

# Agenda

## Las Vegas, NV • 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.	<b>Keynote</b> —Lisa Carter <i>Implementing Common Core Standards: Creating the Conditions for Success Through Total Instructional Alignment</i>	Palace Ballroom II–III
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakouts</b>	Titles & locations: page 2 Descriptions: pages 5–13
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Keynote</b> —Robert J. Marzano <i>Formative Assessment and Standards-Based Grading</i>	Palace Ballroom II–III
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	<b>Breakouts</b>	Titles & locations: page 2 Descriptions: pages 5–13

### Tuesday, April 17

7:00–8:00 a.m.	Registration	Palace Prefunction 1
	Continental breakfast	Palace Prefunction 2
8:00–9:45 a.m.	<b>Keynote</b> —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.	<b>Breakouts</b>	Titles & locations: page 2 Descriptions: pages 5–13
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Keynote</b> —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.	<b>Breakouts</b>	Titles & locations: page 2 Descriptions: pages 5–13

### Wednesday, April 18

7:00–8:00 a.m.	Registration	Palace Prefunction 2
	Continental breakfast	
8:00–9:45 a.m.	<b>Keynote</b> —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.	<b>Keynote</b> —Timothy D. Kanold <i>CCSS Mathematics in a PLC Culture</i>	Palace Ballroom II–III

**Agenda is subject to change without prior notice.**

## 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.
<b>Kay Burke</b>				
Authentic Performance Tasks Correlated to the Common Core Standards	Roman Ballroom III			
Fun Formative Tools: Graphic Organizers and Metacognitive Strategies				Palace Ballroom II–III
<b>Lisa Carter</b>				
Implementing Common Core Standards: A Close-Up Look at the 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
<b>Cassandra Erkens</b>				
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
<b>Douglas Fisher</b>				
Formative Assessments That Guide Instruction			Palace Ballroom II–III	
<b>Chris Jakicic</b>				
“Powering” the Common Core	Roman Ballroom IV			
Writing Quality Formative Assessments		Roman Ballroom IV		
<b>Timothy D. Kanold</b>				
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
<b>Eric Twadell</b>				
Utilizing Effective Grading and Reporting Strategies With the Common Core	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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# Session Descriptions

## **Kay Burke**

### **[keynote] 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 21<sup>st</sup> 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 the PARCC and SMARTER Balanced Consortiums, as well as college and 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 assessments 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.

## **Lisa Carter**

### **[keynote] 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. The successful implementation of 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 the successful implementation of 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 how 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 the Essential TIA Tools and Processes**

In this interactive breakout session, Lisa Carter delves even deeper into the how-tos of the TIA process as it relates to Common Core Standards implementation. 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 to include 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.

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

In order 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 the implementation of 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 on learning relates to goal setting and congruency of 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**

### **[keynote] Building Common Assessments for the Common Core**

The implementation of the 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: What will the “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 to 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.

In the course of this session, participants:

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

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

Today we face new work as we ready ourselves for implementation of the 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 both 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 the necessary considerations for the design and use of homework as a formative assessment tool that can truly impact 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 from practice opportunities for maximizing success with Common Core Standards

## **Douglas Fisher**

### **[keynote] Teaching Students to Read Like Detectives: The Common Core Way**

The 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.

## **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, these standards, unless teachers better understand and manage them, 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 to 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 from 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 that the assessments we’re writing are giving us the right information? We do 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 session participants understand:

- How to match learning targets to assessment type
- How to develop assessment plans to ensure assessment of the right targets at the correct “thinking” level
- How to write better constructed response and selected response items that provide good information to know what to do next for students

## **Timothy D. Kanold**

### **[keynote] CCSS Mathematics in a PLC Culture**

This motivational message describes the leadership discipline and energy necessary to meet the challenging demands and expectations of the CCSSs in mathematics. Timothy D. Kanold examines six major assessment inequity creators that each school district must seek to erase if they hope to meet the vision of the new state standards. Whether you’re in a PARCC or SMART consortia state, this session and message for turning the CCSS vision into action is for you.

Participants in this session:

- Understand the PLC culture approach to the CCSSs in mathematics.
- Review five essential transitions necessary for the CCSSs in mathematics.
- Make 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 CCSSs. Timothy D. Kanold discusses and explores classroom observation protocols that meet the vision of the CCSSs and reviews expected lesson design elements of the PLC team’s work.

As a result of this session, participants understand:

- Format and content of the CCSSs 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 assessment design rigor that will be *required* as part of the CCSS unit-by-unit content and assessment design. Timothy D. Kanold reviews summative assessment protocols that meet the vision of the CCSSs 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 process
- “An Assessment Cycle of Learning” (including required RTI) protocol as part of the PLC team planning process in 2012–2013

### **Robert J. Marzano**

#### **[keynote] Formative Assessment and Standards-Based Grading**

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.

### **Eric Twadell**

#### **Utilizing Effective Grading and Reporting Strategies With the Common Core**

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 up-end traditional practices and move toward truly standards-based grading and reporting.

Eric Twadell guides participants in:

- Reviewing scenarios that help illustrate the need to rethink our assumptions about traditional grading practices
- Examining grading and reporting practices that are inconsistent with learning and achievement of the Common Core Standards
- Discussing the elements of standards-based grading practices
- Learning strategies for implementing standards-based grading and reporting practices consistent with a professional learning community focused 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 by utilizing 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.