Marzano
High Reliability Schools
SUMMIT

Incorporating The New Art and Science of Teaching

26–27 MARCH 2020

BRISBANE | Pullman Hotel

OVERVIEW

The Marzano High Reliability Schools Summit, incorporating The New Art and Science of Teaching, is the leading school transformation event for F–12 educators. The summit's keynotes, breakout sessions and resources translate Dr Robert J. Marzano's 50 years of research into practical strategies attendees can use to advance student achievement. The summit is ideal for educators who are new to Marzano or for those who want to dig deeper into the content, with both introductory and in-depth content on offer in the breakout sessions.

Learn from Marzano Experts

Steve
BOYLE

Joanne
CASEY

Jan
HOEGH

Gavin
GRIFT

Phil
WARRICK

Janelle
WILLS

SUMMIT STRUCTURE

The Marzano High Reliability Schools Summit has been designed to provide an instructive and rewarding experience for educators of all levels. Whether you and your colleagues are just starting out with the work of Marzano Resources or are looking to delve deeper into frameworks such as The New Art and Science of Teaching, the Marzano High Reliability Schools Summit will inspire you to take the next steps in school transformation.

The first day offers attendees two streams of content, hosting both the High Reliability Schools Summit and The New Art and Science of Teaching whole-day workshop. Each stream is designed to be attended in its entirety.

The **New Art and Science of Teaching 1-Day Workshop** provides an opportunity for educators either to become familiar with the New Art and Science of Teaching instructional framework – which is a key component of Level 2 of the High Reliability Schools framework – or to build upon their existing knowledge of this powerful framework. Participants can then delve deeper into related topics on the second day of the summit.

The **High Reliability Schools Summit** focuses on the broad concepts behind the work of Marzano Resources and how these concepts can be used together as the High Reliability Schools framework. It offers a variety of introductory content as well as breakout sessions designed to help those who wish to delve deeper into the work of Marzano Resources.

Day One of the High Reliability Schools Summit then concludes with **Facilitated Collaborative Conversations**. These conversations are a chance for participants to dig deeper with an expert and other educators to gain a deeper understanding of a particular HRS level and to ask questions to help take their school to the next level.

Completing the **Marzano High Reliability Schools Summit** will contribute **12 hours** of NSW Education Standards Authority (NESA) Registered PD addressing **2.1.2, 3.1.2, 3.2.2, 3.3.2, 4.1.2, 5.1.2, 6.2.2** from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

AGENDA

Day 1 — Thursday | 26 March 2020

	High Reliability Schools Summit	The New Art and Science of Teaching Workshop with Janelle Wills
7.45–8.30 am	**Registration/Tea & Coffee**	
8.30–10.15 am	**Welcome**	
	Keynote — Phil Warrick Pursuing Organisational and Individual Excellence and Integrity	**Session 1** Overview of The New Art and Science of Teaching Framework
10.15–10.40 am	**Morning Tea**	
10.45 am–12.15 pm	**Breakout Session** • Understanding the Concept and Process for HRS Certification (Levels 1–5) – Steve Boyle • Introduction to Guaranteed and Viable Curriculum Joanne Casey • Collaborative Teams That Transform Schools (Part 1) Gavin Grift • Proficiency Scales (HRS Level 4): Digging Deeper, Creating Proficiency Scales – Jan Hoegh	**Session 2** Introduction to Design Areas 3 and 4: Conducting Direct Instruction and Practising and Deepening Lessons
12.15–12.55 pm	**Lunch**	
1.00–2.30 pm	**Breakout Session** • Introduction to Proficiency Scales – Joanne Casey • Collaborative Teams That Transform Schools (Part 2) Gavin Grift • Little Things Make a Difference: Instructional Coaching for Teacher Growth – Phil Warrick • The New Art and Science of Teaching Classroom Assessment – Jan Hoegh	**Session 3** Introduction to Design Areas 5 and 6: Conducting Knowledge Application Lessons and Using Strategies That Appear in All Types of Lessons.
2.30–2.40 pm	**Small Break**	
2.45–4.00 pm	**Facilitated Collaborative Conversations** • Level 1 – Gavin Grift • Level 2 – Phil Warrick, Steve Boyle • Levels 3 & 4 – Jan Hoegh, Joanne Casey	**Session 4** Introduction to Design Area 7: Using Engagement Strategies

AGENDA

Day 2	Friday	27 March 2020

7.45–8.30 am	**Registration/Tea & Coffee**	
8.30–10.15 am	**Welcome**	
	Developing Cognitive Skills	Janelle Wills
10.15–10.40 am	**Morning Tea**	
10.45 am–12.15 pm	**Breakout Session**	
	Strategic Planning of HRS to Align with School Improvement Agendas	Steve Boyle
	Developing Reflective Practice (HRS Level 2)	Joanne Casey
	12 Key Actions to Guide the Work of Collaborative Teams	Gavin Grift
	Understanding and Using the Tools of HRS Leadership	Phil Warrick
	Engaging Learners (Level 2)	Jan Hoegh
12.15–12.55 pm	**Lunch**	
1.00–2.30 pm	**Breakout Session**	
	Building Academic Vocabulary (HRS Level 3)	Joanne Casey
	5 Ways of Being: What Leaders of Learning Think, Do and Say Every Day	Gavin Grift
	Leading HRS Level 2: Effective Teaching in Every Classroom	Phil Warrick
	Proficiency Scales (HRS Level 4): Digging Deeper, Creating Proficiency Scales (REPEAT)	Jan Hoegh
	Thinking Protocols for Learning: Design Questions 5 and 6	Janelle Wills
2.30–2.40 pm	**Small Break**	
2.45–3.40 pm	**Panel Discussion**	

DAY 1
The New Art and Science of Teaching (1-Day Workshop)
Presented by Janelle Wills

The New Art and Science of Teaching 1-Day Workshop provides an opportunity for educators either to become familiar with the New Art and Science of Teaching instructional framework – which is a key component of Level 2 of the High Reliability Schools framework – or to build upon their existing knowledge of this powerful framework. Participants can then delve deeper into related topics on the second day of the summit.

SESSION 1

OVERVIEW OF THE NEW ART AND SCIENCE OF TEACHING FRAMEWORK

Janelle will outline the three overarching categories in The New Art and Science of Teaching and explore the 10 design questions for teacher planning and 43 elements of effective teaching. She will also explain the research and theory that underpins the framework.

INTRODUCTION TO DESIGN AREA 1:
Providing and Communicating Clear Learning Goals

Participants will be introduced to the process of developing proficiency scales and consider how these can be used as a basis for effective feedback and assessment design.

SESSION 2

INTRODUCTION TO DESIGN AREAS 3 AND 4:
Conducting Direct Instruction and Practising and Deepening Lessons

Participants will consider two important elements relating to direct instruction: chunking content and recording and representing content. Through interactive and practical strategies, participants will explore ways for students to deepen their understanding and develop fluency in skills and processes when content is no longer new. Specifically, participants will explore and experience strategies for examining similarities and differences and examining errors in reasoning.

SESSION 3

INTRODUCTION TO DESIGN AREAS 5 AND 6:
Conducting Knowledge Application Lessons and Using Strategies That Appear in All Types of Lessons.

Participants in this session will develop strategies for engaging students in cognitively complex tasks and learn a process for supporting students to generate and defend claims. They will also reflect on strategies for previewing content, highlighting critical information and reviewing content.

SESSION 4

INTRODUCTION TO DESIGN AREA 7:
Using Engagement Strategies

Engagement is a crucial component of deepening students' knowledge. The goal of this design area is for students to be paying attention, energised, intrigued and inspired. The strategies in this session will help teachers do just that.

DAY 1

High Reliability Schools Summit

Excellence and integrity are ideals that are often written and spoken about, but are not easily defined. What does it mean to make a commitment to excellence and integrity as a school and as an individual professional in a school? A simultaneous pursuit of organisational and individual excellence requires a systemic approach that involves the collective leadership of administrators and teachers. Dr Phil Warrick will explore ideas and examples about what it means to engage in a collective pursuit of excellence and integrity using the systems and structures of the High Reliability Schools framework.

MORNING BREAKOUT SESSIONS   **High Reliability Schools Summit**

STEVE BOYLE

Understanding the Concept and Process for HRS Certification (Levels 1–5)

Marzano Resources with Hawker Brownlow Education offer certification within each level of High Reliability Schools (HRS), which can be obtained by individual schools and whole systems. Participants in this session will learn the options and processes for certification, review certification documents and see examples of the process from schools that are certified in different levels of the HRS framework.

   Learning outcomes:

- Learn three different options for HRS certification.
- Understand the process of HRS certification at the school and system level.
- Explore examples of HRS certification and how it supports ongoing school improvement.

JOANNE CASEY

Introduction to Guaranteed and Viable Curriculum

At Level 3 of the High Reliability Schools framework, schools ensure they are focused on enhancing student learning through a guaranteed and viable school curriculum. In this session, Joanne will outline a process for ensuring that the school curriculum is focused enough that it can be addressed in the time available to teachers.

   Learning outcomes:

- Develop an understanding of what a guaranteed and viable curriculum is and why it's important.
- Learn how to prioritise standards.
- Discover how this process supports the development of proficiency scales.

GAVIN GRIFT

Collaborative Teams that Transform Schools (Part 1)

In this session, Gavin will outline the six fundamental questions central to the work of Collaborative Teams that Transform Schools, which set PLCs apart from more traditional models of schooling. He will help you to build an understanding of what it means to work in a PLC by outlining the core role collaborative teams play in truly transforming learning for both students and teachers.

Learning outcomes:

- Discover the work collaborative teams undertake.
- Learn the six critical questions that guide your team's approach to ensuring learning for all.
- Discover how PLCs are the foundation for job-embedded professional learning for teachers.

JAN HOEGH

Proficiency Scales (HRS Level 4): Digging Deeper, Creating Proficiency Scales

Designed for participants already familiar with proficiency scale development, this session will quickly review the process for scale development and then focus on various ways teachers and students can use them to achieve learning goals and monitor progress. Participants will have an opportunity to collaboratively create proficiency scales within an area of choice from the Australian Curriculum Literacy Continuum and walk away with access to collaboratively produced proficiency scales.

Learning outcomes:

- Understand how to create and use proficiency scales to clearly frame classroom instruction and assessment.
- Learn how to write high-quality proficiency scales and enrich student learning.
- Walk away with collaboratively produced proficiency scales relevant to the Australian Curriculum.

AFTERNOON BREAKOUT SESSIONS   High Reliability Schools Summit

JOANNE CASEY

Introduction to Proficiency Scales

At Levels 3 and 4 of the High Reliability Schools framework, proficiency scales help teachers more accurately assess student progress towards meeting or exceeding each of the standards. In this session, participants will learn the Marzano Research process for creating proficiency scales and engage in the process of building scales for use in their classes.

Learning outcomes:

- Develop an understanding of how to create a proficiency scale.
- Consider different strategies for using proficiency scales to track and celebrate student learning.

GAVIN GRIFT

Collaborative Teams that Transform Schools (Part 2)

The core of a professional learning community is the network of collaborative teams – the groups of teachers who work together to improve student learning. Collaborative teams have the potential to transform major aspects of teaching and learning. In this session, Gavin will outline how to ensure your meetings are purposeful and focused on learning with particular attention on how team members can operate to ensure productivity and efficiency in meetings. Participants will explore how to change the mantra of 'we don't have enough time' to 'let's maximise the time we have'.

Learning outcomes:

- Learn whether your teams are truly functioning collaboratively.
- Learn the skills of collaborating and how to apply them to your meetings.
- Walk away with strategies to elevate your collaborative team's potential to truly transform your school.

PHIL WARRICK

Little Things Make a Difference: Instructional Coaching for Teacher Growth

Participants will explore instructional coaching as a strategy for job-embedded professional development and be introduced to the Marzano instructional coaching model. Participants will learn specific instructional coaching strategies, explore a protocol for effective feedback, and review the Marzano model of instructional rounds as an extension of instructional coaching. This session will make direct links to the High Reliability Schools model.

Learning outcomes:

- Explore the stages of personal professional development for an individual.
- Understand the Marzano system for instructional coaching and how it can be used with any instructional strategy.
- Learn specific coaching strategies and a protocol to help coaches organise and provide effective feedback to teachers.
- Understand the Marzano concept of instructional rounds as an extension of instructional coaching and a way to coach small groups of teachers.

JAN HOEGH

The New Art and Science of Teaching Classroom Assessment

Shift to a new paradigm of classroom assessment that is more accurate, meaningful and authentic. The New Art and Science of Classroom Assessment explores the inadequacies of traditional assessment methods and details how to use assessment to its full potential. Step by step, Jan will outline a clear path for transitioning to more holistic assessment methods that truly reflect course curriculum and student progress.

Learning outcomes:

- Explore a new perspective on effective assessment in the classroom, including classroom, interim and year-end assessments (from formative assessment to summative assessment).
- Acquire strategies for assessing four general types of skills: (1) cognitive skills, (2) knowledge-application skills, (3) metacognitive skills and (4) general behaviour skills.
- Develop expertise with assessment tools, such as the types of declarative content, selected response items and short constructed-response questions.

DAY 2

DR JANELLE WILLS – Developing Metacognitive Skills

Metacognition is a gift that keeps on giving – an essential skill not only for learning, but also for success in life. Although its literal definition is 'cognition about cognition', its full meaning and application outside of the research world can elude us in practice. In this keynote, Dr Janelle Wills will define the metacognitive system and the important role that it plays in monitoring, evaluating and regulating the function of all other types of thought, as well as how the skill fits within the High Reliability Schools framework. She will also detail the key aspects of metacognitive knowledge and metacognitive regulation – what they are, how they can be developed and how they can be assessed.

MORNING BREAKOUT SESSIONS

STEVE BOYLE

Strategic Planning of HRS to Align with School Improvement Agendas

Endorsed by the Standing Council on School Education and Early Childhood (SCSEEC), the National School Improvement Tool (NSIT) is available to all Australian schools for use in their school improvement planning. It brings together findings from international research into the practices of highly effective schools and school leaders, providing the 'what' of strategic planning. In this session, Steve Boyle will show participants how the High Reliability Schools framework can provide the 'how', so that school improvement processes are focused and aligned.

Learning outcomes:

- Explore the links between the six domains of the NSIT and the five levels of a High Reliability School.
- Reflect on your own context and the areas of focus within the NSIT that need attention and how the HRS framework can provide you with next steps for improvement.

JOANNE CASEY

Developing Reflective Practice (Level 2)

Just as successful athletes must identify personal strengths and weaknesses, set goals and engage in focused practice to meet them, so too must teachers. In this interactive session, Joanne Casey shows how The New Art and Science of Teaching instructional framework can be combined with goal-setting, focused practice, focused feedback and observations and discussions to improve instructional practices to foster effective teaching in every classroom.

Learning outcomes:

- Assess your own or your team's proficiency in applying each of the 43 elements of effective teaching from *The New Art and Science of Teaching*.
- Learn how to use video data, student survey data and student achievement data to improve teacher practice.
- Acquire tools to support ongoing reflective practice.

GAVIN GRIFT

12 Key Actions to Guide the Work of Collaborative Teams

The professional learning communities process is supported by research and endorsed by educational researchers at all levels as our best hope for sustained, substantive improvement. But what is the real work of the collaborative team in a professional learning community? In this session, Gavin will share what he has learned over the last 10 years of taking the PLC research and making it a reality in schools. Learn about the 12 key actions collaborative teams must take to truly transform student learning and discover the real work collaborative teams engage in to improve student learning. Leave the session with a blueprint for collaborative teams to use in their ongoing efforts to transform learning for students and educators back at school.

Learning outcomes:

- Learn the key actions required for teams to answer the critical PLC questions inherent to Level 1 of HRS.
- Discover the true work and focus of high-performing collaborative teams.
- Achieve clarity on what distinguishes a collaborative team in a PLC at Work® from other models of PLCs.

PHIL WARRICK

Understanding and Using the Tools of HRS Leadership

High reliability leadership is focused on developing systems of operation and sustaining those systems over time. The tools of high reliability leadership include leading indicators, lagging indicators and quick data. High Reliability School leadership takes these tools and correlates them to the systems necessary for sustained success in schools. In this session, participants will review and explore the tools of HRS leadership and how they are continually in use within a school's operation.

Learning outcomes:

- Understand the four legs of strong data.
- Explore the concept of the Sigmoid Curve and how it relates to data-driven leadership for High Reliability Schools.
- Examine the concept of quick data and look at examples of quick data that are being used by HRS schools.
- Understand the concept of selective abandonment as a key aspect of HRS leadership.

JAN HOEGH

Engaging Learners (Level 2)

Engage students deeply in the joy of learning. Create a lively, dynamic classroom in which students are excited to learn and have the drive to keep exploring until they succeed. This session explores the four questions behind student engagement and shows how to set the stage for positive answers to each of them: **1)** How do I feel? **2)** Am I interested? **3)** Is this important? **4)** Can I do this?

Learn how to lay a positive foundation that predisposes students to learn. Take away practical, research-based strategies to spark student interest and make learning personally relevant and discover how to build the confidence that gives students ownership of their learning.

Learning outcomes:

- Gain sound instructional strategies for engaging students.
- Distinguish between short-term attention and deep engagement.
- Connect classroom goals to students' personal goals.
- Build your capacity to increase student achievement.
- Nurture students' sense of self-efficacy.

JOANNE CASEY

Building Academic Vocabulary

Learn how to implement a comprehensive vocabulary program. Build a system of excellence that ensures students can understand complex texts, engage deeply with content-area concepts and participate in academic discussions. This workshop will guide your school or system through every step of designing and implementing a customised program of direct vocabulary instruction.

Learning outcomes:

- Learn a process for creating a list of essential academic and content-specific terms and phrases to use in direct instruction in a range of curriculum areas.
- Create systems to assess and track students' vocabulary knowledge over time.
- Learn a six-step process for effective vocabulary instruction.
- Gain practical suggestions for improving vocabulary instruction at all levels.

GAVIN GRIFT

5 Ways of Being: What Leaders of Learning Think, Do and Say Every Day

Learning is our core business and needs to sit at the heart of all we think, say and do as leaders. From the top all the way through every level of leadership, there needs to be an understanding, an agreement and clear articulation of what being a Learning Leader in that organisation looks like, sounds like and what it means. This workshop supports Learning Leaders to understand what is critical for them to say and do each day when they commit to move from a model of doing to a model of being. Gavin will outline practical ways leaders can undertake a journey of self-discovery while ensuring they are laying a pathway for others to lead learning.

Learning outcomes:

- Learn how to genuinely lead learning in others.
- Understand the environmental conditions required for your colleagues to become leaders of learning.
- Learn practical strategies to make this happen.

PHIL WARRICK

Leading HRS Level 2: Effective Teaching in Every Classroom

The purpose of HRS Level 2 is to create systems that continually support teachers' pedagogical development. This HRS level is built specifically to allow the different leading indicators to work interdependently in this process. It requires teacher-level leadership and is highly effective if a school can establish clear and concise systems for each leading indicator that connect toward the end goal of continual growth in effective teaching practices. In this session, participants will examine the relationship of the different lagging indicators for this level and look at examples of what systems schools are using to encourage and sustain instructional improvement.

Learning outcomes:

- Understand the concept as a school-wide model of instruction and why it is critical for a school to develop and sustain a model of instruction over time.
- Examine simple processes for teachers to set their own instructional growth goals and monitor their own improvement within those goals.
- Explore strategies for job-embedded professional development that support teacher growth school wide.

JAN HOEGH

Proficiency Scales (HRS Level 4): Digging Deeper, Creating Proficiency Scales (REPEAT)

Designed for participants already familiar with proficiency scale development, this session will quickly review the process for scale development and then focus on various ways teachers and students can use them to achieve learning goals and monitor progress. Participants will have an opportunity to collaboratively create proficiency scales within an area of choice from the Australian Curriculum Literacy Continuum and walk away with access to collaboratively produced proficiency scales.

Learning outcomes:

- Understand how to create and use proficiency scales to clearly frame classroom instruction and assessment.
- Learn how to write high-quality proficiency scales and enrich student learning.
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JANELLE WILLS

Thinking Protocols for Learning: Design Questions 5 and 6

A critical commitment at Level 3 of the HRS framework is using direct instruction for knowledge application and metacognition skills. This session will focus on the important role student dialogue plays in developing these skills. Although research indicates the effectiveness of dialogue for learning teacher talk still predominates in classroom practice. Why is this so? The answer is simple – the approach in practice, rather than theory, is difficult. This session addresses these issues with practical strategies that can be implemented across learning areas and year levels. Participants will engage with protocols for structuring and scaffolding group dialogue so that discussions don't stall, deteriorate into negative dialogue or waste valuable instructional time by not producing a meaningful outcome.

Learning outcomes:

- Understand the research and theory relating to the practice of explicitly teaching knowledge application skills such as critical and creative thinking and problem-solving.
- Learn practical strategies for structuring and scaffolding group dialogue to help foster these essential life skills.