



2016 FALL ASSESSMENT SUMMIT
“Assessment for Learning”
BUCHAREST, ROMANIA
September 22-24, 2016

Thursday Pre-Conference: USING MAP DATA to Improve Learning

Sponsored by the Office of Overseas Schools and delivered by NWEA, 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

Kathy Dyer



Biography: Kathy Dyer is a Senior Professional Development Content Specialist for NWEA. In her role, she designs and develops learning opportunities for partners and internal staff. Formerly a Professional Development Consultant for NWEA, she coached teachers and school leaders and provided professional development focused on assessment, data, and leadership. In a career that includes over 20 years in the education field, she has also served as a district achievement coordinator, principal, and classroom teacher. She received her

Masters in Educational Leadership from the University of Colorado Denver. Kathy is especially passionate about the topics of formative assessment and data use. Follow her on Twitter at @kdyer13 and see her frequent blog posts on formative assessment topics at NWEA.org/blog.



Friday, September 23, 2016

Keynote: Students Leading Their Own Learning through the Use of Formative Assessment, by Dr Fran Prolman

Join us for a practical, inspiring and exciting kickoff to the CEESA Assessment Conference, when Dr. Fran Prolman will share the latest thinking, research and practical implementation of students leading their own learning through the use of formative assessment.

Dr. Prolman will model strategies that foster student ownership, critical thinking, retention and collaboration. Walk away with a dozen strategies that you can immediately implement in your classroom to foster rigorous thinking skills, student motivation and deep reflection.

Featured Speakers:

Dr Fran Prolman



Biography: The founder, president and senior consultant of The Learning Colaborative, Fran Prolman is an internationally recognized teacher, administrator, author, consultant and keynote speaker. She is known for her depth of knowledge, dynamism, energy, practical application and proven track record of results.

Fran earned her Doctorate in Teacher Training, International Education and Organizational Development from George Washington University and a Master's degree in Educational Administration and Curriculum and Instruction from the University of Pennsylvania. She has been a two-time Fulbright Scholar in both India and Israel, and has presented numerous papers, workshops and keynote speeches nationally and internationally.



Fran brings you 30 years of experience providing multifaceted work with organizations and school systems throughout the United States and the world. She was the first Understanding by Design cadre trainer designing curriculum training throughout the United States, a faculty member for ASCD and the senior consultant at Research for Better Teaching training trainers and educating thousands of administrators and teachers in effective learning practice. Fran focuses on building human capacity through a variety of avenues. She facilitates leadership retreats for teachers, administrators and executives; delivers organization-wide keynote speeches and workshops, coaches to build highly functional teams; assists organizations and teams in the appropriate use of data, designs professional growth and evaluation systems and brings insight to the change process.

She is a frequent presenter for the U.S. Department of State, European Council of International Schools, the Association for Supervision and Curriculum Development, Central and Eastern European Schools Association, Near East South Asia Association of International Schools, African Association of International Schools, the Tri-Association for the Caribbean and Central America and numerous client school systems in the United States.

FRAN'S WORKSHOP BREAKOUT SESSION (repeated Friday and Saturday):

Assessment AS Learning for Deep Conceptual Understanding - This workshop models "Assessment AS Learning" strategies so students can embrace conceptual understanding through the use of real-time assessment data. Strategies for students to collect evidence of their learning tools, lead their own feedback and internalize their learning will be shared and modeled. Practical handouts of additional strategies will be provided.



Karim Medico Letwinsky, Ed.D.



Biography: Dr. Karim Medico Letwinsky is the Department Chairperson and an Assistant Professor in the Doctoral Department of Educational Leadership at Wilkes University in Wilkes-Barre, Pennsylvania. She also serves as the Director of the University's international graduate education programs. At Wilkes, she teaches master and doctoral level courses in Effective Instruction, Curriculum, Assessment, and Quantitative Research/Statistics.

Karim also is a certified elementary and secondary math teacher and a certified principal. Her ongoing research is focused on the professional development of K-12 mathematics teachers and international school leadership. She is former K-12 math teacher and coach with over 20 years of experience in education. Most importantly, Karim prides herself in being both a practitioner and researcher with a contagious passion for the effective teaching and learning of mathematics. As an international mathematics and leadership consultant, Karim provides targeted professional development workshops to international K-12 classroom teachers and leaders world wide.

KARIM'S WORKSHOP BREAKOUT SESSIONS:

The key to high quality mathematics assessment - Ask the right questions, not just any question!

Effective math assessment is about obtaining much more than the right answer. Students need to demonstrate deep conceptual understanding, and not evidence of merely memorizing a process. This session will provide strategies for taking traditional math problems and re-designing them to illicit deeper evidence of understanding, promote mathematics literacy, and ensure your students understand the most critical mathematical concepts. (appropriate for all grades)

Harness the power of technology and formative assessment in mathematics.

Research shows 2 important facts that can maximize teaching, learning, and engagement in your classroom. First, formative assessment has the power to improve teaching and learning. Second, your students love using technology. This session provides ways to unite the two for powerful learning outcomes. Bring your devices to play along! (grades 7-12)

Talk more math in your elementary class! It's the key to sound assessment and builds math literacy.

If they can't say it...they don't know it. Learn ways to capitalize on inquiry learning in math and hands on strategies that will encourage productive struggle, perseverance, and math literacy. These strategies offer alternative assessment ideas to promote rich math discussions. (K-5)



Kathy Dyer

Biography: Kathy Dyer is a Senior Professional Development Content Specialist for NWEA. In her role, she designs and develops learning opportunities for partners and internal staff. In a career that includes over 20 years in the education field, she has also served as a district achievement coordinator, principal, and classroom teacher.

KATHY'S WORKSHOP BREAKOUT SESSIONS:

Communicating Growth and Goals

Communicating with stakeholders is an important part of the MAP process, the school improvement process and with the proper preparation can lead to healthy data discussions for all parties involved. The purpose of this session is to guide participants through a process that will help them prepare to talk with a variety of audiences. This session will be hands-on and participant centered.

Learning Targets

- Understand the why, who, what, when and where of communicating goals
- Create a product to use to communicate goals and action plans, as well as monitoring and celebrating results

Digging into Formative Assessment

What do you do between MAP testing windows? Answer: formative assessment. In this experience-driven session, come learn about new NWEA formative assessment workshops that include resources to help teachers create responsive lesson plans. You'll explore two learning centers focused on using learning targets and students generating questions. Don't miss this opportunity to learn more about formative assessment instructional strategies!

Learning Targets

- Identify ways to use formative assessment practices and strategies minute-to-minute and day-by-day
- Engage with NWEA resources to prepare for integrating formative assessment into instruction

Assessment Literacy: It's not an initiative, it's long-term learning

What does it take to make assessment literacy and the ideas about a balanced assessment system systemic? How does leadership impact the system? How do current policies drive practices? Administrators need to be assessment literate. This means (and is not limited to) that administrators need to understand:

- the attributes of a sound and balanced assessment system
- the necessity of clear academic achievement standards and classroom learning targets and their relationship to the development of accurate assessments
- the assessment practices for engaging students in their own assessments
- the standards of quality for student assessments and how to apply these in the classroom

This session will begin the exploration of these understandings and the impact they have on achieving a balanced assessment system.

Learning Targets

- Describe attributes of and purpose for a balanced assessment system
- Reflect on key assessment practices for student engagement



Regional Speakers:

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. Most recently 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.

Suzanne Herbert



Biography: Suzanne Herbert has been involved in international education since 1992 and has worked in Asia and Europe. She graduated from Deakin University in Australia with a Bachelor of Education, and then went on to complete a Master's Degree in History from the University of New England, a Graduate Degree in School Counseling and is a Certified EAL teacher. Suzanne has worked extensively across the elementary and middle school in a number of different roles. In addition to her classroom teaching, Suzanne has been involved in university student education programs, has been a teacher graduate course developer and Adjunct Professor for SUNY, held positions in curriculum leadership and was an elementary principal. Her interest and passion have been in helping students acquire strong literacy skills in the inquiry-based classroom. She is actively involved

in action research based on how best students develop critical thinking and problem-solving skills in the context of a standard based school environment. Suzanne has worked in the Humanities area at the American International School of Budapest to develop a program that focuses on helping all students acquire the necessary vocabulary and literacy skills. Whilst working to maintain and develop the inquiry focus that fosters interest and engagement for students, she has been successful in helping students demonstrate their growth as learners in both schools-based and MAP assessments.



ANDRAS AND SUZANNE'S SESSIONS:

Session 1: Igniting Inquiry and Creativity in the Standards Based Classroom (90 min)

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 learning goals and vocabulary from a set of standards and use them to develop a differentiated learning activity, which promotes inquiry and creativity. Throughout the activity the presenters will demonstrate practical strategies for participants to help them ignite and foster inquiry and creativity in context of the standards. The workshop will also tie in how best to utilize MAP resources in this process.

Session 2: Inquire, Create, and Learn Using Higher Order Thinking Skills (60 min)

Higher order thinking skills are embedded in all standards based curricula. They are a significant part of the Common Core Standards, and they form part of the framework for the PYP, MYP and the IB programs. Students need to be able to demonstrate their understanding of these skills. Furthermore, they need to apply these skills in various contexts in order to meet grade level standards and become creative and critical thinkers. This workshop will focus on the importance of explicitly introducing these skills in elementary and middle school. Participants will begin by identifying the thinking skills in the context of elementary and middle school standards. Next, through a variety of engaging routines participants will learn practical and creative strategies that they can use to introduce these skills to their students. These strategies are meant to underscore the transdisciplinary nature of the learning. Providing middle school and elementary school students with the opportunity to develop an understanding of these skills and apply them in multiple contexts will allow them to gain a deeper understanding of the curricula. The activities modeled during the workshop can also be used by participants to assess student work as direct evidence of achievement against the grade level standards.

Session 3: Inquiry and the Literature Standards (90 min)

Accessing and assessing the English Language Arts standards through literature and poetry can promote inquiry and creativity in the language arts classroom. This workshop will demonstrate how to organize learning objectives under 'wide lenses' derived from the standards. Once the students gain a basic familiarity with these lenses they can begin to use them to creatively explore literature. The workshop will model ways to infuse inquiry into traditional literature centers and novel studies units, which promote student initiated conversations and writing around the standards. During the second part of the workshop the presenters will share approaches used in teaching and learning poetry which root the subject in students' personal interests and questions. This part of the workshop will provide participants with the opportunity to see how they can connect creativity, curiosity, academic language and the assessment of the language arts standards through poetry units. As participants conclude this activity they will be able to see the correlation between the activity, the common core standards and connection to MAP Success.



Cheri Carpenter



Biography: Cheri Carpenter is a Director of Instruction for the Preschool, Lower Elementary (3-8 year olds) program at Quality School International School in Shenzhen, China. During her 5 years with QSI she has been a classroom teacher, Intensive English coordinator, librarian and curriculum writer. She has also been an adjunct professor for the QSI sponsored State University of New York (SUNY) Master's face to face program for 3 years.

Before embarking on her overseas career, she spent 18 years in Fort Worth Independent School District, TX USA. She has several certifications that include English as a Second Language, Gifted and Talented, and School Media Specialist/Librarian. During her time in the states she worked in low income/bilingual schools as a classroom teacher and for the ESL program. She spent the 5 years before her move overseas as a Literacy Coach. She facilitated or participated in over 300 hours of workshops and trainings on Literacy, Content Area Correlations, Curriculum, Dyslexia, Peer Coaching, Data, RTI, District Grading Program, TEKS, and Kilgo training for her district. Cheri has a Master's degree in Educational Leadership and she is a certified NWEA MAP Facilitator. She has done several NWEA MAP Foundational workshops for schools in both China and Vietnam.

Maura Martin



Biography: Maura Martin was born in Norfolk, VA. She has a BA in Elementary Education, an MA in Curriculum and Teaching and an MA in Educational Leadership. Maura has worked in Baltimore City Public Schools for 5 years and in international education with QSI for 19 years in Azerbaijan, Kazakhstan, and in Albania, where she currently resides.

Maura has extensive experience working with teachers and students in trying to find ways to grow academically. She has traveled to 16 schools in 13 countries to facilitate professional development workshops on literacy, mathematics, ESL, and MAP. Ms. Martin is also part of a cohort of NWEA trained facilitators in QSI that travels to various schools to do NWEA-designed workshops. Topics have included access to and utilization of MAP data in the classroom and school-wide data analysis. She has also worked with her school system to write literacy and library curriculum. In more recent years she has worked as an elementary team leader to develop curriculum in the following areas: mathematics, literacy, the arts, and cultural studies. Curriculum being her passion, she strives to bridge the gaps between what students should learn, how we can ensure they are learning, and how we can measure final success. Currently, Maura works as Director of Instruction at Tirana International School in Tirana, Albania.



Cheri Carpenter and Maura Martin's session:

Taking the Plunge: How to practically use MAP data in my classroom?

This workshop is designed to give teachers a practical hands-on way to utilize MAP data to inform instruction and learn ways to incorporate MAP in an already packed instructional setting. This workshop goes beyond accessing reports. How to get started with multiple MAP reports and the Des Cartes / Learning Continuum? What does using this information look like in practice? How to drill down into the levels of data to pull the most useful information to help our students grow? Going from testing to instruction...Moving past the file cabinet.

In this workshop we will balance what the newcomer will encounter using MAP data to inform instruction, as well as what the seasoned veteran might have to offer. We invite teachers to bring to the table their own successes and questions about utilizing MAP data.

Emily Hays, Amy O'Rourke and Ana Pandelescu

EMILY HAYS, AMY O'ROURKE AND ANA PANDELESCU'S SESSION:

Assessment in EC

Portfolios? Work samples? Personal interviews? There is no ONE method to assess and document the dynamic growth and development demonstrated by our youngest learners. AISB EC teachers will guide participants in developing and enhancing their understandings of the role of assessment and documentation in the early years. Having embarked on a focused journey towards identifying effective, appropriate, and informative methods, the team will share their experiences of trial and error, collaborative conversations, and technological experimentation. Assessment tools and documentation strategies will be shared that have proven both helpful and effective as well as unrealistic and ineffective within our classroom environments. Participants will be actively engaged in discussions with a goal of creating a bank of strategies accessible to all who join in the conversation.



Courtney Hughes

COURTNEY HUGHES'S SESSION:

Assessing our Assessments

During this workshop, participants will learn how to use 3 specific protocols (ATLAS- Learning from Student Work, TUNING Protocol and Data Driven Dialogue) and will participate in group protocol sessions in order to assess one of their own assessments. We will learn how and when to use protocols as well as what makes them an effective way to reflect on our practice and take our assessments to the next level. Participants will be asked to bring either a piece of student work from an assessment, an assessment they would like to refine or a set of data they wish to look at critically in order to take students to the next level. By the end of the 90 minutes participants will be familiar with the uses of each of the three protocols and will have tried at least one. Participants will leave with an understanding of how to critically look at student work in order to refine our assessments, how to use colleague feedback to enhance our assessments and how to objectively look at a data set to create action plans based on an assessment.

Justin Jarman

JUSTIN JARMAN'S SESSION:

The Power of Feedback

The intention of this workshop is to go deeper into our understanding of feedback....what it is, why it is important and specifically how it should be provided. After looking at this research, participants will consider actionable steps they will take to improve feedback practices, so as to make an immediate positive impact on student learning in their own practice and/or schools.



Patricia Deo and Rachel McLeod

Patricia Deo and Rachel McLeod's session:

Summative tools for formative feedback: How to get the most out of your rubrics

The presenters of this workshop have combined their experience as PYP and MYP Coordinators to highlight how students can use feedback to progress toward higher levels of achievement. The presenters will share strategies and examples of how rubrics and assessment criteria descriptors provide ongoing formative data that can be used for feedback, reflection and goal setting by teachers and students. Approaches such as using rubrics, student conferencing, and co-grading will be discussed as means to provide goal-directed and specific feedback. Participants will have the opportunity to reflect on and brainstorm how these strategies can be implemented in their own classrooms.

Richard Harrold and Amanda Briggs

Richard Harrold and Amanda Briggs's session

Making it all run smoothly

Interventions and data-based planning are only as strong as the guiding data is reliable. A bad test experience can throw off even the most competent student, so making sure you are prepared for the unexpected can pay dividends. Often a confident and competent proctor is the difference between a student's sailing smoothly through the testing process or not and the proctoring role is now an essential part of your MAP preparations. This workshop uses video interviews with students and teachers reflecting on testing and identifies specific ways teachers can optimize their MAP experience.



Saturday

- Morning breakout sessions led by regional educators and invited speakers.
- Afternoon Session: World Cafes

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 Kathy Dyer

Participants will pay for travel, hotel and miscellaneous meals. Lunches and coffee breaks are included in the workshop. Transportation for the meetings will be provided.

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