

Agenda

Schaumburg, Illinois • April 23–25

Monday, April 23

6:45–7:45 a.m.	Registration Continental breakfast	Schaumburg Foyer North
7:45–9:30 a.m.	Keynote —Richard DuFour <i>Quality Assessment: Necessary but Not Sufficient for Improving Student Achievement</i>	Schaumburg Ballroom
9:30–10:00 a.m.	Break	
10:00–11:30 a.m.	Keynote —Anne Davies <i>Knowing What Counts: Engaging Learners in Assessment</i>	Schaumburg Ballroom
11:30 a.m.–12:30 p.m.	Lunch (provided)	Schaumburg Foyer North
12:30–2:00 p.m.	Keynote —Dylan Wiliam <i>Content, Then Process: Teacher Learning Communities in the Service of Formative Assessment</i>	Schaumburg Ballroom
2:00–2:30 p.m.	Break	
2:30–4:00 p.m.	Keynote —Kenneth C. Williams <i>A Willingness to Be Disturbed</i>	Schaumburg Ballroom

Tuesday, April 24

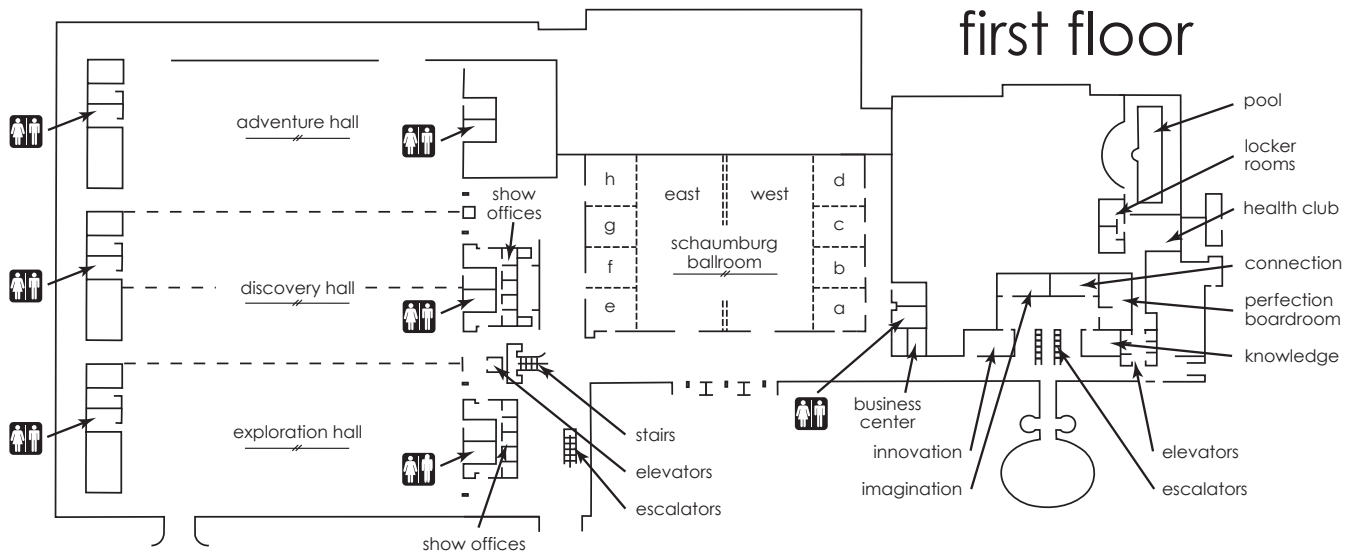
6:45–7:45 a.m.	Continental breakfast	Schaumburg Foyer North
7:45–9:30 a.m.	Keynote —Tammy Heflebower <i>Leading the Development of High-Quality Classroom Assessments</i>	Schaumburg Ballroom
9:30–10:00 a.m.	Break	
10:00–11:30 a.m.	Keynote —Kay Burke <i>Designing Performance Assessments for the Common Core State Standards</i>	Schaumburg Ballroom
11:30 a.m.–12:30 p.m.	Lunch (provided)	Schaumburg Foyer North
12:30–2:00 p.m.	Keynote —Ken O'Connor <i>The Last Frontier: Tackling the Grading Dilemma</i>	Schaumburg Ballroom
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	Panel discussion <i>A Q&A time with presenters. Receive practical answers to your most pressing questions.</i>	Schaumburg Ballroom

Wednesday, April 25

6:45–7:45 a.m.	Continental breakfast	Schaumburg Foyer North
7:45–9:30 a.m.	Keynote —Robert J. Marzano <i>Standards-Based Grading and Reporting: Recommendations From the Field</i>	Schaumburg Ballroom
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Keynote —Robert J. Marzano <i>A New Approach to Supervision and Evaluation</i>	Schaumburg Ballroom

Agenda is subject to change without prior notice.

Renaissance Schaumburg Hotel & Convention Center



Map

Session Descriptions

Kay Burke

Designing Performance Assessments for the Common Core State Standards

Learn how to work in vertically aligned teacher teams to “repack” the Common Core State Standards (CCSS) in order to plan effective instruction. Practice adding kid-friendly synonyms, definitions, examples, and graphics to explain the language of the standards (LOTS) so students understand the key concepts. This session also provides templates and examples of common performance assessment tasks correlated to the CCSS that focus on problem-solving skills and creativity as well as simulate the types of authentic and relevant tasks students are expected to perform in school, work, and society.

Kay Burke guides participants in:

- Reflecting on the rationale and methods for *beginning with the end in mind* by creating student checklists and analytical rubrics to provide ongoing formative feedback to students
- Creating meaningful and relevant performance tasks to engage students in authentic learning

Anne Davies

Knowing What Counts: Engaging Learners in Assessment

What counts when it comes to supporting increased learning and achievement? During this keynote, Anne Davies reports research findings and shares practical ideas using examples of students in early childhood to high school.

Participants in this session:

- Consider current research findings.
- Listen to, consider, and explore practical ideas.

Richard DuFour

Quality Assessment: Necessary but Not Sufficient for Improving Student Achievement

Richard DuFour contends that while helping educators create high-quality assessments is necessary for improving schools, it is not sufficient. Assessments are a catalyst for higher levels of student learning only if they are part of a continuous process to 1) inform and improve the professional practice of educators and 2) address the specific needs of students who need intervention or enrichment.

Dr. DuFour demonstrates how schools throughout North America make assessment processes the key to improving student learning by building the capacity of educators to function as professional learning communities.

Session Descriptions

Tammy Heflebower

Leading the Development of High-Quality Classroom Assessments

Teachers regularly make important evaluations about student achievement. How do they know if such decisions are based on sound assessment results? Tammy Heflebower shares a process that may be applied to classroom assessments, ensuring the technical quality of assessments and validating their use for student performance reporting.

Dr. Heflebower provides research-based ideas related to reviewing and revising existing assessments for quality and engaging colleagues in such essential work.

Robert J. Marzano

Standards-Based Grading and Reporting: Recommendations From the Field

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

A New Approach to Supervision and Evaluation

For classroom lessons to be effective, educators must examine every component of the teaching process with equal resolve. Participants in this session generate their own models using Dr. Marzano's work as a starting point. The goal is to promote quality teaching that balances research-based data with the need to understand individual students' strengths and weaknesses.

Ken O'Connor

The Last Frontier: Tackling the Grading Dilemma

Despite significant advances in curriculum, instruction, and assessment, teachers still often grade the way they have always graded. This frequently leads to misalignment among curriculum, instruction, and assessment on one hand, and grading and reporting on the other. This is particularly common in middle and high schools. Ken O'Connor shows how to solve this dilemma with eight guidelines to make grades consistent, accurate, meaningful, and supportive of learning.

During this session, participants:

- Explore the complexities of grading.
- Recognize the need to critically examine and change established grading practices.
- Understand that grading must move from a private practice to a shared practice.
- Consider eight guidelines for grading and the implications of these guidelines for their schools.

Session Descriptions

Dylan Wiliam

Content, *Then* Process: Teacher Learning Communities in the Service of Formative Assessment

Effectively implementing classroom formative assessment requires changing teachers' daily practices as well as the formation of building-based teacher learning communities (TLCs), in which teachers are held accountable and provide support to one another. Learn what kinds of formative assessments make the most difference to student learning, how to support changes in practice with TLCs, and what must be present in a school culture to enable this ongoing professional development.

Kenneth C. Williams

A Willingness to Be Disturbed

Giving today's students a better factory-era school, with teachers delivering text-based instruction in stand-alone classrooms, won't prepare them for the 21st century. As schools work together to ensure high levels of learning for all, they need to include what author Margaret J. Wheatley refers to as a new and strange ally—our willingness to be disturbed, to have our beliefs and ideas challenged by best practice, sound research, and others' perspectives. Ken Williams takes participants on a journey that explores the small shifts in language that translate into seismic paradigm shifts in thinking and, more importantly, in practice. Participants in this session walk in with the power of possibility and walk out with a commitment to action.