

2017 FALL ASSESSMENT SUMMIT

“Assessment for Learning”

BUDAPEST, HUNGARY

September 21-23, 2017

This fall's event will be held at AIS Budapest in Hungary, September 21-23, 2017. You can register through the registration link on CEESA website www.ceesa.org, under the Announcements at the front webpage.

Registration fee:

- The MAP --Using Data to Improve Learning will be provided at no charge to participants.

The Friday and Saturday Assessment Summit:

- CEESA/ECIS Member school participants \$200 per person
- Non-CEESA/ECIS Member school participants \$300 per person

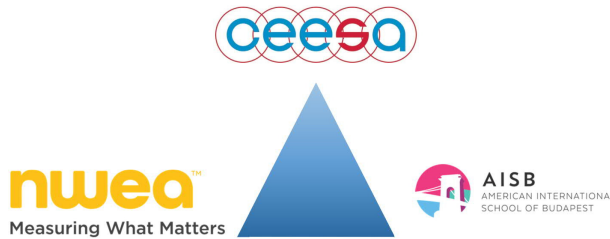
Participants are responsible for all other travel and meals related to attending this Summit. Coffee breaks and lunch each day, as well as transportation to and from the school, will be provided.

Hotel information:

Art'otel Budapest

Bem Rakpart 16-19
Budapest H-1011
Hungary

The deadline for the Art'otel has expired. You can contact hotel at budapest@artotels.com to check for the availability of rooms and rates - special rate is no longer valid.



Thursday, September 21, 2017

Pre-Conference: USING MAP DATA to Improve Learning

Sponsored by the Office of Overseas Schools and delivered by NWEA – free for MAP users, this custom training event will include hands-on learning, sharing of best practices, and discussions in the following areas:

Applying Reports

Participants learn to access, interpret, and apply Measures of Academic Progress® (MAP®) data at the school and district level, and to support the interpretation and application of data across the organization.

Learning Targets:

- ***Apply basic components of a high-performing culture of data use***
- ***Access, interpret, and begin to apply status and growth data***
- ***Conduct strength-based conversations to support the interpretation and application of data***
- ***Explore how to use data to inform school improvement planning and allocation of resources***

Facilitator

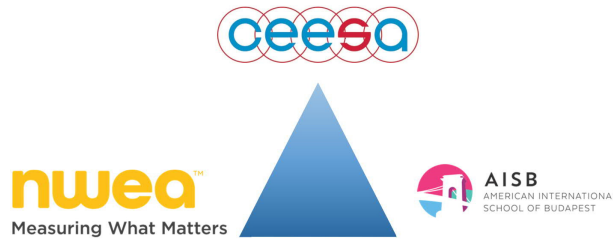
Christina M. Hunter, NWEA



Biography:

Christina Hunter has been an educator for nearly 20 years and has always kept one thing front and center: a passion for student success. She has worked across all levels from primary grades to college, with a continued focus on doing what's best for children and their families.

As a teacher, she used MAP® in the classroom to measure student progress, evaluate student achievement, and to help students and parents set goals. In subsequent roles, Christina has supported schools and districts in creating and refining balanced assessment systems. This includes a focus on building sustainable infrastructures that align assessment to learning outcomes to improve student achievement.



Additionally, with a background in assessment literacy, differentiated instruction, IB, project based learning and data-driven decision making, Christina's experiences have provided the opportunity to consult, coach and facilitate in schools and districts across the country and internationally. She receives the ultimate joy in watching students and educators not only discover their individual strengths and areas for growth, but also take action on their discoveries.

Christina has presented at many conferences, including Learning Forward (NSDC), Academic Supervision and Curriculum Development (ASCD), the National Blue Ribbon conference, Project Based Learning Conference as well as international Leadership Conferences.

Christina joined NWEA in 2005. She was one of the first full-time consultants on the professional development team and was the initial lead in staff professional learning. Christina currently supports the work of more than 40 consultants as the Senior Manager for Professional Development.

Christina is a national Milken Award recipient and received certification from the National Board for Professional Teaching Standards (NBCT). She graduated from Spring Arbor University with a BA in human resources and Converse College with a master's degree in elementary education. She furthered her education with doctoral studies at the University of South Carolina.



CHRISTINA HUNTER'S SESSIONS

Applying Reports (Whole Day)

It's time to get hands on with your reports! Join the Applying Reports session to learn how to access, interpret and apply rich MAP Growth data. During the exploration of various reports, participants will focus on how to meet individual student needs through differentiated planning, delivering targeted instruction, and developing sound learning goals.

Session 1

Deepening the Understanding of the MAP Growth Assessment

Gain a deeper understanding of the value and usefulness of results from the Map Growth assessment. In this session, you will become reacquainted with foundational Map Growth components and have the opportunity to explore a key Map Growth report.

Session 2

Supporting Differentiation with Map Growth Data

Assessment scores are only numbers until we put them to use. In this session, participants will explore ways to connect scores to skills to successfully gauge student readiness and plan for differentiated instruction that moves ALL students forward.

Session 3

NWEA Resource Connections

Interested in expanding your NWEA toolkit of resources to broaden and deepen your understanding of the MAP Growth assessment? This session provides an opportunity to explore several NWEA resources and tools.

Session 4

Partnering with Students to Improve Learning

Where am I now? Where do I want to be? How will I get there? 3 guiding questions for learning – all answered in a key NWEA report. In this session, participants will learn how to use the Student Profile Report to partner with students to identify a focus growth area, set appropriate growth goals and create academic goals with action plans to increase achievement.

Session 5

Reflection & Planning

If you want the implementation of using data to be systemic, it is imperative to include other stakeholders. In this session, participants will talk through their current reality of systemic use and communication. We will identify roadblocks as well as solutions for systemic success.



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Friday, September 22, 2017

Keynote: Current Trends in Science Education and Assessment, by Chris Charnitski

In the last several years, the very nature of science education has been changing in significant ways. This paradigm shift has the potential to meaningfully transform what happens in science classrooms and the ways our students learn. These novel approaches and their intended outcomes mean new assessment tools and techniques are required as well.

During his keynote, Chris will provide an overview of the trends in science education and explore with the audience how assessment might change to align with this new vision.

Friday Keynote Speaker:

Chris Charnitski



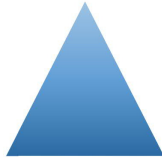
Biography:

Chris Charnitski has been a high school life science teacher for the last 20 years - the first ten at Fairfax County, Virginia, and the last ten years in Ecuador, Myanmar, and most recently in Oman at The American International School of Muscat.

This year he repatriated to North Carolina in the US. Chris co-facilitates the *NGSS Introduction for Educators* at the *AERO Summer Institute* in Virginia and the *Near East South Asia AERO preconference*. He serves on Achieve's *Peer Review Panel for Science* and works with schools around the world training teachers to better

understand and implement the Next Generation Science Standards.

He participated in writing the *AERO Life Science Standards* and is a National Board certified teacher.



CHRIS'S WORKSHOP BREAKOUT SESSIONS

Session 1: Understanding the Next Generation Science Standards - Part 1

The Next Generation Science Standards (NGSS) and The Framework on which they were founded present an inspiring vision of science education and student learning. Operating at the nexus of three dimensions - science practices, crosscutting concepts and content – students in the classroom are not simply learning science content, they consistently engage in the practices that define science and engineering. This session is designed to benefit those who have little familiarity with the NGSS, however those with greater knowledge of the NGSS routinely walk away with a more clear and deeper understanding.

Session 2: Understanding to the Next Generation Science Standards - Part 2

Building on the foundation of understanding gained in Part 1, participants will engage in activities designed to deepen and expand their understanding of the three dimensions of the NGSS and what three-dimensional learning might look like in a classroom. This session is designed to benefit those who have attended Part 1, however those with a deep foundational understanding of the NGSS and three-dimensional learning will also benefit from attending the session, even if they have not attended Part 1.

Session 3: Using the EQulP Rubric to Guide Assessment in the NGSS Classroom

The EQulP Rubric was designed by Achieve to identify exemplary NGSS aligned lessons and units, and to assist educators and curriculum developers in improving their lessons and units to better align with the NGSS. Assessment of student learning, both formative and summative, is central in developing effective curriculum. We can use the EQulP Rubric to guide our understanding of what the writers of The Framework and the NGSS envisioned regarding assessment in the NGSS classroom. Participants will gain insight into student assessment of three-dimensional learning.

Saturday, September 23, 2017

Keynote: Assessment as Learning: An Approach for Empowering Students, by Margo Gottlieb

In honoring student choice and voice, we promote student agency so that students act and advocate on their own behalf. On this road to becoming independent learners, students are encouraged to identify their own goals, use metacognitive and metalinguistic strategies, and engage in self-assessment.

These activities characterize assessment as learning, where students are involved in documenting their progress in knowing, thinking, and communicating. In this session, we explore strategies to build students' self-awareness and confidence as they engage in assessment as learning.

Saturday Keynote Speaker:

Dr. Margo Gottlieb, WIDA

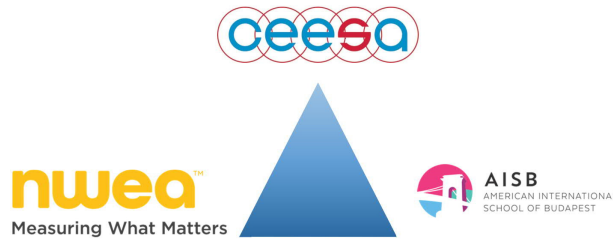


Biography:

Margo Gottlieb is co-founder and lead developer for WIDA at the Wisconsin Center for Education Research, University of Wisconsin-Madison, and former director, assessment and evaluation, for the Illinois Resource Center.

Launching her career as an ESL and bilingual teacher, Margo has since worked extensively with schools, publishers, governments, universities, and organizations. Over the last decade she has focused her work in preK-12 educational settings, creating English language proficiency/development standards for multiple entities, designing assessment systems, and crafting curricular frameworks that highlight academic language use.

One of the highlights of Margo's career was being a Fulbright Senior Specialist in Chile. In addition, she was honored by the TESOL International Association in 2016 "as an individual who has made a significant contribution to the TESOL profession within the past 50 years".



Margo has shared her commitment to multilingual learners and their educators in keynotes, presentations, and workshops in Asia, Central & South America, Europe, Indonesia, Micronesia, the Middle East, North America, Singapore, as well as throughout the United States.

Margo has over 80 publications, including articles, assessment instruments, guides, monographs, handbooks, and chapters. In addition, she has written and edited over 15 books, often with colleagues, on language proficiency standards, academic language in diverse classrooms, assessment and accountability, as well as common language assessment. Her most recent books are *Assessing multilingual learners: A month-by-month guide* (ASCD, 2017), *Assessment of English language learners: Bridges to equity* (2nd Edition, Corwin, 2016) and *Language Power: Key uses for accessing content* (Corwin, 2017, with M. Castro). Margo's holds a PhD in public policy analysis, evaluation, and program design, an MA in applied linguistics, and a BA in the teaching of Spanish. She can be contacted at margogottlieb@gmail.com.

MARGO GOTTLIEB'S SESSIONS:

Workshops:

Drowning in Data? Create a Month-by-Month Timeline of Assessment Measures and Tools

There are multiple purposes for assessment, a multitude of tools and measures, and a myriad of ways of interpreting data. The question then becomes how can teachers and school leaders maximize the use of all these data to make instructional and programmatic decisions? In this workshop participants organize different types of assessment on a timeline to ultimately compile comprehensive portraits of student growth and achievement over the year.

Language Power: Exploring Instructional Assessment to Promote Equity

Current curriculum features collaboration, critical thinking, and problem-solving strategies that are enacted through multimodalities. These 21st century skills cannot be accomplished, however, unless students have the academic language to express themselves and communicate with others. Instructional assessment of key uses of academic language- that is, discuss, argue, recount, and explain- within and across the disciplines better equips educators to measure what students can do with both language and content. In this workshop participants use their language power to promote equity by applying keys uses of academic language to assessment design.



Featured Speakers:

Christina M. Hunter, NWEA



Biography:

Christina Hunter has been an educator for nearly 20 years and has always kept one thing front and center: a passion for student success. She has worked across all levels from primary grades to college, with a continued focus on doing what's best for children and their families.

As a teacher, she used MAP® in the classroom to measure student progress, evaluate student achievement, and to help students and parents set goals. In subsequent roles, Christina has supported schools and districts in creating and refining balanced assessment systems. This includes a focus on building sustainable infrastructures that align assessment to learning outcomes to improve student achievement.

CHRISTINA HUNTER'S SESSIONS:

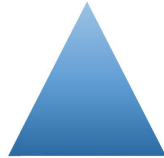
Using Data for Decision Making (90 min)

What's the difference between data driven decision making and drowning in data? The key is knowing what data to use, when to use it, and how to apply it. The focus of the session will be an interactive exercise using a protocol to help participants become more acquainted with MAP data and how to turn that data into actionable insights to inform planning. The exercise will require using data; your MAP data or a provided data set.

Content will be appropriate and differentiated for attendees new to MAP as well as those who have MAP experience.

Dancing with the FUNdamentals of Formative Assessment (75 min)

Come and experience how small, but powerful changes can lead to student engagement and growth in the classroom. As we move through our daily lives, we frequently stop and make changes based on what we see and hear. In this session, you will apply basic principles of formative assessment and leave with a few strategies to gauge student needs and move the learning forward.



Shoshana Blauer, NWEA



Biography:

Shoshana Blauer started her career as a Special Education teacher, in both middle school and high school. She also taught elementary school in both Arizona and Oregon. She obtained her Masters in Vocational Careers, focusing on job training for severe and profoundly retarded adults.

She taught in Latin American and returned to the states and began working at NWEA in 2004. Shoshana is the Manager of the International Team at NWEA and oversees a team of five individuals who provide coaching and support to more than 900 private, international schools in 145 countries.

Shoshana consults with schools around the world and presents at conferences, most often in conjunction with school leaders, on topics such as: Accreditation and the use of MAP in Continuous Improvement, School Improvement and Data, Student Goal Setting and Motivation, and Helping School Leaders Communicate with Parents About Assessments.

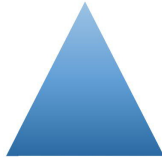
“Making the world a smaller place,” is Shoshana’s personal mantra, and believes the best way to achieve this is by making connections with people, their culture, food, and art. She tries to take cooking classes wherever she travels, and has picked up great recipes recently in Thailand, Turkey, Mexico and Spain.

SHOSHANA BLAUER’S SESSION

“New school, new role, new data, oh my!” (60 min)

Have you recently joined a new school and learned that they administer the MAP Growth assessments? You may have heard of it, but you’re still not sure about the what, why, and how.

Come and get grounded in the basics of MAP Growth, especially the classroom data, reports, and best tips on how to measure what matters.



Regional speakers

Amanda Briggs, Simon Wright and Richard Harrold



Biography:

Amanda Briggs is the Assistant Academic Dean at ACS Cobham International School in England, responsible for the academic programs in the High School, including the IB and AP, as well as administering MAP, CEM, Centigrade, SAT and ACT testing. She completed her Masters in International Education in 2013, writing her dissertation on the value of the AP Program in International Schools. She has worked in various educational systems in England, France, Malta and the United States and has presented at various international assessment conferences.



Biography:

Dr. Richard Harrold is a former school principal and history teacher who has over twenty years' experience of teaching in international settings. He currently leads accreditation and policy making at ACS International Schools group in England and Qatar. Richard believes assessment is a collaborative process that is most effective when teachers, students, parents and admin understand how patterns in assessment data apply to the individual. Richard has worked with teams of teachers at all of ACS' schools to maximise their understanding of MAP data and use it to improve student learning.



Biography:

Simon Wright is Academic Principal at ACS Cobham International School, overseeing curriculum, assessment and the development of teaching and learning across the school's four divisions. He was responsible for the introduction of the CEM/IBE test at ACS Cobham and for developing the use of predictive and value added data in the Cobham IB programme. Simon completed his Masters in Education in 2005. He has worked in schools in the UK and South America and he has previously presented at the NWEA Fusion conference.



AMANDA BRIGGS, SIMON WRIGHT AND RICHARD HARROLD'S SESSION

Triangulating Data for Advising and Optimizing Student Course Selection

- How can we use MAP and other data sources to advise students on course selection and achieving their potential?
- How can this data be used for:
 - assessing student potential through triangulation
 - course selection
 - student goal setting
 - self assessment and reflection
 - managing parent and student expectations

“My child wants to go to Harvard and needs to take HL math.” Student course selection in high school is often based on aspirations for top tier universities or STEM/medicine careers, which demand top results in IB or AP performances, but of which, unfortunately not all students are capable. Advising students and parents to take courses in which they are most likely to succeed (or not!) can be difficult, and is often emotionally fueled, so using solid performance data in the conversation can lead to more realistic and achievable outcomes.

This workshop will demonstrate a variety of ways to triangulate data (MAP, PSAT and other), and present it in ways that students and parents can understand and apply not only to their course selection process, but to goal setting, self-assessment and reflection.



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Andras Valezy



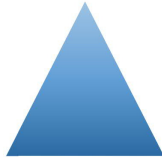
Biography:

Andras Valezy graduated from York University in Canada with a B.Ed. and holds a Masters Degree in Curriculum Teaching and Learning from the University of Toronto. He has taught in the public school system in Ontario, Canada and in the UK. Over the past 10 years he has held teaching and curriculum leadership positions at international schools in Germany and Hungary.

In addition to fostering strong research, communication and critical thinking skills in the classroom, Andras Valezy's work has focused on developing curriculum which cultivates students' natural curiosity through inquiry. He has been working with students and teachers on developing practical approaches to using academic vocabulary drawn from standards and the IB command terms, as the foundation for learning which promotes inquiry and creativity.

His other recent action research work has focused on the implementation of standards based assessment and grading in middle schools. Through these projects he has developed accessible assessments and rubrics which serve as both tools for reflection and evaluation in context of standards based programs.

Andras has extensive experience with the IB program, and teaching a variety of subjects in elementary and middle schools. He also has practical experience teaching the Common Core, Ontario and British National Curricula.



ANDRAS VALEZY'S SESSIONS

SESSION 1:

Fostering Creativity Through Formative Assessment

- How can creativity and inquiry be brought to the forefront of teaching and learning in a standard based program?
- How can promoting inquiry and creativity correlate with improved MAP results?

The workshop will give participants the opportunity to share what they perceive to be challenges related to developing or maintaining a focus on creativity and inquiry in a standards-based school. The participants will then be guided through an activity whereby they identify key concepts and vocabulary from a set of ELA and Social Studies standards; they will then use these concepts to develop differentiated learning activities which also promote creative thinking in the classroom. The presenter will demonstrate how these activities can be used to formatively assess students' understanding of the standards. In addition, participants will also look at how they can use any content specific to their curriculum to promote creative thinking and inquiry framed by their standards. Finally, the workshop will tie in how best to utilize MAP resources in this process.

SESSION 2:

Assessing the ELA Standards Through Book Club

- How can shared reading experiences enhance learning?
- How can students take greater ownership of their learning?
- How can teachers assess ELA standards through student led discussions about literature?

This workshop focuses on how creating a community through shared reading and writing experiences fosters student learning. The presenter will focus on the strategies that create a classroom book club experience that moves beyond traditional literacy center roles. The approach modeled by the presenter encourages the use of inquiry and research to promote in-depth student led discussion rooted in the academic language of the reading and writing standards. The workshop will highlight how differentiated reading groups which promote collaboration, student guided discussions and critical thinking are a great way to assess reading, writing, speaking and listening skills.



Ashlee Christians, Heather Macmichael and Hilary Lockhart



Biography:

Ashlee Christians is currently a grade three classroom teacher as well as the Elementary Mathematics Curriculum Lead at the American International School of Budapest. The 2017-2018 school year marks her third year at A.I.S.B. and her second year as the Mathematics Curriculum Lead. Before moving overseas Ashlee worked in the United States public school system for seven years in the state of Missouri. Ashlee is looking forward to sharing her collaborative work with her colleagues, Hilary and Heather, all of whom have attended courses through the CEESA MSIS Mathematics Cohort with math experts Steve Leinwand and Erma Anderson.



Biography:

Heather Macmichael is from Canada and has been teaching internationally for 12 years. She began in Tokyo, then on to Ho Chi Minh City and is now a member of the American International School of Budapest community. Heather currently teaches grade one and spent 3 years as the elementary mathematics leader. She furthered her math learning by joining the CEESA MSIS Math Cohort with Erma Anderson and Steve Leinwand. Heather is continually working to refine her assessment practices to ensure they best support student learning.

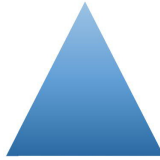


Biography:

Hilary Lockhart has been an international elementary class teacher for over twenty-five years. Since coming to AISB she has focussed her PD energies on math, completing the CEESA math cohort with Erma Anderson and Steve Leinwand, and working on AERO math placemats with Erma and fellow math teachers in Washington DC. She is very happy to share the ideas and resources that she has been developing with her grade 4 team.



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ASHLEE CHRISTIANS, HEATHER MACMICHAEL, HILARY LOCKHART'S SESSION

Summative Mathematics Assessments in the Elementary School

- How do you create summative assessments that are meaningful for students and yourself?
- How do I incorporate the mathematical practices into summative assessments?
- How can we have common threads within our rubrics throughout the elementary school?

We would like to share our learning from Steve Leinwand's math assessment workshops and provide educators with an experience using 'examining assessment protocol'. Participants are asked to bring their own mathematics summative assessment(s) to review and revise.

Brett Thomsen



Biography:

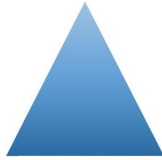
Mr. Brett Thomsen has taught science and math for 23 years in the USA, Slovakia, Spain, India and Croatia.

He was a Science Olympiad coach and organizer in the USA for 14 years before becoming an international school teacher, where he has specialized in developing STEAM/STEM Science academic projects and events. He holds an M.S. in Industrial Vocational Technology Education and a BSE in Earth Science.

He worked five summers as an outdoor education ranger for the US National Park Service at Mount Rainier in his home state of Washington. Previously he served as a nuclear mechanic for six years aboard nuclear submarines for the US Navy.



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BRETT THOMSEN'S SESSIONS

Assessing STEAM in Your Curriculum

- How do engineers solve problem?
- What are the criteria and constraints of a successful solution?
- What is the process for developing potential design solutions?
- How do science, engineering, and the technologies that result from them affect the ways in which people live?
- How do we assess a lengthy project?

This workshop is for teachers and curriculum directors interested in assessing STEAM/ STEM project-based learning in their schools. Mr. Thomsen will provide both standards-based and outcome-based rubrics for assessment using several different strategies, including video, oral, and performance-based assessments. All are in line with NGS and ETS-1 standards across all grade levels k-12, as well as the MYP.

STEAM is an increasingly popular approach to teaching Science, Technology, Engineering, Art, and Math through engaging hands-on teamwork, allowing teachers to be “guides on the side” while the students do independent research which they apply to building their own unique projects. Participants will see for themselves (via video) how involved and motivated STEAM students become when they learn and create solutions through their own efforts. They will also experience building their own mini-project in the course of the workshop; participants should bring a laptop or tablet.

Jane Russell Valezy and Kathy Cromartie



Biography:

Jane Russell Valezy is a Second Language Education specialist who has been working in the field of language education for close to 20 years in Hungary, Germany, Japan, and Canada. She has been at AISBudapest for the last 10 years as an Elementary and now Middle School EAL teacher.



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Biography:

Kathy Cromartie is an English as an additional language specialist who has been fascinated with literacy and elementary education for about 20 years. She has taught in Hungary, Morocco, and Virginia, U.S.A. She has enjoyed being a classroom teacher, reading specialist, technology teacher and is now an English as an additional language teacher in the elementary school. She has been at AISBudapest for over 10 years. Her latest curiosity involves Jeff Zwiers's work with academic conversations.

JANE RUSSELL VALEZY AND KATHY CROMARTIE'S SESSION

Constructive Academic Conversations as Formative Assessment Across the Curriculum

- Why is oral academic language important?
- What makes an academic conversation constructive?
- How can we use constructive academic conversations for formative assessment of language and content?

Recent research has show that academic conversations have untapped potential as formative assessment of both academic language and content understanding for all ages. However, in order to be constructive, academic conversation skills need to be explicitly taught. By focusing on these skills, teachers can raise the bar of students' academic language use across the curriculum. This session will explain the components of a constructive academic conversation, help teachers plan for and explicitly teach academic conversation skills, and analyze student talk for assessment purposes. Specific assessment tools and resources will be shared.



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Laura Vas and Annette Malten

Biography:



Dr. Laura Vas was born and raised in Hungary, and is currently teaching Social Studies and IB History in the High School. Laura completed her undergraduate studies in Szeged, Hungary where she earned her B.A. degrees in Teaching German and History and then went on to complete her postgraduate degrees through the University of Cincinnati and the University of Michigan, Ann Arbor. Before coming to AISB, Laura taught German, cultural history and interdisciplinary courses at the University of Cincinnati and at the University of Michigan in Ann Arbor for 8 years. Laura joined AISB in 2009 and has been teaching MS/HS and IB German, HS Social Studies and IB History courses. In addition, Laura supervises the Model United Nations Club at AISB.

LAURA VAS AND ANNETTE MALTEN'S SESSION

MAP Data and Literacy in the transitional years between MS/HS

- How can I improve literacy in a diverse classroom in Social Studies?
- How can I use data to inform text choices and formative assessments?

Using MAP Reading data with a focus on the vocabulary and informational reading component scores, we will be presenting a data-informed project from our Gr. 9 History class. The focus will be on leveled reading combined with differentiated formative assessments. The goal is to explore ways of how the literacy development of grade 9 students with diverse language backgrounds could be addressed effectively in the same classroom.



Leigh Miller and Tamela Canale



Biography:

Dr. Leigh Miller is the Director of Teaching and Learning in the Elementary School at the American International School of Budapest. Her expertise lies within the areas of Instructional Coaching, Curriculum Development, and Professional Development.



Biography:

Dr. Tami Canale is the Director of Teaching and Learning for the upper school at the American International School of Budapest. She has significant experience with school-wide curriculum review and development, standards-based grading and reporting, school Language Policy, language acquisition, and professional development planning and programming.

LEIGH MILLER AND TAMELA CANALE'S SESSION

Visibly Thinking about Assessment Data

- How can I use visible thinking routines to support teachers in understanding, analyzing and utilizing data?

As a group, we will practice using a variety of visible thinking routines that are aimed at supporting teachers in understanding, analyzing, and utilizing data. A few of the visible thinking routines that may be beneficial for analyzing assessment data are: See, Think, Wonder, Compass Points, Think, Puzzle, Explore, Circle of Viewpoints, What Makes You Say That, the Explanation Game, and Connect, Extend, Challenge, etc.. Join us in making your thinking visible about data!



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Karen Lavender



Biography:

Karen Lavender has been an educator since 1992. An English teacher by training, she has also taught history, geography, sports, health education and a variety of elective courses. She has been a school administrator for 18 years covering grades K-12 and has worked in the Canadian Public School system as well as internationally. Karen has also worked for the University of British Columbia and the University of Victoria in the teacher education program as a curriculum, pedagogy and assessment methods teacher and as a student teacher faculty advisor. Currently she is the Faculty Development Coordinator at the American College of Sofia.

KAREN'S SESSION:

Grading Matters

What is the true difference in your classrooms between Assessment FOR, AS, and OF Learning?

- Where does Homework fit into this schema?
- What does Feedback look like in your class/school?
- Do students know the difference between practice for learning and for final assessments?
- Are students learning in your classroom or are they chasing marks?

This will be an interactive session where educators will come together to consider their assessment practice as it is related to student learning. I will facilitate structured activities and discussions as we explore how feedback, formative assessment, and summative assessment impact student learning. The use of rubrics, numerical marking, written feedback, homework for practice, and other related topics will be discussed as we make connections to student learning.



Melissa Schaub



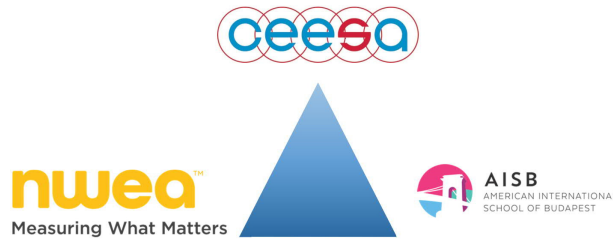
Biography: Melissa Schaub, currently the Director of Learning at the Anglo-American School of Moscow/St. Petersburg has passionately been involved in international education for the last 24 years leading learning for students, teachers and the greater school community as an elementary teacher, elementary principal and curriculum leader. She deeply believes that 'getting assessment right' is critical as it can directly empower students to actively drive their own learning with interest, intention, and self-advocacy. She has been a trainer for the assessment courses offered by the Teachers' Training Center (TTC) and Principals' Training Center (PTC) for the last eight years. Her current focus is on leading AAS' strategic work on reimagining schools for modern learning.

MELISSA SCHAUB'S SESSION:

IMPACTS - Taking on the Challenge of Measuring What Matters

- How are the transformational goals of our school's mission measured?
- How are dispositions measured with authenticity over time?
- What are the processes that engage students in measuring their progress towards transformational dispositions and cognitive skills?

They can be labeled the 21st Century skills. The essential transdisciplinary skills. The key transformation goals that are schools are obligated to develop in our students to best prepare them to be successful contributors to a global society. At AAS, we call them Impacts. Join us as we share our own journey toward implementation of these dispositions and cognitive skills as measurable goals within the overall learning experience for our students. We do not have all the answers, but are working hard to pave the road ahead for what has become a key and critical focus in our schools today!



Saturday, September 23, 2017

- Morning breakout sessions led by regional educators and invited speakers.
- Afternoon Session: World Cafes (**ends at 3.30 PM**)

Round 1: MAP-specific topics where more information is needed (examples might be CGI, MAP logistics, placement decisions, MAP data & accreditation, etc.). These topics will come from participant goals and needs.

Round 2: Potentially broader topics related to education, for example communicating with parents, teacher goal setting, etc.

Round 3: What has surfaced and needs to be addressed before leaving the summit? Participants' input will determine topics. Participants with expertise in the identified topics will be asked to volunteer to lead a table conversation.

- Pass the Mic sharing session, moderated by Shoshana Blauer

For more information please contact Kathy Stetson, kathy@ceesa.org or Helena Kereta Kolarevic, helena@ceesa.org