



GOT DATA? NOW WHAT?

DRAFT PROGRAM

**Maryland Assessment Group
2018 Annual Conference**

**November 14-16, 2018
Clarion Resort & Conference Center
Ocean City, Maryland**

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Wednesday Pre-Session I

“You’re Curriculum May Not be Aligned and You Don’t Even Know It”

Presenter: Carla Moore, Learning Sciences International

Is your curriculum aligned? How do you know? These are important questions. True curriculum alignment means alignment to the essentials of standards, the instructional shifts demanded by the standards, and integrated assessments. And that is only the beginning! Join Carla Moore for a workout session to self-assess your systems and learn the critical steps to build an integrated and aligned system that raises the floor for teaching and learning. Let’s take the guess work out of providing a curriculum to support implementation for all students.

BIO: Carla Moore is the award-winning co-author, with Michael Toth and Dr. Robert Marzano, of *The Essentials for Standards-Driven Classrooms*, and of *Creating and Using Learning Targets and Performance Scales*. As a thought leader, she leads a team of curriculum experts in developing, facilitating, and helping transform districts and states in reference to standards-aligned curriculum systems. Ms. Moore is a National Practice Leader for Curriculum and a member of the Applied Research Center at Learning Sciences International. She is nationally recognized for her commitment to K–12 education.

Wednesday Pre-Session II

“Developing a Systemic Assessment Plan”

Dr. Bonnie Hain, CenterPoint Education Solutions & Heather Lageman, Baltimore County

In a world where everyone wants to increase data-driven instructional planning while simultaneously reducing testing time, it's helpful to have a systemic assessment plan--an annotated list of the district, school, and classroom-based assessments available alongside the instructional decisions that can be made based on each assessment. In this session, participants will use a structured protocol to work through both the data requisite for districts, schools, and classrooms, and means to evaluate the quality of assessments designed to provide that requisite data. District teams will have an opportunity to design, develop, and/or refine their systemic assessment plan.

BIO: As the Chief of Academics and District Services, Dr. Bonnie Hain oversees design and development of CenterPoint’s product and services to ensure they are of the highest quality and meet the needs of educators. She also works directly with districts and schools across the country to deliver high-quality professional learning on standards implementation, instruction, and assessment literacy. Bonnie has over 25 years of experience in the field of education as a teacher, administrator, and researcher. She began her career as a teacher of world languages and English language arts in grades 7-12. She spent seven years as a full-time college professor of English and English Education (first in California and then in Louisiana and Maryland). After several years of service at the Maryland State Department of Education as their K-12 English Specialist for Instruction and Assessment, she returned to K-12 work where she held positions as a teacher, reading coach, building administrator for both elementary and middle schools, and as district curriculum specialist. Bonnie served as a Director of Curriculum for a large urban district before joining Achieve to help design the Partnership for Assessment of College and Careers (PARCC) English language arts/literacy assessment.

BIO: Heather Lageman serves as the executive director of leadership development for Baltimore County Public Schools in the Office of Organizational Development. She is president of the Learning Forward Maryland Affiliate, president-elect of the Learning Forward Foundation, and vice president of Maryland Affiliate of the Association for Supervision and Curriculum Development. Heather has served as the director of curriculum for the Maryland State Department of Education (MSDE), and she managed the statewide implementation of the Maryland Teacher Induction Program. During Race to the Top, she served as Race to the Top local education agency director for Maryland and managed both programmatic and fiscal aspects of the district projects. Heather formerly served as an MSDE specialist managing No Child Left Behind Title IIA and providing leadership for the state teacher professional development programs and policies, as well as the professional development coordinators. Prior to that, she served as a specialist in MSDE's Secondary English Language Arts Office, where her responsibilities included development and implementation of county curriculum, assessments, and professional development. Heather is dedicated to supporting the professional learning and development of inspired and innovative educators.

Wednesday Night Keynote Speaker

“Measuring What Matters”

Jay McTighe, McTighe and Associates Consulting, Columbia, MD

Jay McTighe will examine different types of goals for modern schooling (academic content based on standards, 21st century skills, and habits of mind); consider the assessment implications of these different goal types; critique a common, yet flawed, approach to test prep; examine ways of allowing students' "voice and choice" in assessments while still obtaining needed evidence of important learning outcomes; explore a new conception of Curriculum Mapping (i.e., mapping the curriculum around desired performances rather than simply a scope and sequence of content to be covered); and examine the use of formative assessments to enhance student learning and performance.

This session is based on the ideas in "Three Key Questions on Measuring Learning," Jay McTighe's featured article in the February 2018 issue of *Educational Leadership* magazine, and his blog post, "Beware of Test Prep."

BIO: Jay McTighe brings a wealth of experience developed during a rich and varied career in education. He served as director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Prior to this position, Jay was involved with school improvement projects at the Maryland State Department of Education where he helped lead Maryland's standards-based reforms, including the development of performance-based statewide assessments. He also directed the development of the Instructional Framework, a multimedia database on teaching. Well known for his work with thinking skills, Jay has coordinated statewide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking. In addition to his work at the state level, Jay has experience at the district level in Prince George's County, Maryland, as a classroom teacher, resource specialist, and program coordinator. He also directed a state residential enrichment program for gifted and talented students.

Jay is an accomplished author, having co-authored 14 books, including the award-winning and best-selling *Understanding by Design* series with Grant Wiggins. His books have been translated into ten languages. Jay has also written more than 35 articles and book chapters, and been published in leading journals, including *Educational Leadership* (ASCD) and *Education Week*. See <http://www.amazon.com/-/e/B001IO9LWA>

Jay has an extensive background in professional development and is a regular speaker at national, state, and district conferences and workshops. He has conducted workshops in 47 states within the United States, in 7 Canadian provinces, and internationally to educators in 35 countries on six continents.

Friday Keynote Speaker

Jennifer Judkins, Ed.D.
Assistant State Superintendent
Division of Assessment, Accountability, and Information Technology
Maryland State Department of Education

General Sessions (Day and Time of Sessions TBD)

“The Sharing Economy for Digital Assessments: Increasing Quality and Decreasing Cost with Open Standards, Open Source, and Open Collaboration” Audience Code: G

Presenter: Dale Cornelius, MSDE

As state and district student assessment programs support 100% online, digital formats opportunities for collaboration and sharing of resources arise. Through the use of open technology standards, open source platforms, and open collaboration practices, states and districts can increase the quality of student assessment while reducing program costs.

“Thinking and Computer Science Standards – Oh, my!” Audience Code: MS/HS

Presenters: Debby Ward & Val Emrich, MSDE

Participants will engage in a hands-on activity designed to develop a deeper understanding of the ESSA requirement related to Computational Thinking/Learning. Through examination of and discussions around Maryland’s new Computer Science Standards, participants will understand how the Standards and Computational Thinking connect.

“Next Generation Science Standards as a Tool to Guide SLOs and Science Instruction”

Audience Code: G

Presenter: Ed Mitzel, & Brian Eyer, MSDE

Participants (supervisors, principals, lead teachers) will use the Next Generation Science Standards to inform and guide the development of science Student Learning Objectives, three dimensional science classroom instruction, and a comprehensive science program in your school. Learn about tools and resources to support your work in schools.

“Maryland Assessments - What Are They Thinking?” Audience Code: MS/HS

Presenter: Nina Riggs, MSDE

The frontal lobe of the adolescent brain, responsible for thinking, planning, and problem solving, is not fully developed until the age of 25. Almost 40% of the Maryland assessments are reasoning and

modeling type questions. How can mathematics educators promote success on assessments while meeting students where they are developmentally? Participants will explore ways to support the adolescent learner to increase performance in modeling and reasoning tasks.

“Charting the Course for the Use of Evidence in Education”

Audience Code: G

Presenter: Cheryl Ballou, Renaissance & Unknown, MSDE

To manage effectively, you need to measure the right things. Those things that provide insight in the work performed, and that you are able to influence. This session will dive into what "evidence-based" decision making in education means and how teachers and administrators can use evidence accurately within ESSA guidelines.

“Zooming in on Understanding”

Audience Code: G

Presenters: Steven Van Rees & Jackie Jacobs, Calvert County

This presentation will help students apply a parts-to-whole method of building understanding. A UDL-aligned framing technique of topics, ideas, and issues will be explored in the session. The framing techniques will allow for students to make their thinking visible and for teachers to make accurate assessments of understanding.

“Coaching Teachers to Obtain Student Growth Through the Use of Standards, PARCC Evidence Statement Reports and Formative Assessments”

Audience Code: MS/HS

Presenter: Julie Morrison, Calvert County

Calvert County teachers who use the PARCC Evidence statements, performance level descriptors, and on-going formative assessment to guide instructional choices saw greater student growth than their peers. Learn the coaching protocols used to show teachers how to drill down from PARCC evidence statements to make daily instructional choices that move students toward mastery of rigorous standards.

“Development and Use of College and Career Readiness Dashboards Among High Schools”

Presenter: Laura E. Bush, Baltimore City Public Schools

Audience Code: HS

City schools’ dynamic “On Track to Graduation and College and Career Readiness Dashboards” are used to support College and Career Readiness in grades 9-12. It takes data-driven decisions to the next level by providing real time student data on overall trends specific to graduation attainment and research-based post-graduate success to identify appropriate interventions.

“Self-Assessment and Peer Feedback in the Student-Centered Classroom”

Presenters: David Warrenfeltz & Erica Hartley, Washington County

Audience Code: G

Teachers should not be the only assessors in a classroom! As teachers become adept as formative assessors, they face a new challenge. How do I keep up with all these assessments and data? Come learn about 8 easy to implement strategies to flip the assessment paradigm in your classroom!

“Standard Setting for New District Assessments”

Audience Code: G

Presenter: Helen Wang - Montgomery County

Introduction and reflection of the standard setting process for new district assessments, including establishment of expert panels, training provided for panelists, standard setting protocol, item analysis, field testing, cut scores estimation using Angoff method, impact analysis, and validity study.

“Lessons Learned from Building Aligned Curricular Frameworks in Literacy”

Audience Code: G

Presenters: Bonnie Hain, CenterPoint Education Solutions; Dee Shorts, Worcester County; & Un-named District staff member, Ft. Wayne Community Schools (IN)

In this session, participants will hear from district staff at Worcester County Public Schools (MD) and Fort Wayne Community Schools (IN) about their approach to working with educators to build curricular units and interim/benchmark assessments and the materials needed to support implementation of college- and career-ready standards.

“Root Cause Analysis with No Pain and No Blame”

Audience Code: G

Presenter: Ronald Thomas, Towson University

This session will describe a five-step protocol used by teams to dig deeply into curriculum, instruction, and assessment data. The protocol enables teams to discover the component of capacity (the systems or processes that need to be tweaked) with the most leverage to make the biggest difference in student learning.

“Building Effective Coaching Relations: Simple Strategies for Navigating Multiple Stakeholders”

Audience Code: G

Presenter: Regenna Jalón, Dorchester County

The success of any group’s efficacy is the foundational relationships established among the members. In this session, simple strategies that nurture positive relationships will be shared. These strategies can improve trust, encourage communication, and foster confidence; thereby creating effective professional learning communities and improving collaboration with colleagues.

“Preparing a Quick Trip through PARCC”

Audience Code: MS/HS

Kathleen Watkins & Lloyd Allen, Baltimore County

We have a method to reduce the amount of time it takes to administer the PARCC exam. When we first started 3 years ago, PARCC took 7 weeks. This year, PARCC took 8 days, including make-ups.

“Using Multiple Measures to ensure Equity and Access in Courses”

Audience Code: G

Presenters: Caryn Maxwell, Carla Britt, & Shoua Moua, Montgomery County

Starting with a guiding question or problem of practice, participants will experience how a data analytics platform can efficiently combine multiple assessment measures to analyze access and equity in courses.

“Evidence-based Literacy, Practices from “Cracking the Common Core”

Audience Code: MS/HS

Presenters: Sherry Eichinger-Wilson & Sara Merkle, Cecil County

An exploration of the well-established research-based literacy practices from “Cracking the Common Core” that are a cornerstone of Cecil County’s Common Core-aligned curriculum. The session will cover how effective literacy practices allow students to become capable readers who engage with complex texts and meet the demands of the Common Core.

“The Accelerated Learning Process - Transforming Teaching and Learning through Ongoing Collaboration and Job-Embedded Professional Learning” Audience Code: G

Presenters: Kelly Taylor & Jennifer Bingman, Frederick County

The Accelerated Learning Process is a systemic process for ongoing, job-embedded professional learning, educator collaboration, and continuous evaluation of student learning. We'll explain how this process transforms teaching and learning when teams regularly monitor student learning, administer data-driven decisions, differentiate instruction, share instructional best practices, and examine student work.

“Why wait until May?”

Audience Code: MS/HS

Presenters: Brittney Baker, Samantha Wasson, & Micah Murphy, Dorchester County

An Algebra I CC initiative that two Champion teachers launched based on a challenge set by their instructional mathematics coach. The Why wait until May initiative is about instilling PARCC Best Practices as soon as students arrive in September! This presentation will outline the team's journey.

“Building Student Ownership Through Teaming”

Audience Code: G

Presenters: Shawn Parks & Jackie Murray, Caroline County

Two middle school teachers will discuss strategies to teach students how to hold themselves and their teammates accountable for their learning based on the research of Dr. Michael Toth and Learning Sciences International. This session will highlight LSI tools in addition to teacher-created supplemental activities, both of which have been used to increase student ownership of learning. Gain knowledge and practical applications you can implement in your own classroom.

“Using Evidence Statements to Inform Grade Level and Classroom Instruction”

Audience Code: E

Presenters: Jennifer Young & Dawn Caine, Calvert County

Participants will be guided through a process that can be used with grade level teams to walk them through using the Evidence Statement Reports and web-based tools to drill down to the instructional needs of their school and grade levels. A copy of the step-by step facilitator guide will be available.

“When in Doubt, Improvise: Theatre Games and Classroom Drama as Formative and Summative Assessment”

Audience Code: G

Presenter: Dale Placek, University of Maryland, College Park

How can teachers use theatrical improvisation as an assessment tool? In this workshop, participants will learn about the educational benefits of movement, classroom drama, laughter, and creative play, and participate in a variety of games, scenes, and exercises that can be adapted to meet the content needs of any classroom.

“AP Computer Science Principles and AP Computer Science A Exams” Audience Code: H

Presenter: Amanda Lattimore, Baltimore County

This presentation will cover the ins and outs and tips and tricks for the AP CS A and AP CSP exams. As a current table leader for the CS A exam and prior CSP educator I have a unique perspective on the exams and how students can be successful.

“Developing Instructional Rubrics”

Audience Code: G

Presenter: Dave Nelson, George Mason University

Formative assessment practice includes a fundamental expectation that student feedback can be made actionable. Instructional rubrics can help to support student growth by providing them a progression of quality against which they can plan next steps. In this session, we will identify the characteristics of instructional rubrics and explore ways to engage students in using instructional rubrics.

“Intentional Item-Writing: The Development of Testlets to Measure Student Achievement”

Presenter: Dave Nelson, TalentEd & George Mason University

Audience Code: G

Testlets – small groups of questions using a common stimulus – are powerful assessment tools that can help to measure student progress along a continuum of learning. In this session, we’ll explore some strategies for developing testlets that can help to support making instructional decisions.

“Have you ever struggled with unpacking data? Got Protocols?” Audience Code: G

Presenters: Sarah Crisman, Jennifer Neidenbach, & Pamela Stewart, Prince George's County

In this session, we will explore different types of data protocols to assist with our understanding and the use of data to move instruction. This session will be hands-on and full of discussion.