About Standards-Referenced Reporting [Level 4]

Teachers work diligently to obtain accurate information about student achievement by using various types of classroom assessments. Accurate information about learning is ensured through

the administration of assessments that are valid, fair, and reliable. This assessment information is especially important for informing instructional planning. In this session, Jan K. Hoegh explores how to ensure classroom assessments meet these technical quality components. Participants gain ideas, insights, and information that can be applied in any classroom.

Participants learn:
- The different types of classroom assessments
- How the terms *valid*, *fair*, and *reliable* relate to classroom assessments
- How to effectively apply the results from classroom assessments to instructional planning

Philip B. Warrick

Establishing and Implementing a Guaranteed and Viable Curriculum [Level 3]
Participants in this session explore how districts and schools can create and implement a guaranteed and viable curriculum (GVC) as the foundation for teaching and learning. Participants examine the six leading indicators at Level 3 of the HRS framework in two distinct sets. The first set of indicators (3.1, 3.2, 3.3) focuses on establishing a GVC by identifying critical content, ensuring the curriculum is teachable within available instructional time, and developing documents to ensure all students have access to the curriculum. The second set of indicators (3.4, 3.5, 3.6) emphasizes implementation and monitoring at the school level, including setting measurable goals, analyzing data to monitor progress, and creating systems of support. Participants gain practical strategies for designing, implementing, and sustaining a curriculum that balances ambition with feasibility, while also building the structures needed to ensure that every student has the opportunity to learn the priority knowledge and skills identified by the district or school.

Participants can expect to:
- Learn the two phases of Level 3 through the lens of the six leading indicators.
- Identify strategies and tools for prioritizing content, aligning curriculum, and ensuring the curriculum is viable within the constraints of instructional time.
- Develop approaches for monitoring and supporting student learning, including the use of data protocols, goal-setting structures, and schoolwide systems of accountability.

AFTERNOON BREAKOUT SESSIONS

Mario I. Acosta

Leading Change: Transforming Schools With High Reliability Leadership [All Levels]
School transformation begins with culture. In this session, leaders and leadership teams explore how to implement intentional and targeted cultural change that supports successful High Reliability Schools implementation. Grounded in the change management concepts, Mario I. Acosta reframes culture change not as a total overhaul but as a strategic renovation focused on shifting specific behaviors, mindsets, and practices to better align with high reliability principles.

Participants in this session:

- Explore the dual role of culture, how it both drives and resists change, and learn how to activate the "guardian" role to protect what's working while facilitating what must improve.
- Understand how the HRS framework provides clarity during times of transition by helping leaders prioritize change efforts, design reliable systems, and use data that advances change implementation.
- Engage in a reflective process to audit their current culture, identify stretch points, and develop shared leadership strategies that empower others to shape a culture of sustainable change.

Tina H. Boogren

Supporting Beginning and Veteran Teachers Through Educator Wellness and the New Art and Science of Teaching [Level 2]

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 and veteran teachers based on their unique needs. Participants explore and discuss distinct strategies for implementing research-based mentoring and coaching 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 and veteran teachers
- Essential coaching and mentoring skills that promote trust and result in increased expertise
- Specific strategies to provide the essential physical, emotional, instructional, and institutional support for beginning teachers and emotional and instructional support for veteran teachers

Shelley Gies

The New Art and Science of Teaching: Building Effective Lesson Progressions Through Direct Instruction, Practicing and Deepening, and Knowledge Application [Level 2]

What type of lesson are you teaching—and why? Participants in this session explore the three lesson types within the New Art and Science of Teaching framework and learn how purposeful progression moves students from initial understanding to meaningful application. Educators examine how strategic design, sequencing, and review help students continually refine, revise, and extend their knowledge over time.

Participants in this session:
- Understand the specific elements that define direct instruction, practicing and deepening, and knowledge application lessons, and why the progression among these lesson types is essential for student learning.
- Discover the elements and strategies common to all three lesson types and learn how using them consistently helps students connect new content to prior knowledge, deepen their understanding, and refine their thinking over time.

Jan K. Hoegh

Using Proficiency Scales Effectively in the Standards-Based Classroom [Level 3]

A proficiency scale is a tool that illustrates related learning goals and scores to determine a student's level of performance on measurement topics. In this interactive session, Jan K. Hoegh provides an overview of how teachers and students can effectively use scales for various purposes. Participants gain an enhanced understanding of the power of using scales.

Participants learn:
- Various strategies for teacher use of proficiency scales in the classroom
- Ways to encourage student use of proficiency scales

Robert J. Marzano

Assessment Literacy for Educators: Transforming Assessment, Measurement, and Grading [Level 4]

In this session, Robert J. Marzano provides K–12 educators with the essential knowledge and understanding needed to critique existing assessment practices and build a more equitable, classroom-centered paradigm. Participants learn about the limitations and biases of large-scale assessments, recognizing that a single test score is often unreliable and should never be the primary piece of information for decision making. Participants focus on rethinking classroom assessments, introducing the necessity of unidimensionality and dismantling the misleading practices of using points and percentages. Participants learn to design assessments around explicit proficiency scales for declarative and procedural knowledge, defining an unambiguous continuum of learning for every measurement topic. Finally, Dr. Marzano addresses grading practice and how to use multiple formative scores to compute accurate summative scores (using mathematical models or mounting evidence), ensuring grades reflect academic mastery and not nonacademic factors like behavior or compliance.

Participants in this session:
- Critically evaluate the technical characteristics of large-scale assessments (sampling, alignment, construct-irrelevant variance) to understand their limitations and mitigate their influence in the classroom.
- Design and score multiple types of classroom assessments (traditional, performance, probing discussions) using a proficiency scale to ensure unidimensionality and establish an explicit knowledge continuum for a measurement topic.
- Transition from vague terminology by using formative scores to inform a summative score, actively avoiding the detrimental practice of relying on a single test score.
- Apply methods to accurately aggregate scores (such as the mathematical model of best fit or the method of mounting evidence) and convert them to traditional grades, ensuring validity and reliability in their final reporting.

Philip B. Warrick

Establishing and Implementing a Comprehensive Vocabulary Program [Level 3]
Establishing a comprehensive vocabulary program is a foundational component of High Reliability Schools (HRS) Level 3. Vocabulary can be thought of as a curriculum within each content area's curriculum. Participants in this session explore answers to two key questions to pursue systemwide coherence: Why should we explicitly teach vocabulary as part of our curriculum? and What specific vocabulary should we teach? Grounded in research from Robert J. Marzano and other leading scholars, this session provides a structured process for selecting, prioritizing, and systematically communicating academic and content-specific vocabulary. Participants examine district and school examples, including curriculum mapping, to include vocabulary. Philip B. Warrick shares tools, templates, and implementation strategies so teams can leave with a clear plan for refining or launching a comprehensive vocabulary system.

Participants in this session:
- Deepen their understanding of why and how a systematic approach to vocabulary enhances access to a guaranteed and viable curriculum and underpins student learning.
- Explore processes and ideas for selecting and documenting high-priority academic and content-specific vocabulary that should be taught consistently across classrooms, courses, and grade levels.
- Discuss and consider ideas that may enhance their current curriculum work or any previous work with vocabulary.

Session Descriptions—Day 3

Mario I. Acosta

High Reliability Teams: Installing, Supporting, and Monitoring the Collaborative Teams Process
[Level 1]

In this session, Mario I. Acosta focuses on the effective implementation of professional learning communities and the resulting collaborative teams process to support the work of a High Reliability School. Participants not only explore how to install high-functioning collaborative teams but also discuss ways to monitor and give feedback to teams.

Participants in this session:

- Examine feedback and monitoring systems.
- Explore connections between traditional teaming models and the HRS framework to leverage their current PLC structures through HRS implementation.
- Learn how to use collaborative team evidence to inform schoolwide decisions and ensure fidelity to HRS expectations.

Tina H. Boogren

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

In this session, Tina H. Boogren explores the practical application of Maslow's hierarchy of needs for both students and adults. Participants learn how to create supportive learning environments that address students' and their own fundamental physiological and safety needs, while also fostering a sense of belonging, self-esteem, self-actualization, and transcendence. Through interactive discussions and hands-on activities, participants gain actionable strategies to design lessons and wellness plans that nurture both academic and emotional growth, empowering every student and educator to thrive.

Participants in this session:

- 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.

Shelley Gies

The Six-Step Process for Direct Vocabulary Instruction in the Classroom [Levels 2 & 3]

Strong vocabulary instruction is essential for literacy development and overall academic success. In this session, Shelley Gies explores a practical, research-based system for teaching basic (Tier 1), advanced (Tier 2), and academic (Tier 3) terms. Educators examine the six-step process for

direct vocabulary instruction and learn how to integrate these practices into daily instruction to make vocabulary meaningful, accessible, and memorable for students.

Participants can expect to:
- Understand the concept of guaranteed vocabulary and why it strengthens student learning.
- Learn the six-step process for teaching academic (Tier 3) terms.
- Explore accompanying strategies from *The New Art and Science of Teaching* to support vocabulary development across all content areas.

Jan K. Hoegh

Key Actions for Standards-Referenced Reporting [Level 4]

What better way is there to sharpen a guaranteed and viable curriculum than to engage educators in developing a reporting system that reflects how well individual students are learning that curriculum? In this interactive session, Jan K. Hoegh identifies key components for ensuring success with HRS level 4 and provides a plethora of examples and products from schools and districts that have effectively shifted reporting practices to focus on standards.

Participants learn:
- Action steps that ensure effective standards-referenced reporting
- Strategies for bringing stakeholders on board to this significant work

Robert J. Marzano

Marzano Mastery Approaches: Decisions and Systems for Competency-Based Success [Level 5]

In this session, Robert J. Marzano provides school leaders and educators with a structured decision-making process for designing and implementing a sustainable competency-based education (CBE) system. CBE is not a one-size-fits-all approach but a deliberate decision-making process to translate a vision into a manageable and sustainable system. Participants focus on the seven key structural and procedural domains necessary for systemic change, addressing foundational shifts away from the traditional "grammar of schooling." Participants examine how to define student outcomes using proficiency scales, systematically implement student agency and equity, and align instructional, assessment, and adult roles to support mastery-based pacing.

Participants in this session:
- Evaluate the six scenarios for implementing CBE, emphasizing the need for gradual change and addressing the foundational prerequisite of eliminating nonacademic factors from academic grading.
- Design clear and transparent academic and nonacademic outcomes using proficiency scales, ensuring the curriculum is both guaranteed and viable.
- Implement strategies to foster student agency (student choice, co-creating standard operating procedures) and embed equity into daily practice by addressing power dynamics and teacher quality.

- Reimagine the procedural domains, structuring flexible instruction with small-grouping/centers and transforming adult roles to effectively manage scheduling, grouping, and pacing based on student mastery.

Philip B. Warrick

Strategies for Effective Teacher Observation, Evaluation, and Feedback [Level 2]

Supervision of instruction requires effective, growth-based observations with focused feedback in addition to formal evaluations. In this session, Philip B. Warrick provides strategies to help administrators cultivate time to conduct observations and evaluations and teach a three-part protocol for providing focused feedback based on walkthrough observations. In addition, Dr. Warrick addresses important principles for creating a growth-based evaluation process and introduces evaluation rubrics developed specifically for this purpose.

Participants explore:
- Four specific strategies for cultivating time within a busy administrator's schedule to conduct classroom observations and evaluations
- A specific three-part protocol to provide focused feedback based on classroom observations
- A systemic approach for a district to develop and customize a growth-based evaluation system using the ten design areas of *The New Art and Science of Teaching* model of instruction

KEYNOTE

Tina H. Boogren

The Human Side of HRS: Why Educator Wellness Matters

In a High Reliability School, every level of the system depends on the people at its core. But what happens when those people are running on empty? Drawing from the bestselling book *Educator Wellness: A Guide for Sustaining Physical, Mental, Emotional and Social Well-Being* (Solution Tree, 2022), Tina H. Boogren addresses the often-overlooked foundation of school improvement: the health and sustainability of the adults doing the work. Aligning with the HRS framework—particularly Level 1: safe and collaborative culture—Dr. Boogren introduces a practical wellness roadmap that helps educators manage stress, set boundaries, build resilience, and reconnect with their purpose—without guilt or fluff. This is not self-care as a buzzword; it's a real solution for the real pressures educators face. Participants gain clarity, tools they can use immediately, and a renewed sense of what it means to stay well and stay in the work—because reliable schools start with resilient people.

Participants in this session:
- Understand how educator wellness is foundational to a safe and collaborative school culture, and why it must be prioritized alongside student well-being to fully meet the goals of HRS Level 1.
- Gain tools and strategies to support physical, mental, emotional, and social well-being, fostering stronger professional relationships, healthier team dynamics, and more sustainable collaboration.

- Create a personal wellness action plan that aligns with their role in sustaining a positive, high-functioning school culture, with practices that reinforce psychological safety, trust, and resilience among staff.