

PROCESS  
AND PRACTICE:  
DELIVERING RESULTS THROUGH  
GOOD TEACHING  
AND ASSESSMENT



NOVEMBER 8-10, 2015

EMBASSY SUITES AT  
KINGSTON PLANTATION

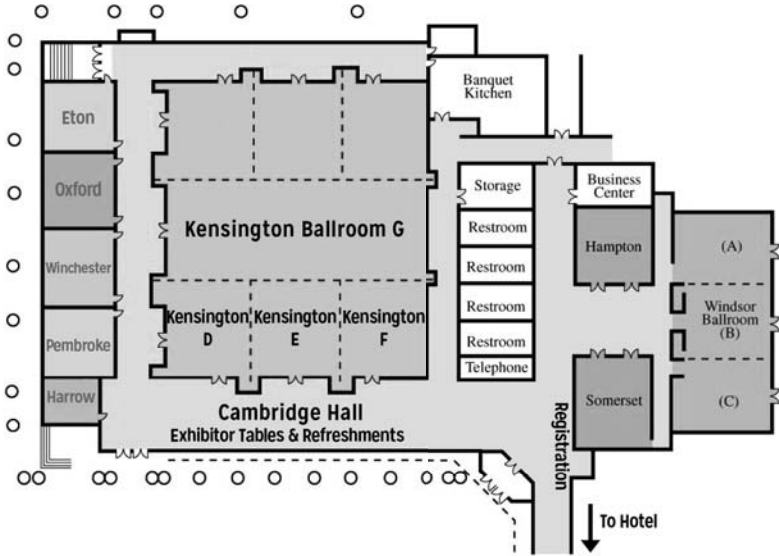




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**NOVEMBER 8-10, 2015**  
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## Sunday, November 8

4:00 - 5:30	Registration, <i>Cambridge Hall</i>
5:30 - 7:30	Registration & Opening Reception, <i>Vista Room</i>

## Monday, November 9\*

7:15 - 8:00	Morning Refreshments, <i>Cambridge Hall</i>
8:00 - 8:15	Welcome & Introductions, <i>Kensington Ballroom G</i>
8:15 - 10:15	John Hodge: Keynote, <i>Kensington Ballroom G</i>
10:15 - 10:35	Mid-Morning Refreshments, <i>Cambridge Hall</i>
10:35 - 11:20	Morning Breakout Sessions A
11:25 - 12:10	Morning Breakout Sessions B
12:10 - 1:10	Lunch, <i>Kensington Ballroom G</i>
1:10 - 3:10	Stephen Ventura: Keynote, <i>Kensington Ballroom G</i>
3:15 - 4:00	Afternoon Breakout Sessions C
4:00 - 4:30	Afternoon Refreshments, <i>Cambridge Hall</i>
4:30 - 5:15	Afternoon Breakout Sessions D

## Tuesday, November 10\*

7:15 - 8:00	Morning Refreshments, <i>Cambridge Hall</i>
8:00 - 8:15	Welcome & Introductions, <i>Kensington Ballroom G</i>
8:15 - 10:15	Sue Brookhart: Keynote, <i>Kensington Ballroom G</i>
10:15 - 10:35	Mid-Morning Refreshments, <i>Cambridge Hall</i>
10:35 - 11:20	Morning Breakout Sessions E
11:25 - 12:10	Morning Breakout Sessions F
12:10 - 1:10	Lunch, <i>Kensington Ballroom G</i>
1:15 - 2:00	Afternoon Breakout Sessions G
2:00 - 2:30	Afternoon Refreshments, <i>Cambridge Hall</i>
2:30 - 3:15	Afternoon Breakout Sessions H
3:15 - 3:30	Closing Remarks, <i>Kensington Ballroom G</i>

\*7:00 - 10:30 each morning, Conference Registration, *Cambridge Hall*



## SUNDAY, NOVEMBER 8

4:00 - 5:30 Registration, *Cambridge Hall*

5:30 - 7:30 Registration & Opening Reception, *Vista Room*

## MONDAY, NOVEMBER 9

7:15 - 8:00 Morning Refreshments, *Cambridge Hall*

8:00 - 8:15 Welcome & Introductions, *Kensington Ballroom G*

8:15 - 9:45 **Keynote: Be the One**, *Kensington Ballroom G*

**John Hodge**, *President and Co-founder,*  
*Urban Learning and Leadership Center*

9:45 - 10:15 **Q&A with John Hodge**, *Kensington Ballroom G*

10:15 - 10:35 Mid-Morning Refreshments, *Cambridge Hall*

10:35 - 11:20 **Morning Breakout Sessions: Block A**

**Room:** **Higher Order Thinking: From Theory to Practice** (Part I, Continued After Break)  
*Kensington D*

**Dr. John W. Hodge**, *President and Co-founder,*  
*Urban Learning and Leadership Center*

It is safe to say that most educators believe that higher order thinking is necessary for educational success. We all know that this is a universal truth in education. Yet in classrooms throughout the United States, classroom instruction focuses on basic facts and relies on the ability of students to recall information and not think through challenging content.

The staff of the Urban Learning and Leadership Center has had the opportunity to work with educators throughout the United States. We fully realize what is driving instruction for many teachers: Common Core. But in attempting to prepare students for success on state testing, teachers are failing to teach students how to think. Please note the dramatic difference. Classrooms that focus on the ability of students to recall content are simply teaching students WHAT to think. We believe that if our focus is on teaching students HOW to think through problems, schools will meet and exceed state and federal academic standards. This presentation will provide teachers with tools they can immediately use to facilitate higher order thinking in all classrooms.

**Room: Innovation Drives Students to Success**Kensington E *(Part I, Continued After Break)***Lori Burns**, *Curriculum and Instructional Specialist, Imagine Learning*

Join the discussion as we explore how using blended learning in an innovative way can deliver personalized instruction and targeted interventions that set students on a pathway of success for Read to Succeed and align with the South Carolina College and Career Ready ELA Standards. Learn how combining best practices, effective interventions, and real-time assessments have helped students become college and career ready, while building self-esteem and confidence.

**Room: Formative Assessment Process and Practices:**Kensington F **The foundation for SLO's in the classroom****Christina Schneider**, *Senior Associate, The Center for Assessment;***Amanda Reingardt**, *Teacher; Ashley McDonald*, *Teacher;***Ernestine Young**, *Director of Instruction (CD-2) & Parenting*

This presentation will give audience members a conceptual overview of a formative assessment-based, learning progression process for creating Student Learning Objectives. Presenters will show a series of teacher-created performance tasks, a teacher-created progression, and student work samples and take the audience through the steps of analyzing student development and differences in student development based on the progression. Next steps to guide instruction to ensure growth for every student will be discussed and linked to the progression.



11:20 - 11:25 5-Minute Break

11:25 - 12:10 **Morning Breakout Sessions: Block B**

**Room:** **Higher Order Thinking: From Theory to Practice** *(Part 2, Continued)*  
Kensington D

**Dr. John W. Hodge**, *President and Co-founder,*  
*Urban Learning and Leadership Center*

See Description in Morning Breakout Sessions: Block A

**Room:** **Innovation Drives Students to Success**  
Kensington E *(Part 2, Continued)*

**Lori Burns**, *Curriculum and Instructional Specialist, Imagine Learning*

See Description in Morning Breakout Sessions: Block A

**Room:** **Using Data to Drive Instruction**  
Kensington F

**Chenita Jarrett**, *Assessment Program Specialist, Fulton County School System*

Teachers and administrators will engage in simple strategies that allow teachers to collect and utilize meaningful data to drive daily classroom instruction. Participants will gain an understanding of how to document formal and informal observations and incorporate the data into a differentiated lesson plan.

12:10 - 1:10 Lunch, *Kensington Ballroom G*

1:10 - 2:40 **Keynote: Knowledge is Power-So is Implementation**, *Kensington Ballroom G*

**Stephen Ventura**, *Distinguished Professional Development Consultant, Advanced Collaborative Solutions & Author/Consultant, Corwin Publishing*

2:40 - 3:10 **Q&A with Stephen Ventura**, *Kensington Ballroom G*

3:10 - 3:15 5-Minute Break

3:15 - 4:00 **Afternoon Breakout Sessions: Block C**





**Room:** Kensington D **Using the Instructional Improvement Cycle Toolkit with Formative Assessment Strategies**

**Marianne Reale**, *Research Assistant, REL Central at Marzano Research*; **Stacey Mueller**, *Sixth Grade ELA Teacher*; **Helen Apthorp**, *Director of Research*; **Jon Pickinpaugh**, *Eighth Grade Science Teacher*

Together with educators and coaches, Regional Educational Laboratory Central (REL Central) supported the development of a toolkit that provides three tools that allow teachers to test a new instructional strategy using a scientific approach: a planning guide, a pre-programmed Excel spreadsheet that compares the performance of students who receive a strategy to the performance of students who do not, and a reflection guide. Teachers who are members of the REL Central Formative Assessment Research Alliance (FARA) used the Instructional Improvement Cycle (IIC) Toolkit while applying formative assessment strategies in their classrooms. Together with REL Central Staff, FARA teachers will discuss the process of testing formative assessment strategies with their students and key reflections that resulted from the process.

**Room:** Kensington E **Stay Calm & Reclaim Mastery**

**Claudia Edwards**, *Deputy Superintendent of Academics, Fairfield County School District*

Yikes, do I have to write a SLO? Stay calm and walk away with best practices, tools, and tips to help reclaiming student mastery in this age of student learning objectives. Strategies will be shared to help leaders facilitate data conversations using custom reporting and formative assessment tools found in Mastery Connect.

**Room:** Kensington F **Fostering College Success - How better information helps students succeed**

**Jim Soland**, *Research Scientist, Northwest Evaluation Association*

College and Career Readiness is one of education's latest hot topics. In this session, learn how NWEA MAP tests can support predictions of college readiness (including some prototype reports you can give us feedback on). Other important factors research has shown to significantly enhance the likelihood of success in college, like Academic Tenacity and College Knowledge, will also be reviewed.

4:00 - 4:30 **Afternoon Refreshments, Cambridge Hall**



4:30 - 5:15 **Afternoon Breakout Sessions: Block D**

**Room:** Kensington D **It's Hard to Believe You Get All this for FREE!!!**

**Sandy Kirby**, *Instructional Coach, Liberty High School*

Why re-invent the wheel? There is a wealth of great information already out there that will assist teachers in differentiating instruction based on the ability levels of their students gathered from data. In this session, Lexile levels and ranges will be briefly discussed. Then, at least 15 free websites which help teachers use data to drive instruction or which show teachers how to increase rigor and relevance will be highlighted.

**Room:** Kensington E **Grading & Assessment:  
A Journey to Clearly Defined Criteria**

**Dereck Rhoads**, *Chief Instructional Officer, Beaufort County School District*; **Jennifer Morillo**, *Director of Teaching and Learning*; **Daniel Fallon**, *Director of Accountability*; **Michelle Mathis**, *Assessment Coordinator*; **Brett Fritz**, *Data Services Coordinator*

In this interactive session participants will learn how teachers and administrators across Beaufort County School District have engaged in developing district, building, and classroom level grading practices and procedures to support student attainment of content knowledge and skills.

**Room:** Kensington F **The Purpose Driven Assessment Program:  
How to regain control of your assessment  
program** *(Repeated on Tuesday, Block H)*

**Jim Soland**, *Research Scientist, Northwest Evaluation Association*

Most school systems have compliance-driven testing systems that tend to be driven by the Federal and State politics and policies of the day. The testing systems change whenever the state requirements change, and are not regularly reviewed nor are redundant assessments eliminated. Since compliance-driven systems tend to emphasize punishment over improvement, opportunities to use assessment to inform instruction in schools and nurture the professional development of teachers can be lost. Purpose-driven assessment programs are designed for the long-term. They do meet the compliance requirements of their state, but they define their own local goals for assessment, emphasize using assessment for improvement, eliminate duplicative or useless tests, and provide data that is useful for all stakeholders. Participants will learn the principles needed to transform their existing assessment system into one that is truly Purpose-Driven.

## TUESDAY, NOVEMBER 10

- 7:15 - 8:00 Morning Refreshments, *Cambridge Hall*
- 8:00 - 8:15 Welcome & Introductions, *Kensington Ballroom G*
- 8:15 - 9:45 Keynote: **Classroom Strategies to Advance Student Learning**, *Kensington Ballroom G*  
**Sue Brookhart**, *Independent Educational Consultant & Senior Research Associate, School of Education at Duquesne University*
- 9:45 - 10:15 Q&A with **Sue Brookhart**, *Kensington Ballroom G*
- 10:15 - 10:35 Mid-Morning Refreshments, *Cambridge Hall*
- 10:35 - 11:20 **Morning Breakout Sessions: Block E**

Room:  
Kensington D

**Short-Cycle Assessments and Feedback: The Key to Quality School Improvement**  
*(Part 1, Continued After Break)*

**Stephen Ventura**, *Distinguished Professional Development Consultant, Advanced Collaborative Solutions & Author/Consultant, Corwin Publishing*

Short Cycle Formative Assessments are teacher created assessments designed to provide feedback for teachers and students, without assigning a grade for the students' performance. The feedback focuses on what the students have or have not learned. As a result, the teacher and students are able to identify: 1. Concepts and skills from priority standards that have been learned, 2. The concepts and skills from priority standards that need to be re-taught/learned a different way. Short cycle assessments are assessments for learning. They have scoring guides based on success criteria that directly align to the concepts and skills of the priority standard(s) or even a portion of a standard. Assessments are give every 2 to 3 weeks, or administered in between each unit of study to help inform both the teacher and the students of their progress in mastering the standard(s). This interactive and informative session will demonstrate how teachers and leaders can create and implement effective short-cycle formative assessments. Sample templates and examples are included.



Room:  
Kensington E

**Formative Assessment: Needs of the Teachers and Technological Implementation, Drivers and Barriers**

**Shehzad Ghani**, *PhD Candidate, University of Ottawa*

Technological applications like computer-assisted assessment and marking systems and more specifically, mobile and electronic learning (e-learning) formative assessment tools have started to play a major role in assisting student learning. The purpose of this paper is to critically investigate the potential of technological applications that currently exist to fulfill the needs of teachers in the area of formative assessment and to support student learning. Potential factors that affect adoption of these technologies by teachers and their educational institutions, including both barriers and drivers of adoption, will be considered in detail.

Room:  
Kensington F

**The Power of Poverty**

**Angela Weisner**, *Instructional Coach, Liberty High School*

The impact of poverty on students' lives and their educations can be overwhelming for teachers. This session discusses the research behind the effects of poverty in schools and the Strategies/solutions that engage students, empower teachers, and remove obstacles to educational success.



11:20 - 11:25 5-Minute Break

11:25 - 12:10 **Morning Breakout Sessions: Block F**

**Room:** Kensington D  
**Short-Cycle Assessments and Feedback: The Key to Quality School Improvement**  
*(Part 1, Continued After Break)*

**Stephen Ventura**, *Distinguished Professional Development Consultant, Advanced Collaborative Solutions & Author/Consultant, Corwin Publishing*

See Description in Morning Breakout Sessions: Block E

**Room:** Kensington E  
**Assessing Along the Way With Balanced Literacy**

**Hope Chapman**, *Classroom Teacher, Greenville County School District*

How is it possible to keep up with assessing all children on different levels using balanced literacy? How can I get to every reader and truly know where they are? How can I be sure that my students are growing as readers? Discover ways to keep up with ongoing assessment, to ensure your students are reading with understanding, and to frequently track their reading levels the continuum of leveled reading.

**Room:** Kensington F  
**Strategies for teaching BOYS of all ages**

**Misty Odell**, *Graduation Coach, Liberty High School*

Every teacher knows that boys and girls differ in more ways than one. Learn the research that backs this up and discover strategies to help you reach the boys in your classroom.

12:10 - 1:10 **Lunch**, *Kensington Ballroom G*

1:10 - 1:15 **5-Minute Break**

1:15 - 2:00 **Afternoon Breakout Sessions: Block G****Room: Quality Questioning**Kensington D *(Part 1, Continued After Break)***Sue Brookhart**, *Independent Educational Consultant & Senior Research Associate, School of Education at Duquesne University*

The most helpful formative assessment relies on evidence of the quality of student thinking, as opposed to evidence of some amount of achievement as in a percent-correct score on an assessment. In other words, “how well” do students think, not “how much.” This session will describe how to create questions that assess student thinking, concentrating on formative uses. Participants will learn: How to write open questions and even some kinds of closed questions that elicit evidence of student thinking, How to interpret student answers in terms of what they are thinking, not just degree of correctness

**Room: Setting and Reaching College-Ready Goals:  
Typical Growth is NOT Enough**Kensington E *(Part 1, Continued After Break)***Katie Robinson**, *Director of Academics & Assessment, Meeting Street Schools*; **Dirk Bedford**, *Principal*

The realization that making typical growth on our commonly administered assessments (MAP, STEP, F&P) is not enough to get our elementary students on the path to college prompted us to create tiered college-ready goals for students in grades K-5. Learn how we set, share, and celebrate individualized goals for students using our MAP Tiered Growth Tracker and Reading Assessment Tracker. We will also share in detail the key instructional and structural approaches we utilize to meet our school-wide goal of 85% of students at the 85th percentile on MAP by 5th grade.

**Room: Checking for Understanding with  
MasteryConnect and Socrative**

Kensington F

**Robin Harriford**, *Digital Resource Coach, Carolina Consortium for Enterprise Learning*

If the goal of formative assessment is to gather data that will help teachers to improve instruction and students to improve learning, these two tools are among the best for teachers. MasteryConnect and Socrative offer immediate, rich feedback. This session will give teachers hands-on use of Socrative so

that they can begin to use as soon as they return to school. It will also highlight the best features of MasteryConnect and will give attendees direction on how to begin.

2:00 - 2:30 **Afternoon Refreshments, Cambridge Hall**

2:30 - 3:15 **Afternoon Breakout Sessions: Block H**

**Room: Quality Questioning**

Kensington D *(Part 2, Continued)*

**Sue Brookhart**, *Independent Educational Consultant & Senior Research Associate, School of Education at Duquesne University*

See Description in Afternoon Breakout Sessions: Block G

**Room: Setting and Reaching College-Ready Goals:  
Typical Growth is NOT Enough**

Kensington E *(Part 2, Continued)*

**Katie Robinson**, *Director of Academics & Assessment, Meeting Street Schools*; **Dirk Bedford**, *Principal*

See Description in Afternoon Breakout Sessions: Block G

**Room: The Purpose Driven Assessment Program:  
How to regain control of your assessment  
program** *(Repeated on Monday, Block D)*

Kensington F

**Jim Soland**, *Research Scientist, Northwest Evaluation Association*

Most school systems have compliance-driven testing systems that tend to be driven by the Federal and State politics and policies of the day. The testing systems change whenever the state requirements change, and are not regularly reviewed nor are redundant assessments eliminated. Since compliance-driven systems tend to emphasize punishment over improvement, opportunities to use assessment to inform instruction in schools and nurture the professional development of teachers can be lost. Purpose-driven assessment programs are designed for the long-term. They do meet the compliance requirements of their state, but they define their own local goals for assessment, emphasize using assessment for improvement, eliminate duplicative or useless tests, and provide data that is useful for all stakeholders. Participants will learn the principles needed to transform their existing assessment system into one that is truly Purpose-Driven.

3:30 - 3:45 **Closing Remarks, Kensington Ballroom G**





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ACT is a nonprofit organization providing a continuum of integrated assessment solutions that align with our mission of helping people achieve education and workplace success.

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IMAGINE LEARNING



Imagine Learning is a language and literacy software solution that meets the needs of ELLs, struggling readers, students with disabilities, and early childhood education students. This program provides an adaptive curriculum, strategic first-language support, computer-delivered assessments, detailed reports, and more.

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**Lori Burns**

MASTERYCONNECT



MasteryConnect is a fast growing, venture-funded startup in SLC. Both the company and employees are wicked awesome (if we don't mind saying) and operate with a focus on helping K-12 teachers blow kids' minds (in only the most positive ways). We support 1.6 million teachers and 35 million students in 170 countries.

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## NWEA - NORTHWEST EVALUATION ASSOCIATION



Founded by educators nearly 40 years ago, Northwest Evaluation Association(TM) (NWEA(TM)) is a

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global not-for-profit educational services organization known for our flagship interim assessment, Measures of Academic Progress(R) (MAP(R)). Educators trust our assessments, professional development offerings, and research to help advance all students along their optimal learning path.



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