

Agenda

Las Vegas, Nevada • April 16–18

Monday, April 16

7:00–8:00 a.m.	Registration	Palace Prefunction 1
	Continental breakfast	Palace Prefunction 2
8:00–9:45 a.m.	Keynote —Robert J. Marzano <i>Standards-Based Grading and Reporting: Recommendations From the Field</i>	Palace Ballroom II–III
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakouts	Titles & locations: page 3 Descriptions: pages 7–13
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Keynote —Lisa Carter <i>Implementing Common Core Standards: Creating the Conditions for Success Through Total Instructional Alignment</i>	Palace Ballroom II–III
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	Breakouts	Titles & locations: page 3 Descriptions: pages 7–13

Tuesday, April 17

7:00–8:00 a.m.	Registration	Palace Prefunction 1
	Continental breakfast	Palace Prefunction 2
8:00–9:45 a.m.	Keynote —Douglas Fisher <i>Teaching Students to Read Like Detectives: The Common Core Way</i>	Palace Ballroom II–III
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakouts	Titles & locations: page 3 Descriptions: pages 7–13
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Keynote —Kay Burke <i>Creating Checklists and Rubrics for the Common Core Standards</i>	Palace Ballroom II–III
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	Breakouts	Titles & locations: page 3 Descriptions: pages 7–13

Wednesday, April 18

7:00–8:00 a.m.	Continental breakfast	Palace Prefunction 2
8:00–9:45 a.m.	Keynote —Cassandra Erkens <i>Building Common Assessments for the Common Core</i>	Palace Ballroom II–III
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Keynote —Timothy D. Kanold <i>CCSS Mathematics in a PLC Culture</i>	Palace Ballroom II–III

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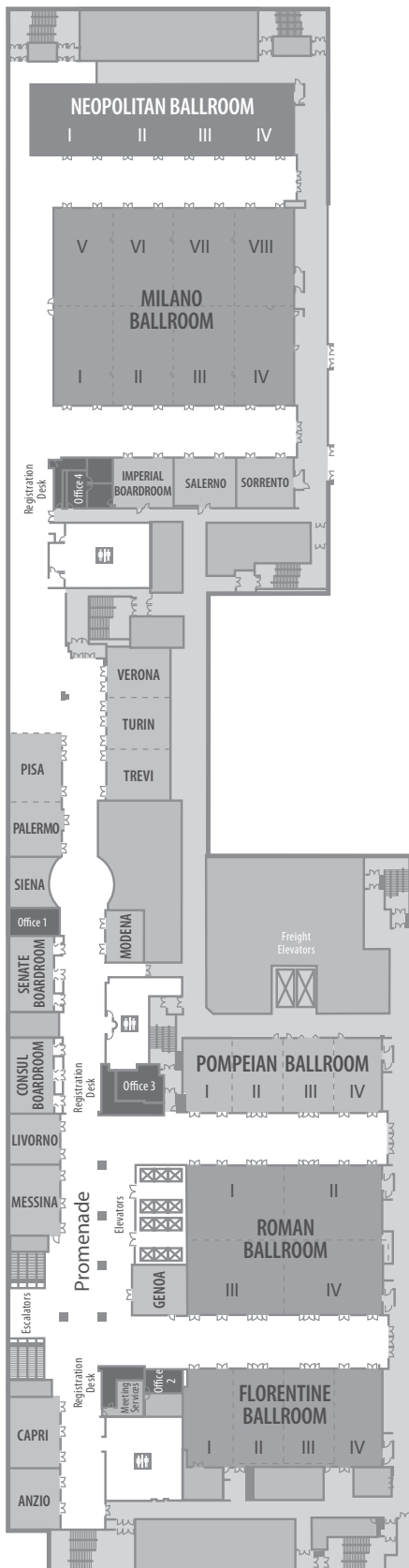
Breakouts at a Glance

Presenter and Title	Monday, April 16		Tuesday, April 17	
	10:00–11:30 a.m.	2:45–4:15 p.m.	10:00–11:30 a.m.	2:45–4:15 p.m.
Kay Burke				
Authentic Performance Tasks Correlated to the Common Core Standards	Roman Ballroom III			
Fun Formative Tools: Graphic Organizers and Metacognitive Strategies				Palace Ballroom II–III
Lisa Carter				
Implementing Common Core Standards: A Close-Up Look at Essential TIA Tools and Processes	Palace Ballroom II–III		Roman Ballroom III–IV	
Effective Teaching Practice and Common Core Standards: Back to the Basics of Quality Instruction		Palace Ballroom II–III		Roman Ballroom III–IV
Cassandra Erkens				
Common Core Standards and 21st Century Skills: A Match or a Mystery?	Roman Ballroom II		Roman Ballroom II	
Making Homework Count With the Common Core		Roman Ballroom II		Roman Ballroom II
Douglas Fisher				
Formative Assessments That Guide Instruction			Palace Ballroom II–III	
Chris Jakicic				
“Powering” the Common Core	Roman Ballroom IV			
Writing Quality Formative Assessments		Roman Ballroom IV		
Timothy D. Kanold				
Leading the Teaching and Learning of Mathematics in the CCSS Era	Palace Ballroom I		Palace Ballroom I	
Leading and Aligning the Curriculum and Assessment for Mathematics in the CCSS Era		Palace Ballroom I		Palace Ballroom I
Eric Twadell				
Effective Grading and Reporting Strategies With the Common Core Standards	Roman Ballroom I		Roman Ballroom I	
Utilizing Collaborative Protocols to Improve Teaching and Learning of the Common Core Standards		Roman Ballroom I		Roman Ballroom I

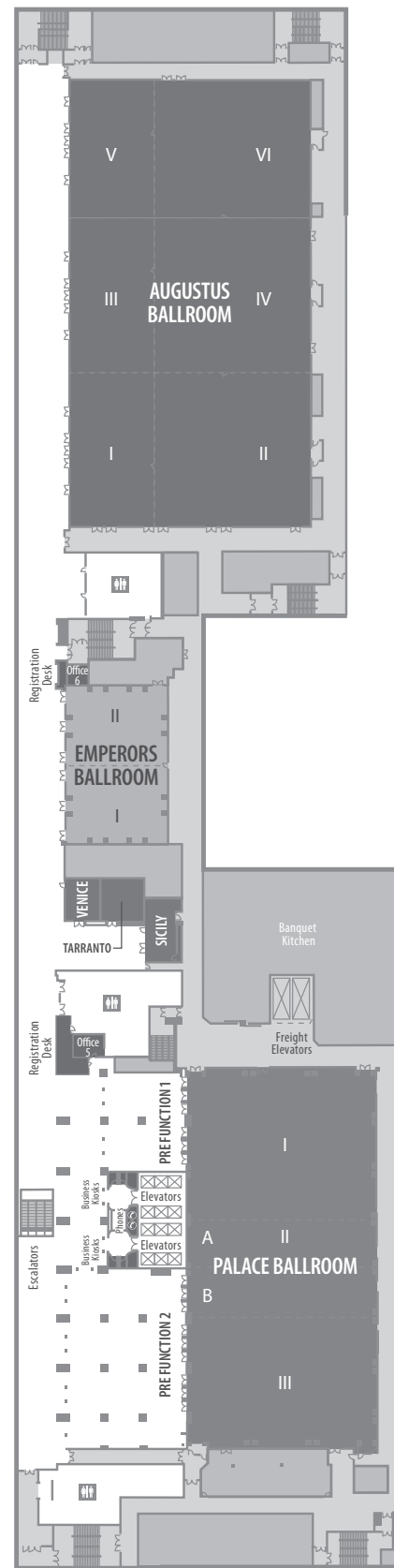
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Caesars Palace Conference Center

PROMENADE LEVEL



EMPERORS LEVEL



Map

Session Descriptions



Kay Burke

Creating Checklists and Rubrics for the Common Core Standards

Learn how to work in teams to review the Common Core Standards and “chunk” the key concepts into teacher checklists that provide a roadmap for effective performance-based teaching. Focus on the language of the standards (LOTS) and create formative checklists to provide specific feedback to improve students’ projects and performances. Convert the checklists to rigorous rubrics that provide descriptors of quality and *prove* students have met and/or exceeded the standards on summative assessments.

Authentic Performance Tasks Correlated to the Common Core Standards

Learn how to create authentic and motivating performance tasks that correlate to the key concepts of the Common Core State Standards and 21st century skills. Work in teams to review sample interdisciplinary K–12 performance tasks in various content areas and use the guidelines and templates to create an original task that includes differentiated group work, technology, and standards-based individual work. Engage students in real-life, problem-solving situations to prepare them for the performance task assessments from PARCC and SMARTER Balanced consortiums, as well as for college and future careers.

Participants in this session:

- Learn the characteristics and criteria for creating authentic performance tasks.
- Review sample K–12 performance tasks from various content areas.
- Work in small teams to create a performance task to share and critique.

Fun Formative Tools: Graphic Organizers and Metacognitive Strategies

Learn how to use the language and concepts of the Common Core Standards to create quick and fun formative assessment tools that provide immediate feedback to students and teachers. Review examples of graphic organizers, such as logs, checklists, Venn diagrams, and agree–disagree charts used for instruction and assessment. Develop a repertoire of metacognitive strategies to help students solve problems, process complex information, self-assess their progress, and reflect on the important concepts embedded in the Common Core Standards.

Participants at this session:

- Select a Common Core Standard and review how instructional strategies can also be used as formative assessments.
- Target the language of the standard (LOTS) and create graphic organizers that provide a visual support for understanding the key concepts.
- Develop a repertoire of metacognitive strategies to help students process complex information and reflect on their own learning.



= Keynote

Session Descriptions



Lisa Carter

Implementing Common Core Standards: Creating the Conditions for Success Through Total Instructional Alignment

Lessons from the past clearly teach us that effective implementation of learning standards into instructional practice cannot and must not be left to chance. Successfully implementing the new Common Core Standards will require a thoughtful strategic plan that supports teachers and administrators in their efforts. In her keynote address, Lisa addresses the conditions, tools, and processes necessary for successfully implementing Common Core Standards through the proven process of Total Instructional Alignment.

Participants receive guidance in:

- Examining lessons from the past and how they can help us today in implementing the new Common Core Standards
- Exploring conditions that will be necessary for the successful implementation of Common Core Standards
- Reviewing TIA tools and processes and ways in which technology can be used to assist teachers in successfully translating Common Core Standards into instructional practice

Implementing Common Core Standards: A Close-Up Look at Essential TIA Tools and Processes

In this interactive breakout session, Lisa Carter delves deeper into the how-to's of Total Instructional Alignment as it relates to implementing Common Core Standards. Participants get the opportunity to use tools and explore ways to effectively pull together the components that ensure a successful transition to the Common Core Standards.

Participants in this session:

- Examine essential TIA tools, including standards-based instruction and task analysis to successfully unpack the Common Core Standards.
- Learn the role of vocabulary development in the Common Core Standards.
- Review higher-order thinking strategies to address the increased rigor of the Common Core Standards.
- Explore the role of formative assessment in the implementation of the Common Core Standards.



Session Descriptions

Lisa Carter

Effective Teaching Practice and Common Core Standards: Back to the Basics of Quality Instruction

To make a difference, teachers must effectively translate Common Core Standards into quality instructional practice. In this breakout session, Lisa Carter focuses on six non-negotiable teacher behaviors that are an essential part of standards-based instruction. Lisa connects the research on consistent behaviors of effective teachers to how those behaviors relate to implementing Common Core Standards in the classroom.

Participants receive guidance in:

- Examining the role of the teacher as a professional decision-maker in the classroom
- Distinguishing among educational theories, standards, and methodologies
- Experiencing how time spent learning relates to goal setting and congruent instructional practice
- Applying the research on incremental learning to unpack Common Core standards and diagnostic–prescriptive instructional practice
- Checking for understanding during instruction and applying the information gained to make appropriate mid-course corrections for students



Cassandra Erkens

Building Common Assessments for the Common Core

Implementing Common Core State Standards will necessitate changes in curriculum and assessment systems on the local, state, and national levels. Even though two assessment consortia are rushing to develop aligned national assessment systems, questions abound, such as: What will “next-generation” assessments look like? How will we assess at the local level to get students ready for the new assessment systems?

The use of common assessments, developed at the team level, can serve as a primary vehicle to help schools align with the Common Core Standards. Done well, the practice of developing and employing quality common assessments can help teams align curriculum and instruction to the standards, develop assessment literacy for teachers, and most importantly, promote continued student learning.

During this session, participants:

- Explore the use of common assessments as a means of aligning with and integrating the Common Core Standards.
- Identify the process and strategies in developing and using common formative assessments in ways that both monitor and promote continued learning for all.



= Keynote

Session Descriptions

Cassandra Erkens

Common Core Standards and 21st Century Skills: A Match or a Mystery?

Today we face new work as we ready ourselves for implementing Common Core Standards. At the same time, we need to prepare learners with 21st century skills. Are the two easily integrated? This session explores ways to address both expectations simultaneously. The integration of Common Core Standards and 21st century skills in our assessment designs offers us the opportunity to engage learners in creating new insights and solutions for a complex and rapidly changing world.

Participants in this session:

- Explore 21st century skills and tools through the lens of assessment options.
- Develop a framework for a “new century” assessment using Common Core Standards/curricular expectations.

Making Homework Count With the Common Core

We use homework for three primary purposes: practice, preparation, and extension of classroom learning. According to some research, homework is one of the most powerful instructional strategies we can employ to impact student achievement. Other research indicates that there is little to no correlation between our use of homework and current achievement results. How might we leverage homework to increase student productivity and achievement results? This session explores necessary considerations for the design and use of homework as a formative assessment tool that truly impacts student learning in positive ways.

Participants in this session review:

- How to align the intent of homework with promising practices in homework design and use
- Formative assessment tools and processes to support the use of homework as an opportunity for “safe” practice
- Instructionally sensitive responses to data and opportunities for maximizing success with Common Core Standards

Douglas Fisher



Teaching Students to Read Like Detectives: The Common Core Way

Common Core State Standards for English language arts and literacy provide an opportunity for teachers to scaffold discussions and interactions and for students to assume increased responsibility for learning. The standards demand that students learn to justify their responses with evidence and to read increasingly complex text. To provide students access to these standards, teaching practices must change. Doug Fisher focuses on the necessary changes in curriculum and instruction to ensure high levels of achievement.

Participants in this session:

- Identify the conceptual shifts in the ELA Common Core Standards.
- Determine the ways in which curriculum and instruction interact.
- Describe the ways in which classroom practice must change as the standards are implemented.



Session Descriptions

Douglas Fisher

Formative Assessments That Guide Instruction

Linking assessment with instruction requires a systematic approach to formative assessment. This involves a clearly established purpose for learning, checking for understanding, providing students feedback, and then planning instruction based on the evidence found in student work.

Doug Fisher helps participants:

- Identify the four phases of a formative assessment system.
- Learn the value of item analysis in guiding learning.
- Understand the link between assessment and instruction.

Chris Jakicic

“Powering” the Common Core

The Common Core Standards provide a real opportunity for teachers to set high expectations for achievement and lay out a path that will help students reach those expectations. However, unless teachers better understand and manage them, these standards still represent a curriculum that may be seen as “too much to teach.”

Participants in this session learn a process to navigate the new standards and determine essential or “power” standards. This process can help them work collaboratively to teach, assess, and ensure that all of their students are achieving at these high levels of expectation. As a result of this session, participants:

- Understand why it is important to have clear essential outcomes.
- Learn a process to identify power or priority standards among the Common Core Standards.
- Know how to use these essential standards to get better results for their students.

Writing Quality Formative Assessments

If we are making decisions about what to do next in our classrooms based on the assessments we are giving students, how do we know the assessments we’re writing are giving us the right information? We know that the Common Core Standards are written with high expectations for student thinking and reasoning, and that our formative assessments must match those expectations.

In this session, participants become familiar with strategies for writing quality assessments that translate into better information about student learning. Chris Jakicic helps participants understand how to:

- Match learning targets to assessment type.
- Develop assessment plans to ensure assessment of the right targets at the correct “thinking” level.
- Write better constructed responses and selected responses that provide good information about what to do next for students.

Session Descriptions



Timothy D. Kanold

CCSS Mathematics in a PLC Culture

In his motivational keynote, Dr. Kanold describes the leadership discipline and energy necessary to meet the challenging demands and expectations of the CCSS in mathematics. Dr. Kanold examines six major assessment inequities each school district must erase if they hope to meet the vision of the new state standards. Turning the CCSS vision into action applies to both PARCC and SMARTER Balance consortia states.

Learning objectives of this keynote include:

- Understanding the PLC culture approach to the CCSS in mathematics
- Reviewing five essential transitions necessary for the CCSS in mathematics
- Making commitments to erase assessment inequities during the 2012–2013 school year

Leading the Teaching and Learning of Mathematics in the CCSS Era

This session focuses on the lesson design and instructional shifts that will be *required* as part of the student mathematical practices and content standards of the CCSS. Dr. Kanold discusses and explores classroom observation protocols that meet the vision of the CCSS and reviews expected lesson designs of the PLC team's work.

As a result of this session, participants understand:

- Format and content of the CCSS in mathematics
- CCSS mathematical practices and “classroom round” protocols for teacher observation and implementation of the CCSS vision for teaching mathematics

Leading and Aligning the Curriculum and Assessment for Mathematics in the CCSS Era

This session focuses on task selection and the rigor of assessment design that will be *required* as part of CCSS unit-by-unit content and assessment design. Dr. Kanold reviews summative assessment protocols that meet the vision of the CCSS and discusses expected assessment design elements that align with the PLC team's content work.

Dr. Kanold helps participants understand:

- Format and content of the CCCS mathematics assessments as a Tier 1 activity
- CCSS mathematical practices as part of content and assessment task selection
- “An Assessment Cycle of Learning” (including required RTI) protocol as part of the PLC team planning process in 2012–2013



Robert J. Marzano

Standards-Based Grading and Reporting: Recommendations From the Field

Learn how to implement an integrated system of assessment and grading that will enhance both teaching and learning. Dr. Marzano provides specific information on the benefits of formative assessment and explains how to design and interpret three different types. He also illustrates the necessary changes in instruction that must accompany a rigorous, formatively based approach to assessment. Finally, he explains and exemplifies new approaches to grading that better support formative assessment.



Session Descriptions

Eric Twadell

Effective Grading and Reporting Strategies With the Common Core Standards

This session explores grading and reporting practices that reinforce a school culture based fundamentally on learning rather than teaching. The implementation of the Common Core Standards provides a unique opportunity to upend traditional practices and move toward truly standards-based grading and reporting.

Eric Twadell guides participants by:

- Illustrating the need to rethink our assumptions about traditional grading practices
- Examining grading and reporting practices inconsistent with learning and achievement of the Common Core Standards
- Discussing the elements of standards-based grading practices
- Presenting strategies to implement standards-based grading and reporting practices consistent with a professional learning community's focus on the Common Core Standards

Utilizing Collaborative Protocols to Improve Teaching and Learning of the Common Core Standards

Moving beyond cooperation and coordination is essential to the effectiveness of curriculum teams in the era of Common Core Standards and assessments. This session explores how curriculum teams can use the Common Core Standards as guidelines in improving their curriculum design, developing assessments, and examining the results of student learning using research-based collaborative protocols.

Participants in this session:

- Develop an understanding of the importance of protocols in enhancing the work of collaborative teams.
- Participate in a collaborative protocol to examine the Common Core Standards and potential classroom assessments aligned to them.