



Comprehensive Assessment and Accountability

DRAFT PROGRAM

**Maryland Assessment Group
2019 Annual Conference**

**November 13-15, 2019
Princess Royale Hotel & Conference Center
91st Street Oceanfront
Ocean City, Maryland 21842**

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**MARYLAND ASSESSMENT GROUP
ANNUAL CONFERENCE**

**NOVEMBER 13-15, 2019
PRINCESS ROYALE HOTEL & CONFERENCE CENTER**

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PRE-CONFERENCE SESSION
Wednesday, November 13th, 10:30 – 3:15
Salon B, Admission Ticket Required

“Embedding Formative Assessment”
Presenter Dr. Dylan Wiliam
Sponsored by Learning Sciences

About Dylan Wiliam

Dylan Wiliam, PhD, is one of the world’s foremost education authorities. He has helped to successfully implement classroom formative assessment in thousands of schools all over the world, including the United States, Singapore, Sweden, Australia, and the United Kingdom. Dylan Wiliam is Emeritus Professor of Educational Assessment at the Institute of Education, University of London. After a first degree in mathematics and physics, he taught in urban schools for seven years, during which time he earned further degrees in mathematics and mathematics education.

Dr. Wiliam is an internationally recognized leader in the development of effective, research-based formative assessment. His [books](#), [articles](#), [school visits](#), [workshops](#), and [conference presentations](#) on strategic formative assessment and teacher learning communities have profoundly impacted teacher professional practice and student learning worldwide.

Pre-Conference Objectives

Maryland educators and leaders know what formative assessment is, but how do we make it work better in our state and in our districts? **Dylan Wiliam** returns to MAG to answer Maryland’s burning questions.

- Why does formative assessment deserve equal or greater attention than summative and accountability measures? How do we make a mindset shift to embrace formative assessment and mastery learning?
- How can we help parents understand formative assessment, the importance of feedback, and why feedback is more valuable than a letter grade? What are some best practices in creating policies pertaining to grading and homework?
- How can district leaders align policies, structures, and practices to promote formative assessment? Which policies and practices may prohibit effective use of formative assessment?
- How can building administrators better support formative assessment and build teachers’ efficacy to respond appropriately to formative assessment, provide feedback, and engage learners?
- What professional learning should administrators have in order to know how to support teachers?
- How do we help leaders understand that responding to evidence of learning happens in “real time” and requires a certain amount of risk-taking? How can leaders encourage teachers to take risks?
- How can leaders in curriculum and instruction better align materials and resources to support our beliefs about formative assessment? How do these resources better support defining learning outcomes and success criteria, support the use of feedback to engage learners and promote student agency of learning, support teacher-created formative, support opportunities for peer- and self-evaluation, and support pacing guides that honor each student’s progression towards mastery?
- How can we continue to encourage teachers and principals to stay the course with formative assessment?

Comprehensive Assessment and Accountability November Sessions

“Aligning ELA Curricula and Assessment with an Emphasis on Collaborative, Evidence-based Instructional Planning”

Audience Code: M/H

Presenters: Kelly Taylor & Kristi McGrath, Frederick County

FCPS leaders will share the thinking behind a curriculum guide that allows for more integrated alignment of curriculum and assessment. Through strategically created performance task sequences that assess integrated standards in reading and writing, the new guide will support the district priority of collaborative planning and will help teachers work together to make evidence-based instructional decisions that will propel students forward in literacy development.

“Strategies to Organize, Track and Communicate the Status of Graduation Requirements, Testing Requirements and CCR”

Audience Code: H

Presenters: Dawn Ibberson & MaryAlice Wyatt, Kennedy Krieger High School

This presentation will review different strategies and tracking methods to keep changing testing and graduation requirement information organized. Ideas for keeping parents, staff and students informed of changes will also be reviewed. Tracking information on CCR requirements will also be addressed.

“Don't Lose ME: Morals & Ethics In Education”

Audience Code: G

Presenter: Simene' Walden, The Student Teacher LLC & Prince George's County

Learn concrete definitions for confidentiality, integrity, and assessment. Participants will complete an activity to determine the correct ethical and moral practices for given state mandated assessments. Students will review a sample PARCC manual and other state Manuals to evaluate the administrative procedures, policies, and scripts.

“Track Me Baby, One More Time”

Audience Code: G

Presenter: Rebecca Wivell, Caroline County

This presentation will define tracking and show the reasons why tracking is important to instruction. Monitoring, verifying, and tracking are crucial to inform teachers about student progress. Teachers can use tracking to improve student achievement and to know the progress students are making to meet daily learning targets. Using this data, teachers are able to make in the moment decisions during lessons based on short-cycle data.

“Using a Data Leadership Cohort to Build District Data Integrity”

Audience Code: G

Presenter: Kristi Pozza, Anne Arundel County

Completing two years of a District-wide Data Leadership Cohort, Anne Arundel County will share the purpose, design, and structure of the Cohort designed to standardize data skills around data pulling, processing, and analysis to ensure that schools across Anne Arundel County are looking at data in accurate and effective ways using common methodologies to preserve the integrity of applied instructional data for SIP purposes and beyond.

“Improving Maryland’s Teacher and Principal Evaluation System”

Audience Code: G

Presenters: Edmund Mitzel & Brian Eyer, MSDE

Participants will review revisions to the teacher and principal evaluation system. Participants will examine resources including: the Maryland Professional Standards for Educational Leaders Rubric, and the Principal Evaluation Guidebook. Participants will engage in learning experiences to analyze proposed revisions to the Code of Maryland Regulations that guide the teacher and principal evaluation system and provide feedback on the proposed changes.

“The Heart of a Teacher”

Audience Code: G

Presenter: Simene' Walden, The Student Teacher LLC & Prince George’s County

This session will focus on the heart of a teacher and not just the content knowledge of a teacher. With the heart of a teacher, ethical and integral practices are implemented, enforced, and organically executed in their day to day interactions with students, staff, parents, and all stake holders. With high ethical and integral standards, there will never be compromises to test confidentially, illegal practices, or data breaches.

“Using the Benefits of Neuroscience”

Audience Code: G

Presenter: Judith V.T. Wilson, Montgomery County (Retired)

Discover how using neuroscience research in the classroom can benefit both teaching and learning. Test Prep has changed over the years to become more brain-based. Find out what YOU and YOUR students can do to alleviate test stress, prepare for high-stakes testing, and better understand how brain research impacts reading, math, and reasoning.

“Student Self-Monitoring that Changes the Culture of Your Classroom”

Audience Code: G

Presenters: Debbie Morton, Kari Pusey, & Maria Williams, Somerset County

Self-assessment is essential in helping students of all ages stay involved and motivated, through encouraging self-reflection and responsibility for their learning. Teachers will learn easy to implement strategies to help foster student self-monitoring before, during, and after instruction. Student self-assessment is a potent step in building self-efficacy and success.

“Peeling the Fruit: “Tracking our Thinking”

Audience Code: M/H

Presenter: Steven Van Rees, Calvert County

Thinking is often elusive. So how can we see it and assess it? Learn how to help students dissect informational text, engage in rich discussions, and articulate their thinking through the Understanding Map, a powerful visible thinking routine developed at the Harvard Graduate School of Education.

“Preparing Teachers of Students with Significant Cognitive Disabilities to Take the Alt-Misa and the Alt MSAA”

Audience Code: S

Presenters: Colin Goodenough & Selena Swilling, Prince Georges County

This presentation will provide teachers an overview of planning to test students with severe cognitive disabilities. Presentation will include strategies for students to respond, testing methodology, explanation of the testing process, scheduling, use of technology, partner assisted scanning, use of objects, teacher scheduling and training.

Wednesday, November 13, 2019

3:30 p.m. - 5:45 p.m., Aruba Room

Local Accountability Coordinators’ Meeting

Led by Doug Strader, MSDE

Local Accountability Coordinators and MSDE staff will gather for a formal state meeting.

5:45 p.m. – 7:00 p.m. **DINNER BUFFET** - Atrium Banquet Area

7:00 p.m. – 8:00 p.m., Atrium Banquet Area

Wednesday KEYNOTE ADDRESS

“Leadership for Teacher Learning”

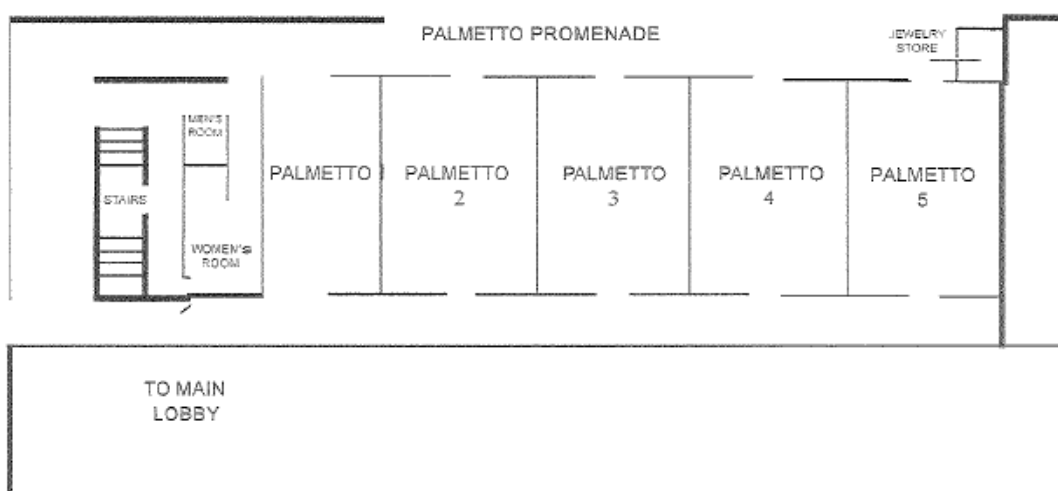
Presenter: Dr. Dylan William

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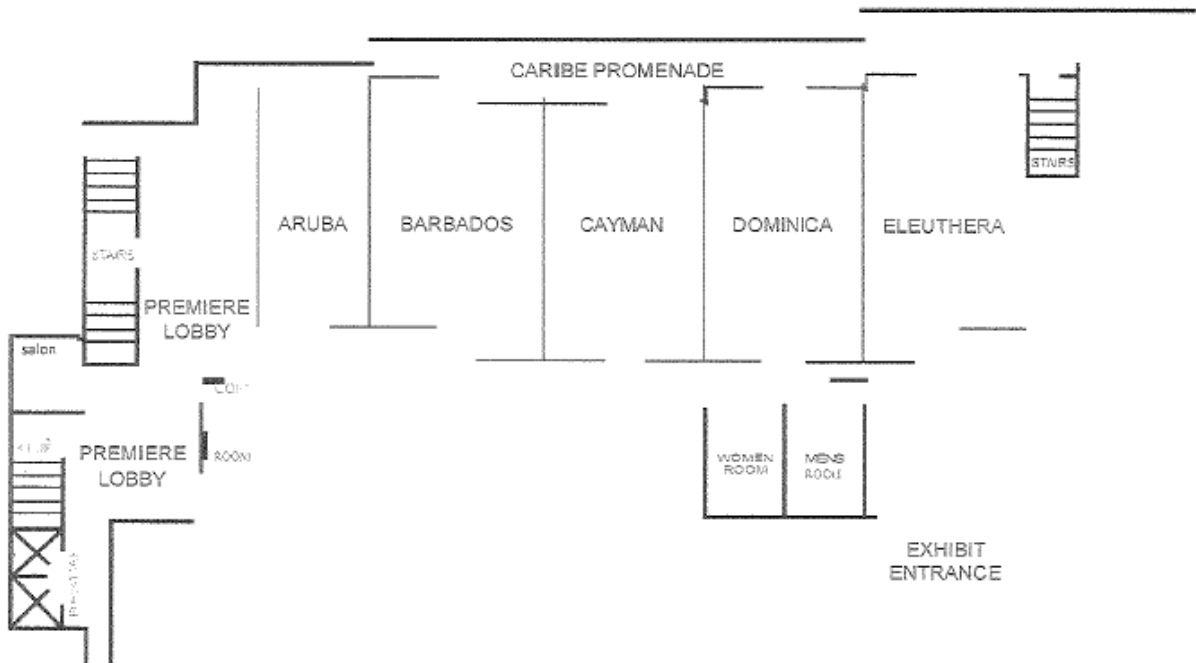
8:00 p.m. – 10:00 p.m., Caribbean Hall

Cocktail Reception

PALMETTO BALLROOM-TERRACE LEVEL



CARIBE BALLROOM-PREMIERE LEVEL



CARIBBEAN HALL-PREMIERE LEVEL

