

Agenda

Schaumburg, IL • 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	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

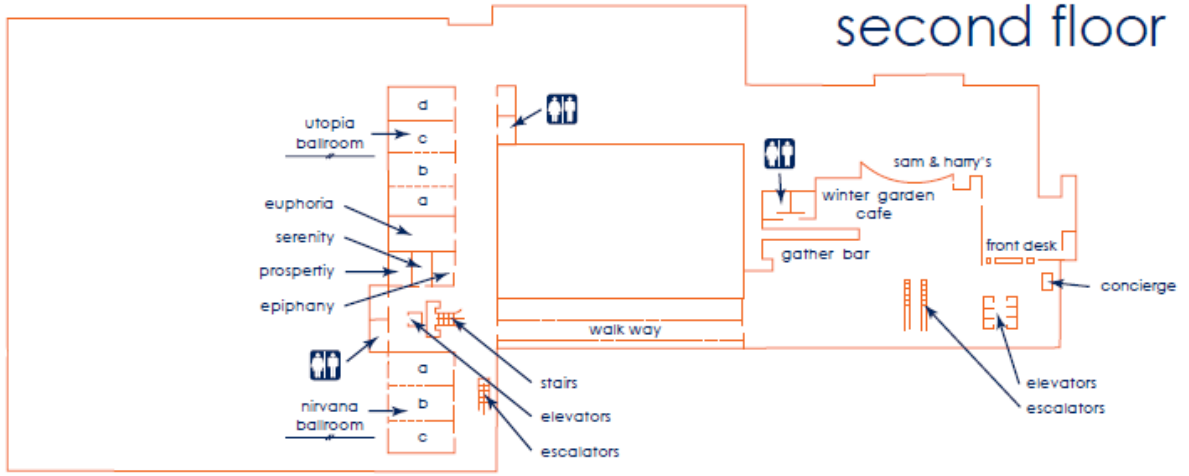
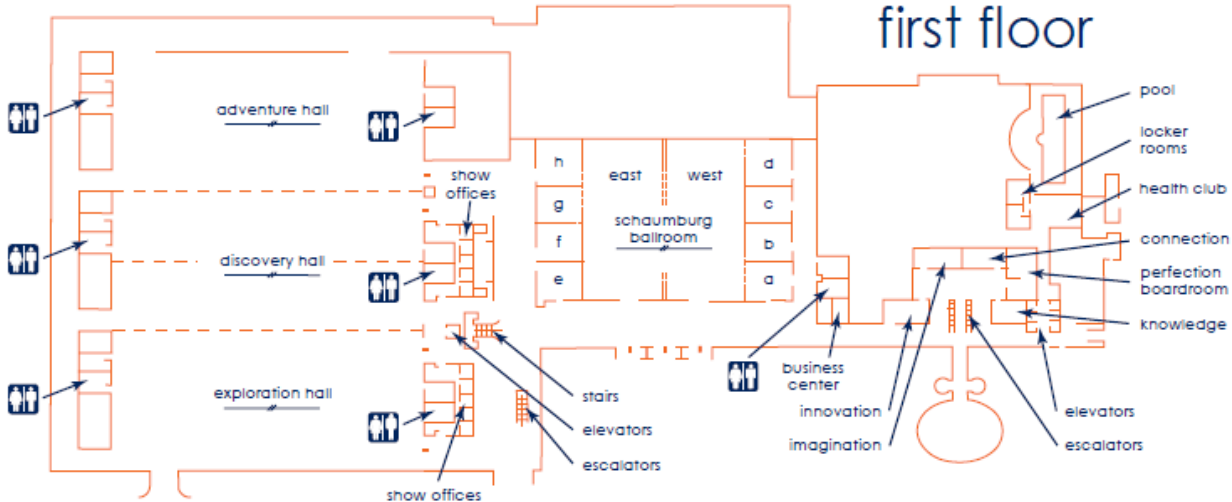
6:45–7:45 a.m.	Continental breakfast	Schaumburg Foyer North
7:45–9:30 a.m.	Keynote —Tammy Heflebower <i>The Process for Leading the Development of High-Quality Classroom Assessments</i>	Schaumburg Ballroom
9:30–10:00 a.m.	Break	
10:00–11:30 a.m.	Keynote —Kay Burke <i>Designing Performance Assessments for the Common Core State Standards</i>	Schaumburg Ballroom
11:30 a.m.–12:30 p.m.	Lunch	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>TBD</i>	Schaumburg Ballroom

Agenda is subject to change without prior notice.

Renaissance Schaumburg Hotel & Convention Center



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 (CCSSs) 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 CCSSs 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, Dr. 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.

Tammy Heflebower

The Process for 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 upon sound assessment results? Please join Tammy Heflebower as she shares a process that may be applied to classroom assessments, ensuring the technical quality of the assessments and validating their use for student performance reporting.

Participants obtain ideas about:

- Reviewing and revising existing assessments for quality
- Formats for engaging other staff 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 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.

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 the 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.

Participants in this session:

- Recognize the need to critically examine and change established grading practices.
- Appreciate the complexity of grading.
- 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.

Dylan Wiliam

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

Effective implementation of classroom formative assessment requires changes in 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 standalone 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 Wheatley refers to as a new and strange ally—our willingness to be disturbed, our willingness to have our beliefs and

ideas challenged by best practice, sound research, and what others think. 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. Walk *in* with the power of possibility, and walk *out* with a commitment to action.