

THE SC MAP FOUNDATION PRESENTS THE
7TH ANNUAL SOUTH CAROLINA
FORMATIVE ASSESSMENT CONFERENCE



FOCUSING ON LEARNING
HOW FORMATIVE ASSESSMENT
EMPOWERS TEACHERS



NOVEMBER 19 - 20, 2009
COLUMBIA METROPOLITAN
CONVENTION
CENTER



Dear Conference Participants,

As superintendents of the three districts collaborating to sponsor this conference — Richland County School District One, Lexington County School District One, and School District Five of Richland and Lexington Counties — we are delighted to join together to welcome you to the Seventh Annual Formative Assessment Conference.

Formative assessment is a critical part of improving student learning and closing the achievement gap while increasing students' responsibility for their own learning. We are pleased to offer you a first-rate conference experience with nationally recognized keynote presenters and a wide array of top-quality breakout sessions.

Dr. Tom Guskey delivers practical advice for using assessments that are carefully aligned with learning goals to improve student performance. His humorous style and years of teaching experience allow him to be realistic and entertaining while showing educators how they can implement some specific practices that will foster improved achievement.

Dr. Anne Davies brings a treasure trove of real-world K–12 experiences to our audience by sharing videotapes of students and teachers with whom she has worked. Her videotapes illustrate ways to implement formative assessment practices that strengthen learning and help students understand and take responsibility for their work. She has designed a session with a special focus on issues for high schools and middle schools. This session will be of particular interest to schools involved in the International Baccalaureate program, as well as to all teachers who are concerned about issues of fairness, competitiveness and motivation.

Matt Chapman, Chief Executive Officer of the Northwest Evaluation Association (NWEA), shares the latest developments in Measures of Academic Progress (MAP) and brings with him John Cronin, Michael Dahlin and Laura Riley from the NWEA staff. They will share information on interpreting results and the latest research findings from the Kingsbury Center.

In addition to these guests, more than 40 breakout sessions offer you the opportunity to learn what other educators in public schools and universities in the Southeast are doing to implement a focus on formative assessments and goal setting to help students take more responsibility for their own learning. In the exhibitors' area, you will find an array of resources on display, including innovations in technology, tools for assessment and record keeping, and books for professional development.

We encourage you to attend the reception on Thursday evening to network with colleagues from all over the state and nation, and even some international visitors. Columbia, particularly the area known as the Vista, has become a desirable destination with many fine restaurants, art galleries and shops. We hope you enjoy the conference and your visit to South Carolina's capital city.

Percy Mack, Superintendent of Richland County School District One
Karen C. Woodward, Superintendent of Lexington County School District One
Herbert Berg, Superintendent of School District Five of Lexington and Richland Counties



Notes

h	a	y	e	b	m	n	b	p	c	l	k	s	j	h	g	k	b	j	i	o
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u	h	b	c	n	l	c	w	o	k	b	l	w	v	m	t	v	y	r	d	w
z	b	d	e	u	r	s	h	c	y	t	i	d	h	j	e	b	k	s	l	f



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PROGRESS MONITORING LEARNING STYLES BENCHMARK CUSTOM TEST



FOCUSING ON LEARNING HOW FORMATIVE ASSESSMENT EMPOWERS TEACHERS



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Richland School District One, Lexington School District One, and Lexington/Richland School District Five



Notes



Moving Students Toward Success

Houghton Mifflin Harcourt *and* **Northwest Evaluation Association** provide the perfect partnership to move students toward success!

Houghton Mifflin Harcourt's **Destination Math®** and **Destination Reading®** online best-in-class instructional solutions, and the assessment data from **NWEA's Measures of Academic Progress (MAP) for the state of South Carolina**, allow teachers to assign students an individualized learning path through the Destination solution.

Teachers can easily integrate the Destination solution into daily instruction, providing a highly effective, multi-tiered approach to intervention. Through this targeted individualized approach, students receive point-of-need explicit teaching of key concepts that are aligned to assessment results *and* state standards.

SCHEDULE AT A GLANCE

Thursday, November 19th

- 7:00 - 8:30 Breakfast & Registration
- 8:30 - 9:00 Welcome and Introductions - Day 1, Exhibit Hall
Tom Pritchard
- 9:00 - 10:30 Using Standards and Assessments to Improve Student Learning, Exhibit Hall
Introduction by Janelle Rivers
Dr. Thomas Guskey
- 10:30 - 10:45 15 Minute Break
- 10:45 - 11:30 Morning Breakout Sessions: Block A
- 11:30 - 11:35 5 Minute Break
- 11:35 - 1:25 Luncheon Keynote, Student Assessments for the Next 25 Years, Exhibit Hall
Introduction by Missy Wall-Mitchell
Matt Chapman, President & CEO of NWEA
- a1:30 - 2:15 Afternoon Breakout Sessions: Block B
- 2:15 - 2:30 15 Minute "Cookie" Break
- 2:30 - 3:15 Afternoon Breakout Sessions Continued: Block C
- 3:15 - 3:30 15 Minute Break
- 3:30 - 4:15 Afternoon Breakout Sessions Continued: Block D
- 4:15 - 6:15 Wine & Cheese Reception, Ballroom Hall on Upper Level

Friday, November 20th

- 7:00 - 8:30 Breakfast & Registration
- 8:30 - 9:00 Welcome and Introductions - Day 2, Exhibit Hall
- 9:00 - 10:30 Looking into Standards-based Classrooms: Formative Assessment in Action, Exhibit Hall
Introduction by Jennifer Coleman
Dr. Anne Davies
- 10:30 - 10:45 15 Minute Break
- 10:45 - 11:30 Morning Breakout Sessions: Block E
- 11:30 - 12:45 Lunch, Exhibit Hall
- 12:45 - 1:30 Afternoon Breakout Sessions: Block F
- 1:30 - 1:45 15 Minute Break
- 1:45 - 2:30 Afternoon Breakout Sessions: Block G
- 2:30 - 2:45 15 Minute Break
- 2:45 - 3:30 Afternoon Breakout Sessions: Block H



Notes



Before kids discover what's out there,
teachers need to discover what's in there.

FOR OVER 30 YEARS, WE'VE BEEN lowering the barriers to higher education. With our unique, testing, student aptitude isn't just discovered – it's actually cultivated. When teachers and administrators work with these test results, they're able to create lesson plans uniquely tailored to the student, allowing them to grow and flourish like never before. Some get the help they need to make college a possibility. Others rediscover their joy of learning. We're NWEA and we want children to live their dreams. To learn more about us, visit nwea.org.

Partnering to help
all kids learn



BREAKOUT SESSION SCHEDULE

Breakout Sessions, Block A

10:45 - 11:30 Thursday, November 19th

Room	Code	Session Title, Presenter(s), & Affiliation	Details
Columbia Ballroom A	A1	Sex, Lies, and Formative Assessment Dr. Thomas Guskey	p. 13
Columbia Ballroom B	A2	Successful Learning for All: No Excuses Allowed Marie Watson - <i>Principal</i> , Susan Jennings - <i>3rd Grade Teacher</i> , Ron Bosch - <i>4th Grade Teacher</i> , Jamie Sox - <i>Kindergarten Teacher</i> , and John Geanangel - <i>Technology Integration Specialist at Red Bank Elementary School</i>	p. 13
Columbia Ballroom C	A3	Inquiry in Motion: Teaching Strategies for Accelerating Student Growth Jeff Marshall, Ph.D., <i>Assistant Professor at Clemson University</i> and Michael Dahlin, Ph.D., <i>Research Specialist at the Kingsbury Center at NWEA</i>	p. 13
Richland Meeting Room A	A4	Data Driven Instruction: Where will it take you? Glorian Chisholm, <i>iCoach</i> and Jennifer O'Neal, <i>Second Grade Teacher Cheraw Primary School</i>	p. 13
Richland Meeting Room B	A5	MAP for Primary Grades Reports Session Laura Riley <i>NWEA Staff</i>	p. 13
Richland Meeting Room C	A6	A Hassle Free Way to Differentiate Instruction Gregg Morton, <i>Principal Dutch Fork High School</i>	p. 13
Lexington Meeting Room A	A7	Making Connections: Engaging Students of Poverty in Standards-Based Instruction Angela McClary-Rush, <i>Williamsburg County School District English Language Arts Coordinator</i> and Barbara Giles, <i>C.E. Murray High School Department Chairperson</i>	p. 13
Lexington Meeting Room B	A8	Test Data and Other Data Analysis to Inform Instruction Vernon G. Gettone, Ph.D., <i>Regional UniServ, Instruction & Professional Development of the California Teachers Association</i>	p. 14
Carolina Room A	A9	Tapping to Success Gwen G. Massey, <i>Principal Pendleton Elementary School</i>	p. 14
Carolina Room B	A10	Classroom Assessment Techniques for the Music Teacher Brad Foust of <i>Shelby County Schools</i> and <i>Mid-South Christian College</i> in Memphis, Tennessee	p. 14



Breakout Sessions, Block B

1:30 - 2:15 Thursday, November 19th

Room	Code	Session Title, Presenter(s), & Affiliation	Details
Columbia Ballroom A	B1	How to interpret NWEA Growth Reports Laura Riley <i>NWEA Staff</i>	p. 14
Columbia Ballroom B	B2	One Giant Step for Teacher-kind Barbara Turner - <i>Department of Instruction</i> , Missy Wall-Mitchell - <i>Director of Accountability</i> , Ryan Pool - <i>Middle School Assistant Principal</i> , Jesse Hutchinson - <i>Middle School Principal</i> , Dian Alston - <i>Elementary Math Instructional Specialist</i> , and Don Hardie - <i>Math Coordinator of Lexington/Richland School District Five</i>	p. 14
Richland Meeting Room A	B3	Standards-based Assessment for Learning Savvy (<i>continued after break</i>) Beth P. Reynolds, Ph.D. <i>Leadership for Learning, Inc.</i>	p. 14
Richland Meeting Room B	B4	Empowering Districts: Navigating Data Using a Dashboard Portal April Hammond, <i>Research Specialist</i> and Meg Pletcher, <i>Statistician</i> <i>Greenville County Schools</i>	p. 14
Richland Meeting Room C	B5	Integrating Technology and Lexiles to Enhance Daily Practice (<i>cont. after break</i>) Dr. Jina Gettys, <i>Assistant Principal for Instruction at Irmo Middle School</i> and Dr. Carl W. Swartz, <i>Senior Research Associate at MetaMetrics, Inc.</i>	p. 15
Lexington Meeting Room A	B6	Making the Most of Formative Assessments (<i>continued after break</i>) Loretta Konecki, PhD, <i>Professor</i> , Linda McCrea, EdD, <i>Associate Professor</i> , and Jacque Melin, <i>Instructor & Differentiation Consultant</i> <i>Grand Valley State University College of Education</i>	p. 15
Lexington Meeting Room B	B7	Asking the Right Questions Felicia Oliver, <i>ELA Coordinator</i> and Glenda Brown, <i>Staff Development Coordinator</i> <i>Spartanburg School District Two</i>	p. 15
Carolina Room A	B8	Increasing Data Analysis Capabilities Dr. Maria Sarria, <i>Evaluation Specialist</i> at the <i>Office of Research, Evaluation and Accountability for Greenville County Schools</i>	p. 15
Carolina Room B	B9	Using MAP in a Comprehensive Response to Intervention Cheryl Kopec Nahmias, <i>Middle Years Programme International Baccalaureate Coordinator</i> at <i>Renfroe Middle School</i> and Thomas Van Soelen, <i>Associate Superintendent</i> <i>City Schools of Decatur, Georgia</i>	p. 15

BREAKOUT SESSION SCHEDULE

Breakout Sessions, Block C

2:30 - 3:15 Thursday, November 19th

Room	Code	Session Title, Presenter(s), & Affiliation	Details
Columbia Ballroom A	C1	Mindful Instruction: Dispositions to Lead Learning <i>(continued after break)</i> Laura Stabler, <i>Director of the Center for Mindful Instruction</i> and Sara Bryant, <i>Doctoral Student at the University of Colorado, Boulder</i>	p. 15
Columbia Ballroom B	C2	The Situation Room Model: Waging War on Poor Student Performance <i>(continued after break)</i> Dr. W. Darrell Barringer, <i>Principal Carolina Springs Elementary School</i>	p. 16
Columbia Ballroom C	C3	If everyone's proficient, why is there still an achievement gap? John Cronin, <i>Director</i> and Michael Dahlin, <i>Research Specialist The Kingsbury Center at NWEA</i>	p. 16
Richland Meeting Room A	B3	Standards-based Assessment for Learning Savvy <i>(continued)</i> Beth P. Reynolds, Ph.D. <i>Leadership for Learning, Inc.</i>	p. 14
Richland Meeting Room B	C4	Formative Assessment and Response to Intervention <i>(continued after break)</i> Scott Elliott, PhD, <i>President, SEG Assessment</i> and Sylvia Williams, <i>Curriculum Specialist with Classworks by Curriculum Advantage</i>	p. 16
Richland Meeting Room C	B5	Integrating Technology and Lexiles to Enhance Daily Practice <i>(continued)</i> Dr. Jina Gettys, <i>Assistant Principal for Instruction at Irmo Middle School</i> and Dr. Carl W. Swartz, <i>Senior Research Associate at MetaMetrics, Inc.</i>	p. 15
Lexington Meeting Room A	B6	Making the Most of Formative Assessments <i>(continued)</i> Loretta Konecki, PhD, <i>Professor</i> , Linda McCrea, EdD, <i>Associate Professor</i> , and Jacque Melin, <i>Instructor & Differentiation Consultant Grand Valley State University College of Education</i>	p. 15
Lexington Meeting Room B	C5	The pilot that made it through! <i>(continued after break)</i> Robin Rivers, <i>Interim Director</i> and John Holton, <i>Education Associate Office of Standards and Support, SCDE</i>	p. 16
Carolina Room A	C6	Linking Professional Learning with Teacher Evaluation <i>(continued after break)</i> Thomas Van Soelen, <i>Associate Superintendent</i> and Cheryl Kopec Nahmias, <i>International Baccalaureate Coordinator, Renfroe Middle School City Schools of Decatur</i>	p. 16
Carolina Room B	C7	Using DesCartes to Create Individualized RIT Bands Janet Tillman, M. Ed. <i>2nd Grade Academic Assistance Teacher Orange Grove Elementary Charter School</i>	p. 16



Breakout Sessions, Block D

3:30 - 4:15 Thursday, November 19th

Room	Code	Session Title, Presenter(s), & Affiliation	Details
Columbia Ballroom A	C1	Mindful Instruction: Dispositions to Lead Learning <i>(continued)</i> Laura Stabler, <i>Director of the Center for Mindful Instruction</i> and Sara Bryant, <i>Doctoral Student at the University of Colorado, Boulder</i>	p. 15
Columbia Ballroom B	C2	The Situation Room Model: Waging War on Poor Student Performance <i>(continued)</i> Dr. W. Darrell Barringer, <i>Principal Carolina Springs Elementary School</i>	p. 16
Columbia Ballroom C	D1	Using MAPs RIT scores and Lexile Levels to Improve Reading Scores Cheryl Zupan, <i>Curriculum Specialist, Honey Edge, District Instructional Facilitator,</i> and Joan Beth Page, <i>Assistant Superintendent</i>	p. 16
Richland Meeting Room A	D2	Start a Writing Revolution in Your Classroom Andrew Lombardo, <i>Regional Sales Manager and Consultant Vantage Learning</i>	p. 17
Richland Meeting Room B	C4	Formative Assessment and Response to Intervention <i>(continued)</i> Scott Elliott, PhD, <i>President, SEG Assessment</i> and Sylvia Williams, <i>Curriculum Specialist with Classworks by Curriculum Advantage</i>	p. 16
Richland Meeting Room C	D3	Enriching Learning with RIT-Based Instruction Elizabeth Crocker - <i>Curriculum Support Coach</i> , Sherry Lee - <i>Teacher</i> , Lisa McCaskill - <i>Teacher</i> , and Howard Brimmer - <i>Teacher Camden Middle School</i>	p. 17
Lexington Meeting Room A	D4	Program Evaluation using Virtual Comparison Group Analyses Michael Dahlin, Ph.D., <i>Research Specialist at the Kingsbury Center at NWEA</i> and Jeff Marshall, Ph.D., <i>Assistant Professor at Clemson University</i>	p. 17
Lexington Meeting Room B	C5	The pilot that made it through! <i>(continued)</i> Robin Rivers, <i>Interim Director</i> and John Holton, <i>Education Associate Office of Standards and Support, SCDE</i>	p. 16
Carolina Room A	C6	Linking Professional Learning with Teacher Evaluation <i>(continued)</i> Thomas Van Soelen, <i>Associate Superintendent</i> and Cheryl Kopec Nahmias, <i>International Baccalaureate Coordinator, Renfroe Middle School City Schools of Decatur</i>	p. 16
Carolina Room B	D5	Energize the Classroom Paul Richmond of <i>Thomas Edison High School in Elmira Heights, New York</i> and <i>EnergizetheClassroom.com</i>	p. 17

BREAKOUT SESSION SCHEDULE

Breakout Sessions, Block E

10:45 - 11:30 Friday, November 20th

Room	Code	Session Title, Presenter(s), & Affiliation	Details
Columbia Ballroom A	E1	Unique Issues in Secondary Assessment: From Standards-based Evidence to Grades Dr. Anne Davies	p. 17
Columbia Ballroom B	E2	Transforming Effective Instructional Practices into Effective Assessment Practices for At-Risk Students Kim Trask Brown, <i>Assistant Professor</i> <i>University of North Carolina Asheville Department of Education</i>	p. 17
Columbia Ballroom C	E3	Inquiry in Motion: Teaching Strategies for Accelerating Student Growth Jeff Marshall, Ph.D., <i>Assistant Professor at Clemson University</i> and Michael Dahlin, Ph.D., <i>Research Specialist at the Kingsbury Center at NWEA</i>	p. 13
Richland Meeting Room A	E4	MAP for Primary Grades Reports Session Laura Riley <i>NWEA Staff</i>	p. 13
Richland Meeting Room B	E5	Off the Paper and Onto the Wall Brandi Cade <i>George I Pair Elementary School</i>	p. 18
Richland Meeting Room C	E6	Making Waves with Data Rebecca Ford - <i>Principal, McCormick Elementary</i> , Marlene Capps - <i>Curriculum Facilitator, McCormick Elementary</i> , Penny Hayes - <i>Curriculum Facilitator, North Mullins Primary</i> , and Tracey Campbell - <i>Instructional Technology Coordinator, Marion School District Two</i>	p. 18
Lexington Meeting Room A	E7	Enriching Learning with RIT-Based Instruction Elizabeth Crocker - <i>Curriculum Support Coach</i> , Sherry Lee - <i>Teacher</i> , Lisa McCaskill - <i>Teacher</i> , and Howard Brimmer - <i>Teacher</i> <i>Camden Middle School</i>	p. 17
Lexington Meeting Room B	E8	Using MAP in a Comprehensive Response to Intervention Cheryl Kopec Nahmias, <i>Middle Years Programme International Baccalaureate Coordinator at Renfroe Middle School</i> and Thomas Van Soelen, <i>Associate Superintendent City Schools of Decatur, Georgia</i>	p. 15
Carolina Room A	E9	An iPhone tool for Formative Assessment Michael Palmquist, <i>Creative Director and Software Designer</i> <i>Portage Interactive</i>	p. 18
Carolina Room B	E10	Data Driven Instruction: Where will it take you? Glorian Chisholm, <i>iCoach</i> and Jennifer O'Neal, <i>Second Grade Teacher</i> <i>Cheraw Primary School</i>	p. 13



Breakout Sessions, Block F

12:45 - 1:30 Friday, November 20th

Room	Code	Session Title, Presenter(s), & Affiliation	Details
Columbia Ballroom A	F1	Mindful Instruction: Dispositions to Lead Learning <i>(continued after break)</i> Laura Stabler, <i>Director of the Center for Mindful Instruction</i> and Sara Bryant, <i>Doctoral Student at the University of Colorado, Boulder</i>	p. 15
Columbia Ballroom B	F2	Formative Assessment and Response to Intervention <i>(continued after break)</i> Scott Elliott, PhD, <i>President, SEG Assessment</i> and Sylvia Williams, <i>Curriculum Specialist with Classworks by Curriculum Advantage</i>	p. 16
Columbia Ballroom C	F3	If everyone's proficient, why is there still an achievement gap? John Cronin, <i>Director</i> and Michael Dahlin, <i>Research Specialist</i> <i>The Kingsbury Center at NWEA</i>	p. 16
Richland Meeting Room A	F4	Successful Learning for All: No Excuses Allowed Marie Watson - <i>Principal</i> , Susan Jennings - <i>3rd Grade Teacher</i> , Ron Bosch - <i>4th Grade Teacher</i> , Jamie Sox - <i>Kindergarten Teacher</i> , and John Geanangel - <i>Technology Integration Specialist at Red Bank Elementary School</i>	p. 13
Richland Meeting Room C	F5	Empowering Districts: Navigating Data Using a Dashboard Portal April Hammond, <i>Research Specialist</i> and Meg Pletcher, <i>Statistician</i> <i>Greenville County Schools</i>	p. 14
Lexington Meeting Room A	F6	The Situation Room Model: Waging War on Poor Student Performance <i>(continued after break)</i> Dr. W. Darrell Barringer, <i>Principal</i> <i>Carolina Springs Elementary School</i>	p. 16
Lexington Meeting Room B	F7	Teamwork Ensures Success at TES Denise Fredericks, <i>Principal</i> and Morgan Nolte, <i>Instructional Coach</i> <i>Townville Elementary School</i>	p. 18
Carolina Room A	F8	Survivors: Keeping Your Students on the Island! Jennifer Powlas - <i>Principal</i> , Chad Bridges - <i>Teacher</i> , Sharon Gray - <i>Teacher</i> , Clark Liles - <i>Teacher</i> , and Ben Solkofske - <i>Teacher</i> <i>Alternative Academy For Success</i>	p. 18
Carolina Room B	F9	From Blooms to Remediation <i>(continued after break)</i> Dr. Lee A. Westberry, <i>Principal</i> and Mrs. Leslie Howder, <i>Assistant Principal</i> <i>Berkeley Middle School</i>	p. 18

BREAKOUT SESSION SCHEDULE

Breakout Sessions, Block G

1:45 - 2:30 Friday, November 20th

Room	Code	Session Title, Presenter(s), & Affiliation	Details
Columbia Ballroom A	F1	Mindful Instruction: Dispositions to Lead Learning <i>(continued)</i> Laura Stabler, <i>Director of the Center for Mindful Instruction</i> and Sara Bryant, <i>Doctoral Student at the University of Colorado, Boulder</i>	p. 15
Columbia Ballroom B	F2	Formative Assessment and Response to Intervention <i>(continued)</i> Scott Elliott, PhD, <i>President, SEG Assessment</i> and Sylvia Williams, <i>Curriculum Specialist with Classworks by Curriculum Advantage</i>	p. 16
Columbia Ballroom C	G1	How to interpret NWEA Growth Reports Laura Riley <i>NWEA Staff</i>	p. 14
Richland Meeting Room A	G2	Creating a MAP CRF via PowerSchool Dr. Lais Zachary <i>School District Five of Richland and Lexington Counties</i>	p. 18
Richland Meeting Room B	G3	Critical Conversations using VCG Jason McCreary, <i>Director</i> and Maria Sarria, <i>Evaluation Specialist Greenville County Schools</i>	p. 19
Richland Meeting Room C	G4	From Paper to Practice: Using EXPLORE, PLAN and the ACT Reports <i>(continued after break)</i> Carl Forbes, MA, <i>Senior Consultant ACT, Inc.</i>	p. 19
Lexington Meeting Room A	F6	The Situation Room Model: Waging War on Poor Student Performance <i>(continued)</i> Dr. W. Darrell Barringer, <i>Principal Carolina Springs Elementary School</i>	p. 16
Lexington Meeting Room B	G5	Integrating Technology and Lexiles to Enhance Daily Practice <i>(cont. after break)</i> Dr. Jina Gettys, <i>Assistant Principal for Instruction at Irmo Middle School</i> and Dr. Carl W. Swartz, <i>Senior Research Associate at MetaMetrics, Inc.</i>	p. 15
Carolina Room A	G6	Making the Most of Formative Assessments <i>(continued after break)</i> Loretta Konecki, PhD, <i>Professor</i> , Linda McCrea, EdD, <i>Associate Professor</i> , and Jacque Melin, <i>Instructor & Differentiation Consultant Grand Valley State University College of Education</i>	p. 15
Carolina Room B	F9	From Blooms to Remediation <i>(continued)</i> Dr. Lee A. Westberry, <i>Principal</i> and Mrs. Leslie Howder, <i>Assistant Principal Berkeley Middle School</i>	p. 18



Breakout Sessions, Block H

2:45 - 3:30 Friday, November 20th

Room	Code	Session Title, Presenter(s), & Affiliation	Details
Columbia Ballroom A	H1	Becoming One With the Data Angela Mills, <i>Instructional Specialist</i> and Angela Wright, <i>Assistant Principal</i> <i>Berkeley Middle School</i>	p. 19
Columbia Ballroom B	H2	TEAM-ing for School-wide Improvement Roy Ann Jolley - <i>Principal</i> , Ginger Baggette - <i>Math Vertical Team Leader</i> , Velma Wilson - <i>Reading Vertical Team Leader</i> , Lisa Young - <i>Science Vertical Team Leader</i> , and Genevieve Boston, <i>MAP Vertical Team Leader</i> <i>Delmae Heights Elementary Schools</i>	p. 19
Columbia Ballroom C	H3	On-Going Formative Assessment of ELA & Writing Skills Bill Morgan, <i>Assessment and Accountability Team Associate</i> <i>Charleston County School District</i>	p. 19
Richland Meeting Room A	H4	School-Wide Players: Rethinking Accountability Floyd Dinkins, <i>3rd Grade Science/Math Teacher at C.A. Taylor Elementary</i> and Frieda Bingham, <i>Instructional Facilitator at Lexington 2</i>	p. 19
Richland Meeting Room B	H5	Lessons from Geese Paula Yohe, <i>Director of Technology for Dillon School District Two</i> and Barbara Payne, <i>Product Specialist at CSI Technology Outfitters</i>	p. 19
Richland Meeting Room C	G4	From Paper to Practice: Using EXPLORE, PLAN and the ACT Reports (continued) Carl Forbes, MA, <i>Senior Consultant</i> <i>ACT, Inc.</i>	p. 19
Lexington Meeting Room A	H6	Program Evaluation using Virtual Comparison Group Analyses Michael Dahlin, Ph.D., <i>Research Specialist at the Kingsbury Center at NWEA</i> and Jeff Marshall, Ph.D., <i>Assistant Professor at Clemson University</i>	p. 17
Lexington Meeting Room B	G5	Integrating Technology and Lexiles to Enhance Daily Practice (cont.) Dr. Jina Gettys, <i>Assistant Principal for Instruction at Irmo Middle School</i> and Dr. Carl W. Swartz, <i>Senior Research Associate at MetaMetrics, Inc.</i>	p. 15
Carolina Room A	G6	Making the Most of Formative Assessments (continued) Loretta Konecki, PhD, <i>Professor</i> , Linda McCrea, EdD, <i>Associate Professor</i> , and Jacque Melin, <i>Instructor & Differentiation Consultant</i> <i>Grand Valley State University College of Education</i>	p. 15
Carolina Room B	H7	Making Connections: Engaging Students of Poverty in Standards-Based Instruction Angela McClary-Rush, <i>Williamsburg County School District English Language Arts Coordinator</i> and Barbara Giles, <i>C.E. Murray High School Department Chairperson</i>	p. 13

BREAKOUT SESSION DETAILS

Sex, Lies, and Formative Assessment

Session Code: A1

In this session, Dr. Guskey will extend the ideas from *Improving Student Learning with Standards and Assessments* by offering ways to use results from formative assessments to change instruction. Teachers need to adjust instruction to address the needs of students who haven't learned what was expected and to extend the learning for students who have mastered the material. In considering the differences between formative assessment summative assessment, teachers must contemplate critical decisions about how corrective and enrichment activities will be provided, when students will be permitted to redo work, what the opportunity costs will be, and how final grades will be determined.

Dr. Thomas Guskey

Successful Learning for All: No Excuses Allowed

Session Code: A2 & F4

Raise student achievement by changing the focus from teaching to learning. This school changed the schedule and operation of the school day. Flexible groups, formative assessments, collaborative planning, no failures allowed, tracking data, SMART goals all led Red Bank Elementary to more than 30 point gains on MAP.

Marie Watson, Susan Jennings, Ron Bosch, Jamie Sox, and John Geanangel

Inquiry in Motion: Teaching Strategies for Accelerating Student Growth

Session Code: A3 & E3

Details of a multi-year study examining the impact on student learning of a full-year PD program for math and science teachers.

Jeff Marshall and Michael Dahlin

Data Driven Instruction: Where will it take you?

Session Code: A4 & E10

In this session, we will take a closer look at how data drives instruction. We will demonstrate how to analyze text and develop units of study. Initial and final data will be given to show student growth. This will be a Power Point presentation.

Glorian Chisholm and Jennifer O'Neal

MAP for Primary Grades Reports Session

Session Code: A5 & E4

Survey with Goals reports will be reviewed and explained as well as the reports and data available with the Screening tests and Skills Checklist tests in the Primary Package.

Laura Riley

A Hassle Free Way to Differentiate Instruction

Session Code: A6

Are your teachers using student data effectively to plan quality differentiated lessons. If not, then this session is for you. Learn how the use of web-based lesson planning tools can help. Hear from a principal who implemented this process in his schools at all levels and saw drastic improvements in student learning. The process integrates state standards and indicators with current student data such as NWEA MAP scores and the NWEA learning continuum DesCartes into a traditional lesson-planning format. Through this process, the teacher is able to make easy connections with multiple web based curriculum resources to address the individual student learning skills required for mastery of the standards.

Gregg Morton

Making Connections: Engaging Students of Poverty in Standards-Based Instruction

Session Code: A7 & H7

To ensure that students are truly engaged in learning and understanding standards-based instruction, teachers must know how to teach the "verbs" of the standards and how to write assessment items that align to those "verbs." This presentation will engage them in these processes.

Angela McClary-Rush and Barbara Giles



Test Data and Other Data Analysis to Inform Instruction

Session Code: A8

Most states have gone through several iterations to respond to the public's demand for public school accountability. Is the current iteration of assessment in your state supportive of instruction? What is to be assessed? Are the assessment targets manageable? Are the results instructionally informative? Knowing how to process data is the missing link to what teams do in the name of school improvement. In a simple four-step interactive model, participants Who work in school teams will learn how to use this job-embedded model to interpret a variety of data including test scores and AYP.

Vernon G. Gettone

Tapping to Success

Session Code: A9

Tapping to Success will share an overview of the power of becoming a South Carolina Teacher Advancement Program (TAP) school. You don't want to miss this toe tapping presentation on how to: 1) engage your teachers with in-depth data analysis and drill down to focus on individual student's needs; 2) enhance your instructional delivery day in and day out with powerful scientific based strategies, and 3) structure your organization to maximize continuous ongoing professional development weekly for every grade level. Tapping to Success will provide you with ideas that support raising the bar in the classroom to meet the needs of tomorrow demands.

Gwen G. Massey

Classroom Assessment Techniques for the Music Teacher

Session Code: A10

This presentation focuses on classroom assessment for the music teacher, a formative process of informing the music teacher on how and what students are learning.

Brad Foust

How to Interpret NWEA Growth Reports

Session Code: B1 & G1

An overview of the most utilized growth reports for teachers, administrators, and district administrators.

Laura Riley

One Giant Step for Teacher-kind

Session Code: B2

Now What? How one district has taken the giant step of providing teachers with a support document that integrates DesCartes into the Everyday Math curriculum. This document was developed after an exhaustive data analysis of VCG results and is differentiated by RIT bands.

Barbara Turner, Missy Wall-Mitchell, Ryan Pool, Jesse Hutchinsonl, Dian Alston, and Don Hardie

Standards-based Assessment for Learning Savvy

Session Code: B3

Research is clear on the impact of assessment for learning strategies on student learning and achievement. The leader's role in supporting this work in classrooms is critical to building teacher and student capacity for increases in learning and achievement. Learn how some schools and district leaders have successfully approached this critical process in a collaborative way.

Beth P. Reynolds

Empowering Districts: Navigating Data Using a Dashboard Portal

Session Code: B4 & F5

This workshop will provide an overview of how to use a dashboard portal that allows district-level users to quickly access district, school, grade, classroom, and student data based on district-selected indicators, with results displayed in an easy to read format.

April Hammond and Meg Pletcher

BREAKOUT SESSION DETAILS

Integrating Technology and Lexiles to Enhance Daily Practice

Session Code: B5 & G5

Research on the development of expertise suggests that deliberate practice consisting of the following components is essential to moving from novice to expert in a wide array of fields: (1) targeted practice, (2) real-time corrective feedback, (3) intensive practice, (4) distributed practice that provides appropriate activities over a long period of time, (5) self-directed practice in an activity, and (6) progress monitoring. A growing body of research and practice suggest these principles apply to growing expertise in reading. This session will (1) describe how educators and parents in South Carolina and Mississippi used Web-based technology and the Lexile Framework for Reading to promote daily deliberate practice in reading at school and at home, (2) provide results demonstrating the impact on student growth in reading ability related to using this technology during the 2008-2009 school year, and (3) demonstrate the technology.

Dr. Jina Gettys and Dr. Carl W. Swartz

Making the Most of Formative Assessments

Session Code: B6 & G6

How can teachers and students facilitate learning through formative Assessments? Participants will gain formative assessment tools and ways to use data to set goals, differentiate instruction, promote thinking and student responsibility for their learning.

Loretta Konecki, Linda McCrea, and Jacque Melin

Asking the Right Questions

Session Code: B7

Using the revised Bloom's Taxonomy and the SC State Standards, Participants will analyze sample questions to determine alignment with the rigor of SC ELA and math Standards.

Felicia Oliver and Glenda Brown

Increasing Data Analysis Capabilities

Session Code: B8

School Administrators, Instructional Coaches and Guidance Counselors need performance and demographic analysis capabilities. This session explores the features of Data Analyzer - a data warehouse mining and analysis tool designed to provide easy access for school and student data.

Dr. Maria Sarria

Using MAP in a Comprehensive Response to Intervention

Session Code: B9 & E8

This presentation allows participants to virtually meet Donna and Qisha, Title I-funded instructors at Renfroe Middle School. Teacher-created documents, student survey data, and video clips will be offered that detail the process Renfroe Middle School took to disrupt the traditional programming of Title I Targeted Assistance programs, making the Title I support a seamless and flexible component of RtI.

Cheryl Kopec Nahmias and Thomas Van Soelen

Mindful Instruction: Dispositions to Lead Learning

Session Code: C1 & F1

Creating a learning environment where students are the focal point of the learning requires that teachers demonstrate three primary dispositions - skillful planning, congruent delivery and purposeful analysis of instruction and assessment. Using these Dispositions of Instructions, learn about and reflect on the processes effective teachers use to maximize student reflection, motivation and achievement. Special focus will be given to formative assessment, feedback processes and student self-assessment.

Laura Stabler and Sara Bryant



The Situation Room Model: Waging War on Poor Student Performance

Session Code: C2 & F6

The "Situation Room" at Carolina Springs Elementary School is a place where data walls are personalized, current, and ensure a high level of teacher accountability for student performance. The workshop will also focus on the strategies used as a result of the "Watch Team" meetings the resulting positive growth in the performance of the students.

Dr. W. Darrell Barringer

If everyone's proficient, why is there still an achievement gap?

Session Code: C3 & F3

Schools commonly define the achievement gap as differences in students' proficiency rates. This is a bad idea. It causes high performing minority students to be ignored, and it masks the nature and size of the problem. This presentation, using data from a 26 state study, dramatically illustrates how one school may have 26 different achievement gaps based entirely on the state cut score. The presentation offers ways to present achievement gaps that represent the problem in an accurate and compelling fashion.

John Cronin and Michael Dahlin

Formative Assessment and Response to Intervention

Session Code: C4 & F2

This session will feature Dr. Scott Elliott, a recognized expert in assessment, educational policy and research who is a frequent presenter and contributor to the professional literature. He will share strategies for using formative assessment in Response to Intervention plans. He will discuss addressing instructional needs identified from assessments.

Scott Elliott and Sylvia Williams

The pilot that made it through!

Session Code: C5

Forty-six teams of teachers used the ETS protocol Keeping Learning on Track as a formative assessment pilot. The money for the pilot ran out. Many of the teacher teams moved forward anyway. Find out why.

Robin Rivers and John Holton

Linking Professional Learning with Teacher Evaluation

Session Code: C6

This presentation will tell the story of how City Schools of Decatur, an urban system from metro Atlanta, is intentionally connecting professional learning and teacher evaluation in an effort toward a new rubric-based teacher evaluation system. The entire system focuses on creating standards-based learning environments. Victoria Bernhardt's Multiple Measures of Data has been foundational as this district develops a data-rich, data-savvy culture, which includes rich school process (observational) data on teaching practice.

Thomas Van Soelen and Cheryl Kopec Nahmias,

Using DesCartes to Create Individualized RIT Bands

Session Code: C7

The program is intended to show teachers how they can use MAP data to create individualized math instruction for the students in their school. The DesCartes are used to create lesson plans that are used in a forty-minute time block for students in grades 2-5.

Janet Tillman

Using MAP RIT scores and Lexile Levels to Improve Reading Scores

Session Code: D1

Becoming a data-driven school is easier thanks to individual, class, and school data from MAP fall and spring testing. Key personnel work with classroom teachers to analyze reading scores and lexile levels of each student to create cross-grade reading groups. Our flexible grade level MAP reading groups helped us raise our 2008-2009 language arts scores from 27% to 73% achieving MAPS scores of Basic or above from Fall 2008 to Spring 2009.

Cheryl Zupan, Honey Edge, and Joan Beth Page

BREAKOUT SESSION DETAILS

Start a Writing Revolution in Your Classroom

Session Code: D2

This workshop will share research from "The Neglected R", "Writing Next" and Doug Reeves' "90-90-90 Study" and will integrate those reports to improve writing skills and scores of your students with an online, writing environment and instructional tool that diagnoses and assesses the writing ability of students in grades 4-12 and at the college level. MY Access! developed by Vantage Learning will be demonstrated as an online "writing tutor" that instantly grades open-ended essays, provides drafting, formative assessment reports, writing and revision tools and motivates students to enjoy the process of becoming successful, engaged writers.

Andrew Lombardo

Enriching Learning with RIT-Based Instruction

Session Code: D3 & E7

Over the past three years, Camden Middle School has implemented Enrichment, a school-wide thirty-minute period of RIT-based instruction in reading comprehension and math operations. Gains have been substantial: increases between 13 and 39 percentage points in students meeting growth goals and four to twelve scale points in the school's mean RIT scores. Come and learn how the program was developed and how it is working in one school.

Elizabeth Crocker, Sherry Lee, Lisa McCaskill, and Howard Brimmer

Program Evaluation using Virtual Comparison Group Analyses

Session Code: D4 & H6

Details of a study that used a series of Virtual Comparison Group (VCG) analyses to evaluate a program's effectiveness at producing accelerated learning in math and science.

Michael Dahlin and Jeff Marshal

Energize the Classroom

Session Code: D5

The concepts, ideas, and methods discussed and illustrated in this workshop are intended to keep learning fun and relevant, for both the teacher and student. Participants will leave energized with over 100 ideas, and various websites and reference materials to immediately implement in the classroom. They will also have the opportunity to share their own ideas on www.energizetheclassroom.com.

Paul Richmond

Unique Issues in Secondary Assessment: From Standards-based Evidence to Grades

Session Code: E1

Designed especially for teachers and administrators who work in middle and high school settings, this presentation will focus on gathering standards-based evidence to support sound grading practices. Issues of fairness, competitiveness, and motivation become increasingly prominent in the upper grade levels. Dr. Davies will explain how students can be effectively involved in co-constructing criteria, reflecting, feedback for learning, and goal setting. She will offer suggestions for defensible grading practices that are appropriate for a standards-based classroom.

Dr. Anne Davies

Transforming Effective Instructional Practices into Effective Assessment Practices for At-Risk Students

Session Code: E2

A comprehensive study of the End-of-Grade (EOG) scores at all elementary and middle schools in the state of North Carolina was conducted in order to investigate possible predictive relationships between socioeconomic, financial, and demographic factors and EOG school growth scores, thereby testing for possible biases in the NCDPI's growth model. As a result of this research, it became clear that socioeconomic, financial, and demographic factors must be appropriately considered with regard to at-risk student performance. In this session, participants will be introduced to best classroom practice with regard to at-risk students, and associated best classroom formative assessment practices.

Kim Trask Brown



Off the Paper and Onto the Wall

Session Code: E5

What does MAP data look like when it leaves the paper and appears on the wall? How does posting data on the wall affect dialogue among educators? How will differentiated instruction look using the data wall? Data walls and how to use them to make decisions about differentiated instruction will be discussed. Examples will be provided.

Brandi Cade

Making Waves with Data

Session Code: E6

Data has brought in a wave of achievement in Marion School District Two in Mullins, SC. North Mullins Primary (Gr. K-2) and McCormick Elementary (Gr. 3-5) are using data organization and analysis, goal setting, and differentiated grouping within the classroom to ride the achievement wave. The data is collected from MAP testing and is analyzed throughout the school year for individual students as well as classes and grade levels. School-wide celebrations and recognition programs highlight the progress students make in achieving their goals.

Rebecca Ford, Marlene Capps, Penny Hayes, and Tracey Campbell

An iPhone tool for Formative Assessment

Session Code: E9

We will share information and demonstrate how GradePad, an iPhone/iPod touch mobile assessment tool, is being used in classrooms to assess student performance using rubrics.

Michael Palmquist

Teamwork Ensures Success at TES

Session Code: F7

Continuous progress in reading is essential to school success and achievement across the content areas. Knowing this meant it was critical that we develop a method in which to address students' current instructional levels in reading and also have a plan for advancing them continuously with their reading skills. Whether "below basic" or "advanced," our school has a plan for them all.

Denise Frederick and Morgan Nolte

Survivors: Keeping Your Students on the Island!

Session Code: F8

Ideas that foster learning and improve the behavior choices of reluctant and at-risk students while accelerating academics!

Jennifer Powlas, Chad Bridges, Sharon Gray, Clark Liles, and Ben Solkofske

From Blooms to Remediation

Session Code: F9

This presentation has 4 phases: 1 - Analyze and understand the cognitive level of the SC Standards; 2 - Craft questions at the appropriate cognitive level; 3 - Analyze the results and look for patterns to transition into the last phase; 4 - Remediation of student learning.

Dr. Lee A. Westberry and Mrs. Leslie Howder

Creating a MAP CRF via PowerSchool

Session Code: G2

This presentation will describe the process used by our district to create a CRF file via PowerSchool. A description of the variables and additional edits will be shared. A sample template will be provided to the audience.

Dr. Lais Zachary

BREAKOUT SESSION DETAILS

Critical Conversations using VCG Session Code: G3	This session will introduce participants to Virtual Comparison Group (VCG) reports based on student MAP scores. We will discuss how Greenville County Schools are currently using VCG reports to foster critical conversations between principals and teachers. Jason McCreary and Maria Sarria
From Paper to Practice: Using EXPLORE, PLAN and the ACT Reports Session Code: G4	Participants will learn how to better utilize the data from EXPLORE, PLAN and ACT reports and understand what students actually know and are ready to learn next. Carl Forbes
Becoming One with the Data Session Code: H1	Teaching educators how to use a compilation of data (MAP,PASS,benchmark tests, and classroom assessments) to make sound instructional decisions. Angela Mills and Angela Wright
TEAM-ing for School-wide Improvement Session Code: H2	Using school wide vertical teams to analyze data and set classroom, grade level, and school-wide goals for instruction. Roy Ann Jolley, Ginger Baggette, Velma Wilson, Lisa Young, and Genevieve Boston
On-Going Formative Assessment of ELA & Writing Skills Session Code: H3	This presentation shares the creation processes, design features and uses for locally developed ELA assessments. Bill Morgan
School-Wide Players: Rethinking Accountability Session Code: H4	This session will enable participants to bridge the divide between having the data and USING the data to make informed instructional decisions in ELA and Mathematics. Come learn how Claude A. Taylor used triangulated data to improve student achievement through school wide accountability strategies. Floyd Dinkins and Frieda Bingham
Lessons from Geese Session Code: H5	Do you use MAP? How are you making sure that teachers are differentiating instruction using DesCartes? If they are delivering differentiated instruction - find out how easy it can be for your teachers to develop resource libraries based on RIT Bands. Hear about how some school districts are not only developing these libraries, but how they are easily sharing them across districts, schools, and departments. You will be shown how easy it is to align State Academic Standards with Descartes. Learn how Administrators and Principals are easily accessing lesson plans, coaching and sending in the moment comments across the internet. Paula Yohe and Barbara Payne

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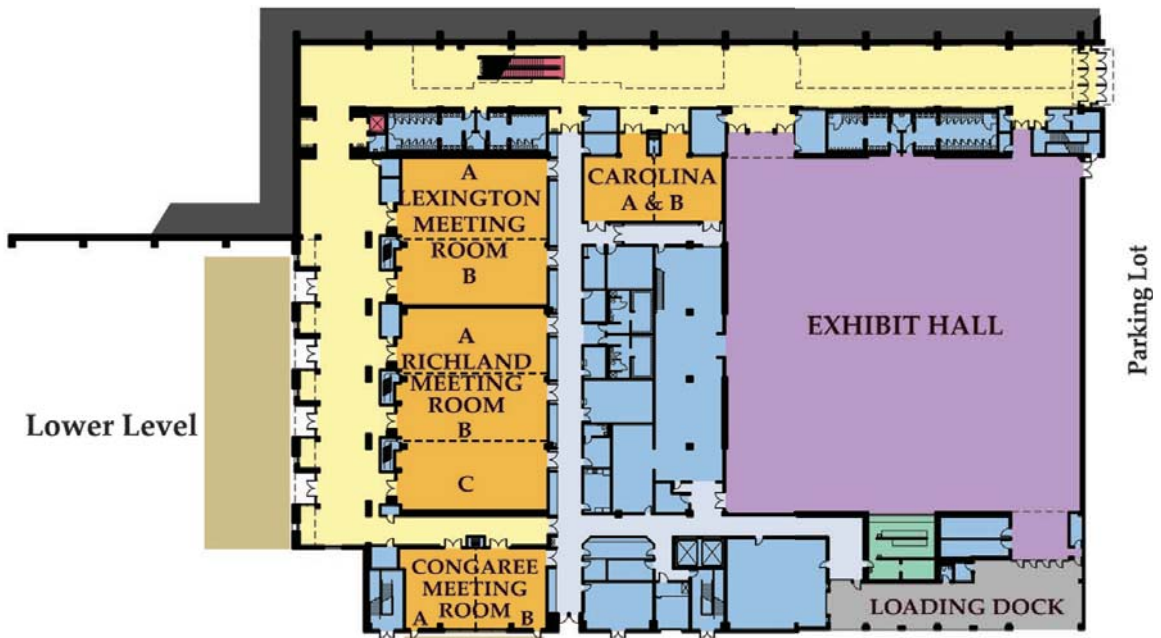
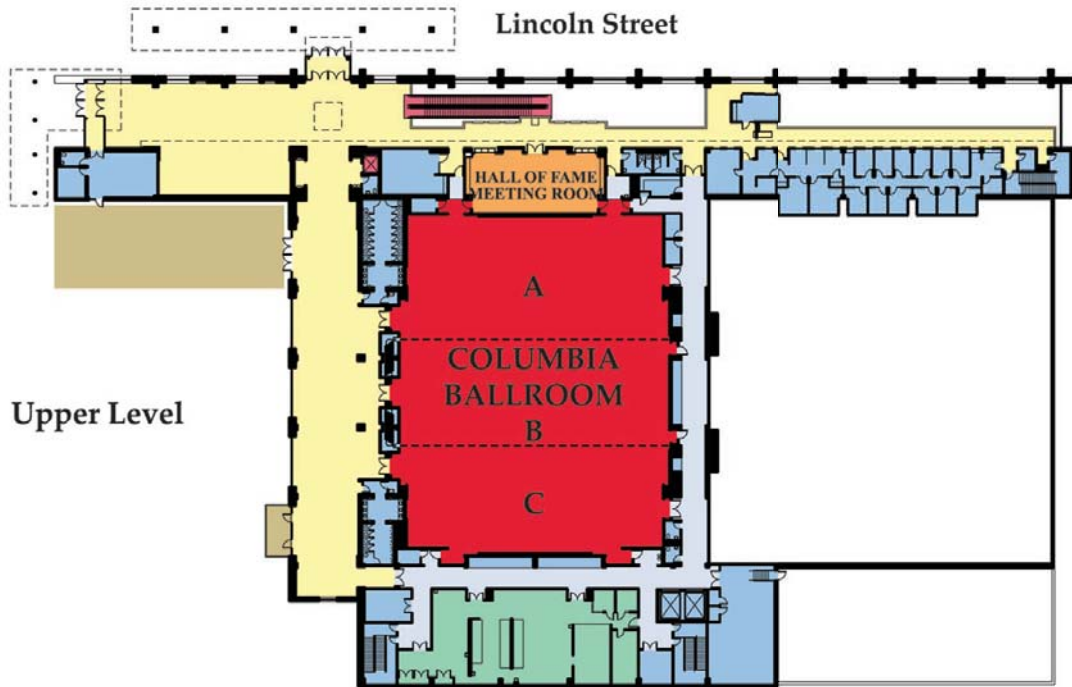


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