

# 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.

### Keynote Sessions

<b>Philip B. Warrick</b> — <i>High Reliability Schools: Leading With Integrity</i>
<b>Philip B. Warrick</b> — <i>Leadership for High Reliability Schools</i>
<b>Mario I. Acosta</b> — <i>Aligning School Culture to Ensure Success for Each Student</i>
<b>Mario I. Acosta</b> — <i>Creating a Culture Where Students Thrive: The High Reliability Commitment</i>
<b>Tina H. Boogren</b> — <i>The Human Side of HRS: Why Educator Wellness Matters</i>
<b>Tina H. Boogren</b> — <i>It Starts With Us: Educator Wellness to Enhance HRS</i>

### Breakouts—General HRS

<b>Melanie Lewis Magee</b> — <i>District-Level Leadership for High Reliability Schools: Strategies for District-Level Leaders to Empower, Support, and Grow School-Level Leadership</i>
<b>Philip B. Warrick</b> — <i>Data-Driven Leadership: Exploring the Use of Lagging Indicators and Quick Data</i>
<b>Philip B. Warrick</b> — <i>From Survey to Certification: Understanding the HRS Process</i>
<b>Philip B. Warrick</b> — <i>High Reliability Leadership: Taking Responsibility for Outcomes</i>

### Breakouts—Level 1

<b>Mario I. Acosta</b> — <i>Establishing a Safe, Supportive, and Collaborative Culture</i>
<b>Mario I. Acosta</b> — <i>Fostering High-Functioning Collaborative Teams</i>
<b>Mario I. Acosta</b> — <i>High Reliability Teams: Installing, Supporting, and Monitoring the Collaborative Teams Process</i>
<b>Tina H. Boogren</b> — <i>Motivating and Inspiring Students: Student Agency and Social-Emotional Learning</i>
<b>Tina H. Boogren</b> — <i>The Science of Educator Wellness: Hacks for Busy Educators</i>
<b>Philip B. Warrick</b> — <i>Collaborative Teams That Transform Schools: Using Proficiency Scales as a Protocol for the Collaborative Process [Levels 1 and 3]</i>

## Breakouts—Level 2

<b>Tina Boogren</b> — <i>Introduction to the New Art and Science of Teaching</i>
<b>Kristin Poage</b> — <i>Student Efficacy: Ways to Help Students Reach Their Goals</i>
<b>Philip B. Warrick</b> — <i>Improving Teacher Development: Building Systems That Grow Teacher Expertise</i>
<b>Philip B. Warrick</b> — <i>Improving Teacher Development: Strategies for Effective Teacher Evaluation and Feedback</i>

## Breakouts—Level 3

<b>Mario Acosta</b> — <i>An Introduction to Response to Intervention: Aligning Goals, Data, and Classroom Systems</i>
<b>Shelley Gies</b> — <i>A Six-Step Process for Direct Vocabulary Instruction</i>
<b>Jan K. Hoegh</b> — <i>Using Proficiency Scales Effectively in the Standards-Based Classroom</i>
<b>Jan K. Hoegh</b> — <i>The What, Why, and How of the Critical Concepts</i>
<b>Melanie Lewis Magee</b> — <i>Determining Essential Standards</i>
<b>Philip B. Warrick</b> — <i>Establishing and Implementing a Guaranteed and Viable Curriculum</i>

## Breakouts—Level 4

<b>Jan K. Hoegh</b> — <i>Key Actions for Standards-Referenced Reporting</i>
<b>Robert J. Marzano</b> — <i>Making Classroom Assessments Reliable and Valid</i>
<b>Philip B. Warrick</b> — <i>A Teacher's Guide to Standards-Based Learning and Grading</i>

## Breakouts—Level 5

<b>Bill Zima</b> — <i>Instruction in a Competency-Based System</i>
<b>Bill Zima</b> — <i>Reporting and Grading in a Competency-Based System</i>

## Panel Discussion

Presenters provide practical answers to your most pressing questions.
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## Additional Session

<b>Robert J. Marzano</b> —Frequently asked questions about HRS
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# Session Descriptions—Keynotes

## 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.

## Philip B. Warrick

### **Leadership for High Reliability Schools**

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 overviews 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

### **Aligning School Culture to Ensure Success for Each Student**

The success of every student is the mission of all schools. Cultivating a school culture that aligns with the school's goals is essential for its success. School culture represents the collective identity of the school, playing a critical role in shaping the overall work climate, employee engagement, productivity, and achievement of the school's goals. Culture is an intangible yet influential aspect that guides the 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, equipping participants with research-based strategies to foster a positive and inclusive school culture. Participants are empowered to create an environment in which each student, teacher, and staff member thrives academically, emotionally, and professionally.

## 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.

## 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

## 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.

# Session Descriptions—Breakouts

## GENERAL HRS

### Melanie Lewis Magee

#### **District-Level Leadership for High Reliability Schools: Strategies for District-Level Leaders to Empower, Support, and Grow School-Level Leadership**

Although the HRS model is designed as a school-level framework, it becomes more powerful when an entire school district decides to embark on becoming highly reliable. Substantial school improvement requires a coordinated, systematic, and collaborative effort, rather than a series of isolated individual efforts. Districts large and small can benefit from this framework that supports a long-term focus on sustained school improvement while maintaining a short-term focus on specific areas of operation. Participants in this session learn strategies that will assist district leaders as they work to embed the concepts of the High Reliability Schools framework in their districts.

Participants in this session:

- Explore research-based ways to focus central office administration on teaching and learning.
- Understand concepts of district support for HRS to build strong campus leaders.
- Plan specific steps for implementation.

### 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:

- 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 (This will include examples of quick data strategies from different schools.)
- A process for strategic planning using the concept of data-driven leadership

### 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

## Philip B. Warrick

### **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

## **LEVEL 1**

## Mario I. Acosta

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

A safe, supportive, and collaborative culture is the foundation of a successful school, and creating it is the first order of business for an effective leader. Mario I. Acosta details the planning and preparation needed to successfully implement level 1 of the HRS framework. Participants engage in the concepts of school culture and climate. Dr. Acosta gives educators the opportunity to audit their current classroom, school, and district, allowing them to design effective next steps to foster environments that support success for each student and staff member.

Participants in this session:

- Use the components of effective school culture to audit their own classroom, school, and district culture.
- Learn to identify, solidify, and leverage their school's culture.
- Understand the differences and connections between climate and culture to effectively leverage these concepts to sustain success for staff, students, and the community.

## 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

## Mario I. Acosta

### **High Reliability Teams: Installing, Supporting, and Monitoring the Collaborative Teams Process**

In this session, Mario I. Acosta focuses on the effective implementation of professional learning communities and the resulting collaborative teams process in order 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:

- Discuss the implementation of professional learning communities and the collaborative teams process and explore feedback and monitoring systems.
- Explore connections between traditional teaming models and the HRS framework to leverage their current PLC structures through HRS implementation.
- Review examples of implementation and practice from current HRS network schools to audit and plan for future practices in their own campus or district.

## 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 focused on students' social-emotional needs, 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

## 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.

## Philip B. Warrick

### Collaborative Teams That Transform Schools: Using Proficiency Scales as a Protocol for the Collaborative Process [Levels 1 and 3]

The Oxford online dictionary defines a protocol as the accepted or established process or behavior in any group, organization, or situation. Marzano, Warrick, Rains, and DuFour (2018) identify six guiding questions that should inform the concept of teacher collaboration focused on learning schoolwide. Those questions are:

1. What is it we want our students to learn?
2. How will we know if our students are learning?
3. How will we respond when students do not learn?
4. How will we enrich and extend the learning for students who are proficient?
5. How will we increase our instructional competence?
6. How will we coordinate our efforts as a school?

In this session, Philip B. Warrick demonstrates the use of proficiency scales as an effective and consistent protocol for schoolwide collaborative processes.

Participants learn:

- How proficiency scales naturally address questions 1 and 4
- The process of using proficiency scales to address question 2 to develop team assessment practices, including common formative assessments
- How proficiency scales can be used to develop short-term SMART goals that help teams address questions 3 and 4

## LEVEL 2

## Tina H. Boogren

### Introduction to the New Art and Science of Teaching

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.

## Kristin Poage

### **Student Efficacy: Ways to Help Students Reach Their Goals**

One of the most powerful ways to increase student achievement is through student efficacy, or the belief in one's ability to accomplish a task. In this session, participants see how teaching students about efficacy, affirmations, and the growth mindset lead to higher rates of achievement. Kristin Poage shows how building effective relationships with students leads to an increase in being able to answer "Yes" to the question students often ask: "Can I do this?"

Participants can expect to:

- Understand the research behind student efficacy.
- Learn classroom techniques to promote student efficacy.
- Examine how teacher demeanor and building relationships with students lead to success.

## Philip B. Warrick

### **Improving Teacher Development: Building Systems That Grow Teacher Expertise**

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

## 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

### **LEVEL 3**

#### **Mario 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

#### **Jan K. Hoegh**

##### **Using Proficiency Scales Effectively in the Standards-Based Classroom**

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

#### **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

## 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.

## Philip B. Warrick

### Establishing and Implementing a Guaranteed and Viable Curriculum

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.

## LEVEL 4

### Jan K. Hoegh

#### Key Actions for Standards-Referenced Reporting

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**

### **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

## **Bill Zima**

### **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