Getting to 40/40/20

How to Make It All Add Up
**KEYNOTE SPEAKERS**

**MARY EHRENWORTH, PH.D.** is a national literacy consultant as well as a staff developer and researcher for Teachers College, Columbia University, where she is Deputy Director of the Reading and Writing Project. She has an Ed.D. in Curriculum and Teaching from Teachers College, and is the author of many articles and books, including: *Testing Realities: Preparing Students for High Stakes Literacy Exams* (Heinemann, 2007); *The Power of Grammar: Unconventional Approaches to the Conventions of Language* (Heinemann, 2004), co-authored with Vicki Vinton; and *Looking to Write: Students Writing Through the Visual Arts* (Heinemann, 2003).

**SHELBII COLE, PH.D.** serves as the Director of Mathematics for the Smarter Balanced Assessment Consortium. Cole is responsible for ensuring that the assessments measure the depth and breadth of the Common Core State Standards for mathematics. She will oversee item writing, item quality, item alignment, item sensitivity, and bias and data reviews, as well as the production of formative assessment and professional development materials.

Before joining Smarter Balanced, Cole served as mathematics education consultant for the Connecticut State Department of Education, overseeing the development of the state’s high school mathematics assessment and contributing to the state’s transition plan for the Common Core State Standards. She received her master’s of secondary education and Ph.D. in gifted education from the University of Connecticut, Storrs.

**TIMOTHY KANOLD, PH.D.** is an award-winning educator, author, and consultant. He is former director of mathematics and science, and served as superintendent of Adlai E. Stevenson High School District 125, a model professional learning community district in Lincolnshire, Illinois.

Dr. Kanold is committed to equity and excellence for students, faculty, and school administrators. He conducts highly motivational professional development leadership seminars worldwide with a focus on turning school vision into realized action that creates greater equity for students through the effective delivery of professional learning communities for faculty and administrators.
## CONFERENCE PLANNER

### THURSDAY, AUGUST 1, 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00 to 9:10</td>
<td>1st General Session: Mary Ehrenworth</td>
<td>Playwright’s Hall</td>
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<tr>
<td>9:20 to 10:30</td>
<td>Breakout I</td>
<td>Room:</td>
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<td>10:45 to 12:00</td>
<td>Breakout II</td>
<td>Room:</td>
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<tr>
<td>12:00 to 1:15</td>
<td>Lunch</td>
<td>Lobby</td>
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<tr>
<td>1:15 to 2:15</td>
<td>2nd General Session: Shelbi Cole</td>
<td>Playwright’s Hall</td>
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<tr>
<td>2:30 to 3:45</td>
<td>Breakout III</td>
<td>Room:</td>
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### FRIDAY, AUGUST 2, 2013

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>8:00 to 9:10</td>
<td>3rd General Session: Tim Kanold</td>
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<tr>
<td>9:20 to 10:30</td>
<td>Breakout IV</td>
<td>Room:</td>
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<tr>
<td>10:45 to 12:00</td>
<td>Breakout V</td>
<td>Room:</td>
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<td>12:00 to 1:00</td>
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<td>12:00 to 1:00</td>
<td>Luncheon with Bill Stewart</td>
<td>Studio B/C</td>
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<tr>
<td>1:00 to 2:15</td>
<td>Breakout VI</td>
<td>Room:</td>
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</tbody>
</table>

## CONFERENCE PLANNING COMMITTEE

Rachel Aazzerah..........................Science and Social Sciences Assessment Specialist, Oregon Department of Education  
Eric Blackford .............................School Support Coach, Oregon School and District Improvement Network  
Derek Brown...............................Manager, Assessment of Essential Skills, Oregon Department of Education  
Colin Cameron..................................Deputy Director, Confederation of Oregon School Administrators  
Judy Custy........................................Curriculum Director, Multnomah ESD  
Mickey Garrison............................Data Literacy Director, Oregon Department of Education  
Penny Grotting..............................Curriculum Director, Hood River County SD  
Alice Hunsaker............................Superintendent, Jewel SD  
Doug Kosty....................................Assistant Superintendent, Oregon Department of Education  
Carol Larson...............................Coordinator, School Improvement Services, Willamette ESD  
Carol Middleton............................Director of Curriculum, Instruction & Evaluation, Clackamas ESD  
Megan Monson...............................Communications Director, Oregon DATA Project  
Jane Osborne...............................Math Instructional Coach, Hood River County SD  
Sandie Price...............................Director, Elementary Ed, Salem-Keizer SD  
Jerry Tindal...............................Director of Behavioral Research and Teaching, University of Oregon  
Kathleen Vanderwall........................Manager, Test Design & Implementation, Oregon Department of Education
CONFERENCE SCHEDULE

THURSDAY, AUGUST 1, 2013
7:30 to 8:00 ................. Continental Breakfast
8:00 to 9:10 ................. 1st General Session: Mary Ehrenworth
9:10 to 9:20 ................. Break
9:20 to 10:30 ................. Breakout Sessions: Round I
10:30 to 10:45 ................. Break
10:45 to 12:00 ................. Breakout Sessions: Round II
12:00 to 1:15 ................. Lunch
1:15 to 2:15 ................. 2nd General Session: Shelbi Cole
2:15 to 2:30 ................. Break
2:30 to 3:45 ................. Breakout Sessions: Round III
3:45 to 4:00 ................. Break
4:00 to 5:00 ................. Team Planning Time

FRIDAY, AUGUST 2, 2013
7:30 to 8:00 ................. Continental Breakfast
8:00 to 9:10 ................. 3rd General Session: Tim Kanold
9:10 to 9:20 ................. Break
9:20 to 10:30 ................. Breakout Sessions: Round IV
10:30 to 10:45 ................. Break
10:45 to 12:00 ................. Breakout Sessions: Round V
12:00 to 1:00 ................. Lunch
12:00 to 1:00 ................. Luncheon with Bill Stewart
1:00 to 2:15 ................. Breakout Sessions: Round VI
2:15 to 4:00 ................. Team Planning Time
## BREAKOUT SESSIONS AT-A-GLANCE

### Thursday, August 1, 2013

<table>
<thead>
<tr>
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<td>9:20 to 10:30</td>
<td>Standards-Based Learning Rooted in the Common Core (Wendy Bernard, Jennie Knapp)</td>
<td>Using Curriculum Road Maps and Common Formative Assessments to Drive Math Instruction in K-5 Classroom (Rita Hepper, Jennifer Hayes, James Huntsman)</td>
<td>Teaching by the Numbers (Laura Scully)</td>
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<td>Moving Beyond Aspiration: Leading Systemic Change to Implement CCSS ELA &amp; Literacy K-12 (Carol Middleton)</td>
<td>How to Read School and District Report Cards for 2012-13 (Jon Weins, Kevin Hamler-Dupras) Repeated at 2:30</td>
<td>Increase Student Achievement Through the Use of Classroom Embedded Formative Assessment (Linda Vanderford, Lori Cullen Brown)</td>
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<td>2:30 to 3:45</td>
<td>Building a Smarter Balanced System to Support Mathematics Teaching and Learning (Shelbi Cole) Repeated Friday at 9:20</td>
<td>How to Read School and District Report Cards for 2012-13 (Jon Weins, Kevin Hamler-Dupras, Drew Hinds)</td>
<td>Vertical Teaming in Rural Oregon K-12 (Vearl Lewis, Kristen Tompeck, Karen Patton, Bret Uptmor)</td>
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<td>9:20 to 10:30</td>
<td>A Systematic Approach to Implementing High Performing PLCs (Todd Bloomquist)</td>
<td>From EPIC to LEGEND: Salem-Keizer Public School’s Implementation of SB 290 (Susan Adams, Brett Cheever)</td>
<td>Building a Smarter Balanced System to Support Mathematics Teaching and Learning (Shelbi Cole)</td>
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<tr>
<td>10:45 to 12:00</td>
<td>HB2220: An Overview of the Requirements and One District’s Journey to Proficiency-Based Grading (Debbie Connolly, Andrea Morgan, Carla Dahlin)</td>
<td>SB 290 (Rob Hess)</td>
<td>Authentic Classroom Assessment K-5 (Rachel Aazzerah)</td>
</tr>
<tr>
<td>1:00 to 2:15</td>
<td>Building a Culture of Data (Catherine Dalbey, Jane Osborne)</td>
<td>Achievement Compacts: Developing Data and Goals, What’s New (John Bridges)</td>
<td>Authentic Classroom Assessment 6-12 (Rachel Aazzerah)</td>
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### Additional Sessions
- Effective Implementation of the CCSS Using the Quality Review Rubric (Marta Turner, Lesli Ficker)
- Welcoming Pre-K into School Communities (Brooke O’Neil, Ericka Guynes, Brabara Kienle, Molly Dan, Don Grotting)
## BREAKOUT SESSIONS AT-A-GLANCE

### Thursday, August 1, 2013 (continued)

<table>
<thead>
<tr>
<th>Studio B/C</th>
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<td>Building a Better Data System: How to Provide Quality Data Schools Love To Use (James Harrington)</td>
<td>CCSS Reading and Writing Connections: Strategies for Assessment Informed Close Reading and Writing to Sources, 6-12 (John Slagle)</td>
<td>Raising the Level of Text-Based Argument Writing (Part 1 - Talk Protocols) (Mary Ehrenworth)</td>
<td>Waves and Their Applications K-5 (Cary Sneider)</td>
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<td>What’s Up with CCSS? Learn the Latest from ODE (Mickey Garrison)</td>
<td>ELPA21: An English Language Proficiency Assessment for the 21st Century (Holly Carter, Doug Kosty, Martha Martinez)</td>
<td>The Effect of Staff Evaluation on Student Performance (Tricia Mooney, Matt Yoshioka, Curt Thompson)</td>
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<td>Common Core State Standards: From Concept to Reality (Kaycee Ferguson, Kyle Sipe, Cindy Townsend, Dani Forshee)</td>
<td>CCSS Reading and Writing Connections: Strategies for Assessment Informed Close Reading and Writing to Sources, K-5 (John Slagle)</td>
<td>Common Core Math Practices 6-12 (Roxanne Malter)</td>
<td>Looking for the Mathematical Practices (Cathy Brown)</td>
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<td>Methods for Assessing Common Core Reading Skills and for Teaching Students to Self-Assess Reading (Mary Ehrenworth)</td>
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<td>Raising the Level of Text-Based Argument Writing (Part 1 - Talk Protocols) (Mary Ehrenworth)</td>
<td>Oregon’s Kindergarten Assessment (Lisa Shogren, Kara Williams, Holly Carter)</td>
<td>Instruction in Your K-12 Common Core Mathematics Program! (Tim Kanold)</td>
<td>Effective Implementation of the CCSS Using the Quality Review Rubric (Marta Turner, Lesli Flicker, Linda Vanderford)</td>
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<td>Turning Your PLC Assessment Vision into Action! (Tim Kanold)</td>
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<td>Luncheon with Bill Stewart</td>
<td>ODE Support and Information Session on SB 290 (Theresa Richards)</td>
<td>Aligning Professional Development SB 290 (Krista Parent)</td>
<td>What’s Happening with the Oregon English Language Proficiency Assessment? (Michelle McCoy, Karen Fife-Rapp)</td>
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THURSDAY, AUGUST 1, 2013

7:30 to 8:00 .......... Continental Breakfast ................................................................. Lobby

8:00 to 9:10 .......... **1ST GENERAL SESSION** ............................................................. Playwright’s Hall

**Raising the Level of Writing - It Takes a Village to Get All Our Students to Common Core Levels and Beyond**
Speaker: Mary Ehrenworth, Deputy Director, The Reading & Writing Project, Teachers College, Columbia University

In her keynote, Mary Ehrenworth, Deputy Director of the Teachers College Reading and Writing Project, and co-author of *Pathways to the Common Core*, as well as myriad other books and articles, will share insights on how to help not just individual classrooms, but all the classrooms in a school, raise the level of narrative, information, and argument writing. Mary will share assessment lenses and tools that help students self-assess, and that help teachers normalize expectations across a grade level and vertically up the grades. The truth is, there is enormous research on how to accelerate student achievement in writing - it's up to us to work together so all our students benefit from this research.

9:10 to 9:20 .......... Break

9:20 to 10:30 .......... **BREAKOUT SESSIONS: ROUND I**

**Standards-Based Learning Rooted in the Common Core** ........................................ Bloch Room
Speakers: Wendy Bernard, Differentiation Specialist, Beaverton SD
          Jennie Knapp, Intervention Specialist, Beaverton SD

Participants will understand a process for unpacking the Common Core that brings the standards to every academic classroom through a train-the-trainer model. We will focus on the role of multiple opportunities for students to demonstrate proficiency in a standards-based reporting system. This includes strategies for supporting teachers in differentiating between formative and summative assessments and the role of each in evaluating student proficiency levels.

**Using Curriculum Road Maps and Common Formative Assessments to Drive Math Instruction in K-5 Classroom** ........................................ Hellman Room
Speakers: Rita Hepper, District Math Coach, Klamath County SD
          Jennifer Hayes, Instructional Coordinator, Klamath County SD
          James Huntsman, Curriculum Director, Klamath County SD

This session will explore how the development of curriculum road maps and common formative assessments are being used in Klamath County School District to help inform practice as we seek to improve math achievement for all students.

**Teaching by the Numbers** (continues at 10:45) ................................................. Joplin/Seeger Room
Speaker: Laura Scully, Curriculum & Instruction TOSA, Instructional Coach, Centennial SD

Want to know who’s learning and who’s not, before it’s too late? Stop worrying and start celebrating! We will interpret graphs from classroom formative and summative assessments. You will learn to flag and monitor subgroups Gifted, ELL, SpEd, etc., learn to quickly assess student learning, and turn assessment results into motivational teaching tools. Brainstorm uses of the data collection technique in your school. Share classroom data with your students and be amazed by the learning gains!
Increase Student Achievement Through the Use of Classroom Embedded Formative Assessment
(full-day session 9:20-3:45)................................................................................................................O’Neil Room
Speakers: Linda Vanderford, School Improvement Consultant, Clackamas ESD
Lori Cullen Brown, School Improvement Consultant, Clackamas ESD

Learn to design effective formative assessments for classroom use that are both practical and doable. Understand common assessment methods and how to match them to a selected standard. Explore ways to streamline the analysis process and use the data to differentiate instruction and improve student learning. Participants will learn to:

• Select high impact Common Core Standards
• Break down a standard
• Design easy to implement formative assessments
• Analyze the data efficiently
• Determine next instructional moves

Effective Implementation of the CCSS Using the Quality Review Rubric
(continues at 10:45) ..................................................................................................................................Sousa Room
Speakers: Marta Turner, Professional Development Coordinator, Northwest Regional ESD
Lesli Ficker, Math TOSA, Salem-Keizer School District

Implementation of the Common Core State Standards is essential if we are to improve student learning, but how do we know if the instructional materials we select are of high quality? Using a common definition of quality, administrators and teacher teams are learning how to use the Quality Review Rubric’s four dimensions:

I. Alignment to the depth of the CCSS II. Key shifts in the CCSS III. Instructional Supports and IV. Assessment in math and ELA to review the quality of materials tasks, lessons, units, modules for the purpose of receiving critical feedback for improvement. This session will instruct participants in how to increase the capacity of their teachers and districts as they identify quality instructional lessons and materials aligned to the Common Core State Standards.

Building a Better Data System: How to Provide Quality Data Schools Love To Use....................................................................................................................Studio B/C (mezzanine)
Speaker: James Harrington, Chief Technology Officer, Hillsboro SD

Building a data system that school staff will actually use requires a different approach to business intelligence. Learn how Oregon’s Hillsboro School District rethought traditional BI delivery methods and turned a little-used data warehouse dashboard into a system tailored to meet the needs of teachers and school administrators. Take a look at the District’s Data Center that is feeding the district’s instructional culture. Hear how a partnership between schools, technology, instruction, and the Oregon Department of Education helped build a system that provides staff with information that targets their instructional needs.

CCSS Reading and Writing Connections: Strategies for Assessment Informed Close Reading and Writing to Sources, 6-12 .........................................................Vistas I Room (12th floor)
Speaker: John Slagle, Senior Consultant, McGraw-Hill Education

This highly practical and interactive session will provide participants with concrete examples of assessment methods and instructional techniques used to optimize the power of Close Reading and Connected Writing to Sources in the CCSS-driven classroom. This session will enrich instruction in the 6-12 classroom.
Common Core Math Practices K-5 .......................................................... Vistas II Room (12th floor)
Speakers:  Jane Osborne, Math Instructional Coach, Hood River County SD

Learn about the Common Core Mathematical Practices:

- Build understanding of the Common Core Mathematical Practices
- Enhance skills to identify students exhibiting the mathematical practices
- Generate ideas to integrate the mathematical practices with instruction to support student proficiency
- Discover the connection to Oregon’s MPS scoring guide

Raising the Level of Text-Based Argument Writing (Part 1 - Talk Protocols)
(repeated Friday at 9:20) ........................................................................................................ Wilder Room
Speaker:  Mary Ehrenworth, Deputy Director, The Reading & Writing Project, Teachers College, Columbia University

Evidence-based argument is a central focus of the the Common Core standards in ELA and Math, and of the Next Generation Science Standards. This last year, Mary Ehrenworth, Deputy Director of Teachers College Reading and Writing Project co-led in an argument think tank with leaders from ETS and classroom teachers grades 1-10, to implement talk protocols for argument, to innovate curriculum, and to hone instructional methodologies to raise the level of students’ argument writing. In this first part of two related breakout sessions, participate in a text-based argument, find out about argument protocols you can launch across a school, and study performance assessment tools and on-demand student writing.

Waves and Their Applications K-5 ............................................................ Williams Room
Speaker:  Cary Sneider, Associate Research Professor, Portland State University

Every second, billions of waves (sound waves, radio waves, light waves) pass through or bounce off our bodies. Over the millennia, people have developed technologies that make use of these natural phenomena to create beautiful music and to meet their needs for communication. Waves are so important for understanding the world that the Framework for K-12 Science Education includes “Waves and Their Applications in Technologies for Information Transfer” as one of thirteen core ideas that all students should learn at increasing levels of sophistication from the earliest grades to high school. This workshop will present two activities for building students’ understanding of waves in grades one and four by combining science, engineering, and math, to address performance expectations from the NGSS about waves. Good Vibrations is a first-grade investigation in producing and receiving sound using simple materials. Sending Pictures with Waves is a fourth-grade activity that engages students in using waves to send and receive images.

10:30 to 10:45...... Break
10:45 to 12:00...... BREAKOUT SESSIONS: ROUND II

Moving Beyond Aspiration: Leading Systemic Change to Implement CCSS
ELA & Literacy K-12 ........................................................................ Bloch Room
Speaker:  Carol Middleton, Director of Curriculum, Instruction & Evaluation, Clackamas ESD

This session will focus on strategies for systemic implementation of the ELA and Literacy Common Core Standards, K-12. Although we have had standards-based education in Oregon since 1995, we have yet to realize the potential for equity this can offer to our students. This session will introduce some of the strategies and resources developed by Coleman, Vanderford and Middleton to take schools from aspiration to implementation.
How to Read School and District Report Cards for 2012-13
(repeated at 2:30) ........................................................................................................... Hellman Room
Speakers: Jon Wiens, Education Specialist, ODE
          Kevin Hamler-Dupras, Accountability Reporting Manager, ODE
          Drew Hinds, Education Specialist, Oregon Department of Education

This is the first time that school and district report cards will be generated under the Next Generation Accountability System described in Oregon’s ESEA Flexibility Waiver. The session will cover the school rating system and the data elements on the new report cards, including the Letter from the Principal and Curriculum and Resources sections that must be submitted by the districts.

Teaching by the Numbers (continuation from 9:20) ..................................................Joplin/Seeger Room
Speaker: Laura Scully, Curriculum & Instruction TOSA, Instructional Coach, Centennial SD
          Want to know who’s learning and who’s not, before it’s too late? Stop worrying and start celebrating! We will interpret graphs from classroom formative and summative assessments. You will learn to flag and monitor subgroups Gifted, ELL, SpEd, etc., learn to quickly assess student learning, and turn assessment results into motivational teaching tools. Brainstorm uses of the data collection technique in your school. Share classroom data with your students and be amazed by the learning gains!

Increase Student Achievement Through the Use of Classroom Embedded Formative Assessment (full-day session 9:20-3:45) .................................................................................. O’Neil Room
Speakers: Linda Vanderford, School Improvement Consultant, Clackamas ESD
          Lori Cullen Brown, School Improvement Consultant, Clackamas ESD
          Learn to design effective formative assessments for classroom use that are both practical and doable. Understand common assessment methods and how to match them to a selected standard. Explore ways to streamline the analysis process and use the data to differentiate instruction and improve student learning. Participants will learn to:
          • Select high impact Common Core Standards
          • Break down a standard
          • Design easy to implement formative assessments
          • Analyze the data efficiently
          • Determine next instructional moves

Effective Implementation of the CCSS Using the Quality Review Rubric (continuation from 9:20) ........................................................................................................ Sousa Room
Speakers: Marta Turner, Professional Development Coordinator, Northwest Regional ESD
          Lesli Ficker, Math TOSA, Salem-Kaiser SD
          Implementation of the Common Core State Standards is essential if we are to improve student learning, but how do we know if the instructional materials we select are of high quality? Using a common definition of quality, administrators and teacher teams are learning how to use the Quality Review Rubric’s four dimensions:
          I. Alignment to the depth of the CCSS II. Key shifts in the CCSS III. Instructional Supports and IV. Assessment in math and ELA to review the quality of materials tasks, lessons, units, modules for the purpose of receiving critical feedback for improvement. This session will instruct participants in how to increase the capacity of their teachers and districts as they identify quality instructional lessons and materials aligned to the Common Core State Standards.
What's Up with CCSS? Learn the Latest from ODE

Speaker: Mickey Garrison, Data Literacy Director, ODE

ODE staff will present an update of where Oregon is headed as a state on implementation of the Common Core State Standards. ODE’s strategic plan on supporting CCSS implementation will be reviewed and participants will be asked to offer input and feedback. The latest resources will be shared. Participants will be given an opportunity to explore these resources and create an action plan on how to use what is shared in their school or district.

ELPA21: An English Language Proficiency Assessment for the 21st Century

Speakers: Doug Kosty, Assistant Superintendent, ODE
Holly Carter, Assessment Policy Analyst, ODE
Martha Martinez, ELPA21 Education Specialist, ODE

In 2016-17, Oregon is expected to transition from the current ELPA to ELPA21, an English language proficiency assessment based on new English Language Proficiency standards that correspond to the Common Core State Standards. A multi-state consortium, of which Oregon is the lead state, is developing the ELPA21. This session will provide an overview of the ELPA21 project, including the member states and project partners, and the work of the ELPA21 Consortium to date.

The Effect of Staff Evaluation on Student Performance

Speaker: Tricia Mooney, Assistant Superintendent, Pendleton SD
Matt Yoshioka, Principal, Sunridge Middle School
Curt Thompson, Principal, Washington Elementary School

This session will review new teacher and administrator evaluation requirements and how a comprehensive teacher and administrator evaluation system will lead to increased student achievement.

Raising the Level of Text-Based Argument Writing (Part 2 - Close Reading of Nonfiction)

Speaker: Mary Ehrenworth, Deputy Director, The Reading & Writing Project, Teachers College, Columbia University

This is part two of two related breakout sessions (the first one is 9:20-10:30) offered by Mary Ehrenworth, Deputy Director of the Teacher’s College Reading and Writing Project at Columbia University. In this session, Mary will share teaching methods and classroom structures to hone students’ skills at close reading of complex nonfiction texts, as well as text-based argument writing. We’ll practice a nonfiction debate, study student work, and share performance assessment tools for the high leverage work of evidence-based argument.

Forces & Interactions 6-12

Speaker: Cary Sneider, Associate Research Professor, Portland State University

One of just thirteen ideas that students are expected to learn in their K-12 science education concerns the ways that forces of various kinds cause objects to interact with other objects. Starting with simple pushes and pulls in the primary grades, students learn about action-at-a-distance with magnets and static electricity at the upper elementary grades. This workshop will focus on the activities in middle and high school grades that concern the interaction of electrical and magnetic forces that lie at the foundation of our technological society. Participants will engage in two activities for building middle school and high school students’ understanding of electromagnetism, engineering,
and math, to address performance expectations about forces and interactions from the NGSS. Electromagnets is a middle school activity in which students experiment with a limited number of variables to construct and test an electromagnet, then use mathematics to extrapolate their findings to design an electromagnetic crane that will lift a ton of ferrous metal. Electromagnets is a high school activity in which students experiment with a limited number of variables to construct and test an electromagnet, then use mathematics to extrapolate their findings to design an electromagnetic crane that will lift a ton of ferrous metal.

12:00 to 1:15 Lunch

1:15 to 2:15 2ND GENERAL SESSION

Common Core and Common Assessment to Support a Common Vision
Keynote: Shelbi Cole, Director of Mathematics, Smarter Balanced Assessment Consortium

The word “common” has gotten a lot of national attention, some positive and some negative. This keynote reflects on the collaboration and consensus building model that Smarter Balanced has used to ensure that its assessment system supports states’ implementation of rigorous standards and the common vision that students leave high school ready for college and career.

2:15 to 2:30 Break

2:30 to 3:45 BREAKOUT SESSIONS: ROUND III

Building a Smarter Balanced System to Support Mathematics Teaching and Learning
Speaker: Shelbi Cole, Director of Mathematics, Smarter Balanced Assessment Consortium

This session will discuss the progress and challenges of the Smarter Balanced Assessment Consortium in building its assessment system for the Common Core State Standards for Mathematics.

How to Read School and District Report Cards for 2012-13
(repeated from 9:20)
Speakers: Jon Wiens, Education Specialist, ODE
Kevin Hamler-Dupras, Accountability Reporting Manager, ODE
Drew Hinds, Education Specialist, Oregon Department of Education

This is the first time that school and district report cards will be generated under the Next Generation Accountability System described in Oregon’s ESEA Flexibility Waiver. The session will cover the school rating system and the data elements on the new report cards, including the Letter from the Principal and Curriculum and Resources sections that must be submitted by the districts.

Vertical Teaming in Rural Oregon K-12
Speakers: Vearl Lewis, Head Teacher, Wallowa Elementary School
Kristen Tompeck, DATA Team Coach/Teacher, Wallowa High School
Karen Patton, Superintendent, Region 18 ESD
Bret Uptmor, Superintendent, Wallowa SD

Are you a small school working to balance the needs of your students with new state requirements? Wonder how DATA might work for your school? Join us as we share some of our work implementing CCSS Math standards through vertical DATA teams. We’ll address the challenges that both teachers and administrators of small schools face when implementing significant changes with limited resources and manpower. Come see how teaming can work for your school!
Increase Student Achievement Through the Use of Classroom Embedded Formative Assessment

(full-day session 9:20-3:45) ........................................................................
O'Neil Room
Speakers: Linda Vanderford, School Improvement Consultant, Clackamas ESD
Lori Cullen Brown, School Improvement Consultant, Clackamas ESD

Learn to design effective formative assessments for classroom use that are both practical and doable. Understand common assessment methods and how to match them to a selected standard. Explore ways to streamline the analysis process and use the data to differentiate instruction and improve student learning. Participants will learn to:

• Select high impact Common Core Standards
• Break down a standard
• Design easy to implement formative assessments
• Analyze the data efficiently
• Determine next instructional moves

Welcoming Pre-K into School Communities ......................................................... Sousa Room
Speakers: Brooke O’Neill, Curriculum Director, David Douglas SD
Ericka Guynes, Principal, Earl Boyles Elementary, David Douglas SD
Barbara Kienle, Student Services Director, David Douglas SD
Molly Day, School Liaison, Children’s Institute, Portland
Don Grotting, Superintendent, David Douglas SD

Hear the journey of two districts, David Douglas and Yoncalla, in welcoming pre-K classes into their school and communities. We will share strategies for planning, partnering considerations and lessons learned.

Common Core State Standards: From Concept to Reality .................. Studio B/C (mezzanine)
Speakers: Kaycee Ferguson, Reading Teacher, Umatilla SD
Kyle Sipe, Math Teacher, Umatilla SD
Cindy Townsend, Math Teacher, Umatilla SD
Dani Forshee, Language Arts and Math Teacher, Umatilla SD

Clara Brownell Middle School students and staff are busy preparing for their third year of full Common Core State Standards implementation. At first, the CCSS seemed to be just another set of standards; however, after working with them fully, we now know that they are not just a change in content, but a complete re-visioning of our work in assessment, instruction and student expectations. We’ll share lessons learned, take-away resources, and examples of student work from the past two years of full CCSS implementation in Language Arts, Reading and Mathematics.

CCSS Reading and Writing Connections: Strategies for Assessment Informed Close Reading and Writing to Sources, K-5 ........................................ Vistas I Room (12th floor)
Speaker: John Slagle, Senior Consultant, McGraw-Hill Education

This highly practical and interactive session will provide participants with concrete examples of assessment methods and instructional techniques used to optimize the power of Close Reading and Connected Writing to Sources in the CCSS-driven classroom. This session will enrich instruction in the K-5 classroom.
**Common Core Math Practices 6-12** ................................................................. Vistas II Room (12th floor)
Speakers: Roxanne Malter, K-12 Mathematics Facilitator, Multnomah ESD

Learn about the Common Core Mathematical Practices:
- Build understanding of the Common Core Mathematical Practices
- Enhance skills to identify students exhibiting the mathematical practices
- Generate ideas to integrate the mathematical practices with instruction to support student proficiency
- Discover the connection to Oregon’s MPS scoring guide

**Methods for Assessing Common Core Reading Skills and for Teaching Students to Self-Assess Reading** (repeated Friday at 10:45) ........................................ Wilder Room
Speaker: Mary Ehrenworth, Deputy Director, The Reading & Writing Project, Teachers College, Columbia University

Mary Ehrenworth, Deputy Director of the Teachers College Reading and Writing Project, Columbia University, will share formal and on-the-run methods for assessing reading, that most invisible of skills. Mary will share samples of reading notebooks, show video of classroom footage of children using reading checklists to self-assess, and will help you envision how to plan for assessing various reading skills across the year. She’ll also share some tips for what to do with your assessment data - how to tailor instruction based on the data you gather.

**Looking for the Mathematical Practices** ......................................................... Williams Room
Speaker: Cathy Brown, Professional Development Cadre Member, OCTM

View videos of the Common Core Mathematical Practices in action. Use various “look-for” tools to collect useful instructional information. Participants will use the tool and discuss how to skillfully debrief the information gathered with teachers.

3:45 to 4:00 .......... Break
4:00 to 5:00 .......... Team Planning Time

**FRIDAY, AUGUST 2, 2013**
7:30 to 8:00........ Continental Breakfast ................................................................. Lobby
8:00 to 9:10 ........ 3RD GENERAL SESSION................................................................. Playwright’s Hall

**Turning Your Assessment Vision (TPOV) into Action!**
Keynote: Timothy Kanold, Past President, NCSM

With the 2015 CCSS Assessments less than two years away and the increasing pressure for student demonstration of college and career readiness skills, how can you create a sustainable process of assessment “intelligence” development throughout your school organization? This motivational and engaging session is based in part on the using the PLC Teaching–Assessing–Learning cycle model from author, and national education leader Timothy D. Kanold. He explores how your grade level or course based collaborative teams, school site leaders, and district leaders can create and implement a high quality knock-your-socks-off assessment Teachable Point of View (TPOV) that prepares all students for the deeper learning expectations of this decade. Dr. Kanold highlights critical unit-by-unit collaborative team research affirmed implementation behaviors essential to effective and successful measurement of student learning. He will also share mathematics assessment items from the SBAC and PARCC Assessment Consortia within the session.

9:10 to 9:20 .......... Break
BREAKOUT SESSIONS: ROUND IV

A Systematic Approach to Implementing High Performing PLCs
Speaker: Todd Bloomquist, Director of Human Resources, Medford SD
Medford School District will share their two-year effort to effectively implement high-performing Professional Learning Communities district-wide. The process has involved staff training, board awareness, administrative consistency, and community buy-in. Many requirements and responsibilities have increased in the past few years for all of education. The PLC Process has made it possible to effect change at the most important level - the classroom. High performing PLCs provide a pathway for more students to be successful and provide teachers a powerful and effective resource. Hear one district’s success story.

From EPIC to LEGEND: Salem-Keizer Public School’s Implementation of SB 290
Speaker: Susan Adams, Elementary Principal on Special Assignment, Staff Quality
Brett Cheever, Coordinator, Staff Quality
Moving in the same direction; an exploration of how district initiatives can meet State mandates and work together to maintain a focus on student achievement.

Building a Smarter Balanced System to Support Mathematics Teaching and Learning
Speaker: Shelbi Cole, Director of Mathematics, Smarter Balanced Assessment Consortium
This session will discuss the progress and challenges of the Smarter Balanced Assessment Consortium in building its assessment system for the Common Core State Standards for Mathematics.

What’s New with the Essential Skills? Updates, Resources, and Data Review for the Class of 2012 (repeated at 10:45)
Speaker: Derek Brown, Manager, Assessment of Essential Skills, ODE
Cristen McLean, Operations Policy Analyst, ODE
This session will provide information regarding current policy updates on Essential Skills graduation requirements, new resources available, and activities associated with the transition to the Common Core State Standards. In addition, presenters will discuss results from the first group of students held accountable for the Essential Skill of Reading, including how those students met the requirement, and a comparison of the sources of evidence. Participants will have an opportunity to work in table groups to discuss and interpret those data, as well as share information about local policies which provide the infrastructure for work sample assessment practices (validity, student eligibility, etc.) and Essential Skills communications strategies.

Implementing CCSS and Professional Development: Meeting The Needs of Rural Oregon
Speaker: Mark Redmond, Director of Curriculum and Instruction, Malheur ESD
Andree Scown, Superintendent, Jordan Valley SD
Quality professional development and curriculum alignment requires innovative and unique techniques in rural Oregon. Learn how Malheur County has implemented the CCSS, completed curriculum alignment, and developed a cooperative approach to professional development county-wide. Attendees will be provided a CCSS resource guide, access to a Google Docs CCSS curriculum alignment tool, and a kindergarten readiness pamphlet.
Raising the Level of Text-Based Argument Writing (Part 1 - Talk Protocols) (repeated from Thursday 9:20)................................. Studio B/C (mezzanine)
Speaker: Mary Ehrenworth, Deputy Director, The Reading & Writing Project, Teachers College, Columbia University

Evidence-based argument is a central focus of the Common Core standards in ELA and Math, and of the Next Generation Science Standards. This last year, Mary Ehrenworth, Deputy Director of Teachers College Reading and Writing Project co-led in an argument think tank with leaders from ETS and classroom teachers grades 1-10, to implement talk protocols for argument, to innovate curriculum, and to hone instructional methodologies to raise the level of students’ argument writing. In this first part of two related breakout sessions, participate in a text-based argument, find out about argument protocols you can launch across a school, and study performance assessment tools and on-demand student writing.

Am I a Content Teacher or a Language Teacher? Key Understandings to Support Your School Staff in the Age of CCSS (continues at 10:45)................... Vistas I Room (12th floor)
Speakers: Lori Cullen Brown, School Improvement Consultant, Clackamas ESD
Elaine Morelock, ELL School Improvement Consultant, Clackamas ESD

In light of CCSS and the next generation career & college readiness demands, school leaders are faced with multi-faceted challenges as they strive to help teachers and students transition to more rigorous expectations and performance-based assessments. Given the significant language demands of CCSS, instructional leaders must create a culture where all teachers are and feel prepared to be seen as language teachers as well as content area specialists. In this session, administrators and instructional coaches will gain a broader perspective about language and examine communication tools and strategies they can use to support their staff as they embrace and incorporate a language-oriented focus to their daily instruction.

Oregon’s Kindergarten Assessment (repeated at 10:45)............. Vistas II Room (12th floor)
Speakers: Lisa Shogren, Instructional Mathematics and Literacy Coach, Greater Albany SD
Kara Williams, Early Learning Education Specialist, ODE
Holly Carter, Assessment Policy Analyst, ODE

This interactive session will provide information about the Oregon Kindergarten Assessment that will be administered statewide beginning in Fall 2013. This session will offer an opportunity to review assessment materials, talk with a participant in the 2012 pilot, and share ideas for successfully administering the assessment and reporting the data.

Instruction in Your K-12 Common Core Mathematics Program!......................... Wilder Room
Speaker: Timothy Kanold, Past President, NCSM

What is your vision and Teachable Point of View for grades K-12 mathematics program instruction? Is it closing the gap on the student learning expectations of the CCSS? This motivational and engaging session is based on the five book series, Common Core Mathematics in a PLC at Work™. Series editor, author, and national mathematics education leader Timothy Kanold explores how your grade level or course based collaborative teams, school site leaders, and district leaders can use a CCSS Lesson Design Tool to create effective and sustained high-quality instructional planning that prepares all students for the learning expectations of the Common Core Standards’ Mathematical Practices. Using Steps 2 and 3 of the PLC Teaching – Assessing – Learning cycle model, Dr. Kanold highlights the critical during unit formative assessment research affirmed teaching behaviors essential to effective and successful student demonstration of understanding and learning.
Effective Implementation of the CCSS Using the Quality Review Rubric (continues at 10:45) .......................................................................................................................... Williams Room

Speakers: Marta Turner, Professional Development Coordinator, Northwest Regional ESD
Lesli Ficker, Math TOSA, Salem-Kaiser SD
Linda Vanderford, School Improvement, Clackamas ESD

Implementation of the Common Core State Standards is essential if we are to improve student learning, but how do we know if the instructional materials we select are of high quality? Using a common definition of quality, administrators and teacher teams are learning how to use the Quality Review Rubric’s four dimensions: I. Alignment to the depth of the CCSS II. Key shifts in the CCSS III. Instructional Supports and IV. Assessment in math and ELA to review the quality of materials tasks, lessons, units, modules for the purpose of receiving critical feedback for improvement. This session will instruct participants in how to increase the capacity of their teachers and districts as they identify quality instructional lessons and materials aligned to the Common Core State Standards.

10:30 to 10:45...... Break
10:45 to 12:00..... BREAKOUT SESSIONS: ROUND V

HB2220: An Overview of the Requirements and One District’s Journey to Proficiency-Based Grading .................................................................................................................. Bloch Room

Speakers: Debbie Connolly, Supervisor of Curriculum & Assessment, Medford SD
Andrea Morgan, Education Specialist, ODE
Carla Dahlin, Staff Development TOSA, Medford SD

What is HB2220 and how should districts move forward to meet its requirements? All Medford secondary schools have undertaken a four-year journey towards implementing proficiency-based teaching and learning. Hear about their journey and bumps along the way, where the district is now, and details of their plan to implement a proficiency-based report card and district-built teacher grade book system. Discover how this work not only meets the intention of HB2220 but provides for an improved learning climate for all students. The district will share resources, processes, report card mock-ups, and professional development plans that help teachers deliver instruction and curriculum that supports all students being proficient in the academic content standards. Andrea Morgan, ODE Education Specialist, will provide guidelines and suggestions that help all districts move forward in a doable and manageable way. Both Medford and ODE leadership will work to demystify what is expected of districts and how to support teachers in reporting student achievement.

SB 290 .......................................................................................................................... Hellman Room

Speaker: Rob Hess, Superintendent, Lebanon Community SD

Come and find out the lessons learned from Lebanon Community School District’s implementation of the following teacher and principal evaluation systems and initiatives: TIF, CLASS, and ODE’s Collaboration Grant. Through these grants we have worked through many of the start up issues regarding implementing SB 290. Our models have been approved by ODE and can be implemented in your district. We did our best to create systems that focus on providing meaningful feedback in a variety of ways. Find out the pitfalls to avoid and the priorities to establish when you implement your systems in a way that will make a difference for student learning and growth.
**Authentic Classroom Assessment K-5**

Speaker: Rachel Aazzerah, Science and Social Sciences Assessment Specialist, ODE

This session presents an overview of math and English Language Arts/Literacy Common Core State Standards based performance tasks. It also features a hands-on demonstration of how Oregon educators can develop and then implement Math and English Language Arts/Literacy performance tasks in their classrooms to match the anticipated rigor of the Common Core State Standards and Smarter Balanced assessments. Participants will have the opportunity to begin to develop draft versions of performance tasks that can be used later as interim or formative assessments in their own classrooms.

**What’s New with the Essential Skills? Updates, Resources, and Data Review for the Class of 2012**

Repeat of 9:20 session

Speaker: Derek Brown, Manager, Assessment of Essential Skills, ODE
Cristen McLean, Operations Policy Analyst, ODE

This session will provide information regarding current policy updates on Essential Skills graduation requirements, new resources available, and activities associated with the transition to the Common Core State Standards. In addition, presenters will discuss results from the first group of students held accountable for the Essential Skill of Reading, including how those students met the requirement, and a comparison of the sources of evidence. Participants will have an opportunity to work in table groups to discuss and interpret those data, as well as share information about local policies which provide the infrastructure for work sample assessment practices (validity, student eligibility, etc.) and Essential Skills communications strategies.

**A Collaborative Approach to School Improvement**

Speaker: Larry Glaze, Superintendent, La Grande SD
Liz Durant, Staff Development Specialist, InterMountain ESD
John Tolan, Elementary Principal, Island City Elementary
Sophia Thompson, Teacher, Island City Elementary
Holly Wagner, Teacher, Island City Elementary
Tobin Goodan, Teacher, Island City Elementary

La Grande School District will share with participants the Professional Learning Community model they are using to raise academic standards and boost student academic performance on a district K-12 scale. The focus of discussion will be systemic change with complete focus on “all students learning” using data-driven instruction, tiered intervention strategies, integration of Common Core State Standards into daily curriculum and SMART Goals to guide instruction. The presenters will demonstrate how the collaborative approach to school improvement can bring meaningful results for students and better prepare them for the 40-40-20 outcome.

**Methods for Assessing Common Core Reading Skills and for Teaching Students to Self-Assess Reading**

Repeat of Thursday 10:45

Speaker: Mary Ehrenworth, Deputy Director, The Reading & Writing Project, Teachers College, Columbia University

Mary Ehrenworth, Deputy Director of the Teachers College Reading and Writing Project, Columbia University, will share formal and on-the-run methods for assessing reading, that most invisible of skills. Mary will share samples of reading notebooks, show video of classroom footage of children using reading checklists to self-assess, and will help you envision how to plan for assessing various reading skills across the year. She’ll also share some tips for what to do with your assessment data - how to tailor instruction based on the data you gather.
Am I a Content Teacher or a Language Teacher? Key Understandings to Support Your School Staff in the Age of CCSS (continued from 9:20).........................Vistas I Room (12th floor)

Speakers: Lori Cullen Brown, School Improvement Consultant, Clackamas ESD
          Elaine Morelock, ELL School Improvement Consultant, Clackamas ESD

In light of CCSS and the next generation career & college readiness demands, school leaders are faced with multi-faceted challenges as they strive to help teachers and students transition to more rigorous expectations and performance-based assessments. Given the significant language demands of CCSS, instructional leaders must create a culture where all teachers are and feel prepared to be seen as language teachers as well as content area specialists. In this session, administrators and instructional coaches will gain a broader perspective about language and examine communication tools and strategies they can use to support their staff as they embrace and incorporate a language-oriented focus to their daily instruction.

Oregon’s Kindergarten Assessment (repeat of 9:20 session)..............Vistas II Room (12th floor)

Speakers: Lisa Shogren, Instructional Mathematics and Literacy Coach, Greater Albany SD
          Kara Williams, Early Learning Education Specialist, ODE
          Holly Carter, Assessment Policy Analyst, ODE

This interactive session will provide information about the Oregon Kindergarten Assessment that will be administered statewide beginning in Fall 2013. This session will offer an opportunity to review assessment materials, talk with a participant in the 2012 pilot, and share ideas for successfully administering the assessment and reporting the data.

Turning your PLC Assessment Vision into Action! ..................................................Wilder Room

Speaker: Timothy Kanold, Past President, NCSM

The successful implementation of the PLC process for your classroom, collaborative team, school, or district is reflected in the Teachable Points of View (TPOV’s) and behaviors of every teacher, leader and educator. In this inspirational and engaging session, Timothy D. Kanold offers insight into how to help every collaborative team and every school leader fully implement a compelling picture of the school’s future that produces energy, passion, and most importantly adult action toward the PLC Vision and process. In this session Dr. Kanold helps connect you to your personal PLC TPOV, highlights the importance of connecting decision-making to vision, and demonstrates how to create a culture of positive accountability and radical celebration in order to sustain the PLC process in your school or district.

Effective Implementation of the CCSS Using the Quality Review Rubric (continued from 9:20)..................................................................................Williams Room

Speakers: Marta Turner, Professional Development Coordinator, Northwest Regional ESD
          Lesli Ficker, Math TOSA, Salem-Kaiser SD
          Linda Vanderford, School Improvement, Clackamas ESD

Implementation of the Common Core State Standards is essential if we are to improve student learning, but how do we know if the instructional materials we select are of high quality? Using a common definition of quality, administrators and teacher teams are learning how to use the Quality Review Rubric’s four dimensions: I. Alignment to the depth of the CCSS II. Key shifts in the CCSS III. Instructional Supports and IV. Assessment in math and ELA to review the quality of materials tasks, lessons, units, modules for the purpose of receiving critical feedback for improvement. This session will instruct participants in how to increase the capacity of their teachers and districts as they identify quality instructional lessons and materials aligned to the Common Core State Standards.
12:00 to 1:00........ Lunch............................................................................................................................................ Lobby

12:00 to 2:15........ Luncheon with Bill Stewart................................................................. Studio B/C (mezzanine)
Speaker: Bill Stewart, Special Programs Director, Gladstone SD

New Assessment Directors and DTC’s – join Bill Stewart, a veteran DTC and a member of ODE’s Assessment Advisory, for lunch. The lunch and follow-up session will focus on the responsibilities and skills associated with managing assessment related issues at the school and district level. In addition, there will be updates on the most recent (and future) changes in Oregon’s assessment system. This session will build upon what you have learned at earlier sessions at the conference. There will plenty of time available for discussion and questions. This session is intended primarily for new assessment staff, but anyone interested in assessment-related issues is welcome.

1:00 to 2:15........ BREAKOUT SESSIONS: ROUND VI

Building a Culture of Data .................................................................Bloch Room
Speakers: Catherine Dalbey, Principal, Wy’East Middle School
Jane Osborne, Instructional Coach, Hood River County SD

Learn about Hood River County School District’s journey with using Professional Learning Communities and data to improve student learning.

Achievement Compacts: Developing Data and Goals, What’s New.............Hellman Room
Speaker: John Bridges, Administrator for Accountability, Beaverton SD

Jon Bridges from Beaverton SD will present the latest measurement areas of the OEIB Achievement Compacts. The discussion will include timelines, measures, format, any related Regional Compact information that may impact data gathering and goal setting this coming year.

Authentic Classroom Assessment 6-12 ............................................Joplin/Seeger Room
Speaker: Rachel Aazzerah, Science and Social Sciences Assessment Specialist, ODE

This session presents an overview of math and English Language Arts/Literacy Common Core State Standards based performance tasks. It also features a hands-on demonstration of how Oregon educators can develop and then implement Math and English Language Arts/Literacy performance tasks in their classrooms to match the anticipated rigor of the Common Core State Standards and Smarter Balanced assessments. Participants will have the opportunity to begin to develop draft versions of performance tasks that can be used later as interim or formative assessments in their own classrooms.

Mathematics Assessment Items and Performance Tasks: What are the Implications for Instruction?.................................................................O’Neil Room
Speaker: Shelbi Cole, Director of Mathematics, Smarter Balanced Assessment

This session will use concrete examples of mathematics items and performance tasks to discuss how teaching and learning must attend to the shifts in the Common Core State Standards for Mathematics.

PSU C2MC2S: Connecting Math and Science Instructional Practices with Student Learning: Teacher Presentation and Panel (40/40/20).................................Sousa Room
Speakers: Carol Biskupic Knight, Connect2Math-Connect2Science Grant Coordinator, PSU
Carrie Ellis, Teacher, Minter Bridge Elementary School, Hillsboro SD
Melissa Schachner, Vernon Elementary School, Portland SD
Tina Bruce, Teacher, Vernon Elementary School, Portland SD
Amy Nelson-Cahill, Teacher, Rosa Parks Elementary, Portland SD
Connect2Math-Connect2Science Grant teachers will present their experiences of going through unit planning and implementation of an integrated math-science unit stressing the impact on their instruction and student learning. The panel will also provide insight and stories of teacher growth in pedagogical content knowledge through summer courses and their role as instructional leaders working in grant professional learning communities.

Participants of this session will learn how the use of self-reflection and data from initial unit implementation identified in a Teacher Instructional Portfolio can be used to increase the cognitive demand and level of student engagement in inquiry and problem solving.

**Reasoning and Sense Making Grade 7-12 CCSS Math Practices**... Vistas I Room (12th floor)

Speaker: Sarah Savage, Professional Development Cadre member, OCTM

Build reasoning and sense making into math lessons. Teach students to use effective strategies and collaborative discourse. Learn how to meet CCSS through deeper thinking and questioning.

**Aligning Professional Development SB 290**................................................................. Wilder Room

Speaker: Krista Parent, Superintendent, South Lane SD

This session will examine the tight link between our new evaluation systems in Oregon and how to provide the professional learning opportunities that are needed to ensure that ALL students learn at high levels. The power of feedback will be discussed as a key strategy for effective professional development. Strategies will be examined to assist in becoming the instructional resource for your staff or team that they need. Each participant will reflect on their current practices around professional development and walk away with a plan to make key improvements. South Lane School District’s new evaluation systems and plan for professional development will be shared as one example.

**What’s Happening with the Oregon English Language Proficiency Assessment?**................................................................. Williams Room

Speakers: Michelle McCoy, ELPA Specialist, ODE
Karen Fife-Rapp, English Language Acquisition Specialist, Salem-Keizer SD

In this presentation, staff will discuss updates and changes with regards to the Oregon English Language Proficiency Assessment ELPA over the next 3 years. Focus topics include the ELPA practice test, updates to the Individual Score Report, the newly-adopted ELPA cut scores, the updated Performance Level Descriptors, and the updated ELPA operational blueprint for 2013-14.

2:15 to 4:00 ........ Team Planning Time
Graduate credit for COSA events!

Attend the ODE/COSA Oregon Summer Assessment Institute in Eugene August 1 and 2nd, 2013, and earn one graduate credit through the Educational Leadership & Policy Department (ELP 506) of Portland State University's Graduate School of Education.

**Tuition:** $75/credit

**Registration:**
Look for the PSU booth at the conference. A representative will be available to assist with registration.

**Requirements:**
Write a 3-4 page reflection paper synthesizing the information you learned at the conference. Assignment instructions will be available at the PSU booth. All papers must be submitted by **August 30, 2013**.

**Grades, receipts, and transcripts:**
The courses above will be graded **Summer term 2013 (week 10)**. Grades will be available on the PSU website on **September 4, 2013**. For instructions on accessing your grade, obtaining a receipt, or getting transcripts, via this site: [http://www.pdx.edu/ceed/cooperative-credit-program-information-for-students](http://www.pdx.edu/ceed/cooperative-credit-program-information-for-students).

**For more information:**
To request a copy of the assignment instructions or to get information about partnering with PSU to offer credit for your school or district’s professional development activities, email Julie Wolleck at [jwolleck@pdx.edu](mailto:jwolleck@pdx.edu).

**Consider the Leadership Academy:**
Alternatively, you can count your attendance at this conference toward the COSA Leadership Academy course. Attend three COSA conferences throughout the 2013-14 school year, complete a 30-hour practicum, and earn four graduate credits through the Educational Leadership and Policy Department (ELP 506). Tuition is $300, and the course is pre-approved to count toward the Continuing Administrator License at PSU.

For more information and to register, contact Julie Wolleck at jwolleck@pdx.edu.
COSA PROFESSIONAL LEARNING

August 2013
12-13.....SB 290 Summit for Administrators.................................The Resort at the Mountain, Welches
23.....Safe Schools Summit................................................................Convention Center, Salem

September 2013
20.....OACOA Seminar Series.............................................................Inn at the Mountain, Bend
26-27.....CCSS Fall Regional Training.............................................Medford High School Event Center, Medford

October 2013
3-4.....Fall Conference for Special Education Administrators........................................Hilton, Eugene
10-11.....DuFour PLC Conference......................................................Embassy Suites Airport, Portland
21-22.....OASSA/OESPA Annual Principals Conference......................The Riverhouse, Bend
28-29.....CCSS Fall Regional Training............................................Pendleton Convention Center, Pendleton

November 2013
4-5.....CCSS Fall Regional Training....................................................Holiday Inn, Wilsonville
5-6.....Breakthrough Coach......................................................................Wilsonville
7-8.....CCSS Fall Regional Training.....................................................Eagle Crest Resort, Redmond

December 2013
4-6.....33rd Annual Oregon School Law Conference..........................Hilton, Eugene

January 2014
30-Feb. 10ACOA/OASE Winter Conference........................................Salishan, Gleneden Beach

February 2014
1.....OACOA Seminar Series..............................................................Salishan, Gleneden Beach
7.....OASCD Pre-Service Teachers Conference................................Western Oregon University, Monmouth
8.....OALA Winter Conference.............................................................Marylhurst University

March 2014
7.....NW Proficiency/Competency Conference................................Sheraton Portland Airport
13-14.....State English Learners Alliance Conference................................Hilton, Eugene

April 2014
25.....OACOA Seminar Series..............................................................Hilton, Eugene

June 2014
18.....40th Annual COSA Pre-Conference................................................Convention Center, Seaside
19-20.....40th Annual COSA Conference..................................................Convention Center, Seaside

August 2014
7-8.....Oregon Summer Assessment Institute........................................Hilton, Eugene

October 2014
2-3.....Fall Conference for Special Education Administrators.............................Hilton, Eugene

National Conferences
OSBA.....November 14-17, 2013.............................................................Portland, Oregon
NASSP.....February 6-8, 2014.................................................................Dallas, Texas
AASA.....February 13-14, 2014..............................................................Nashville, Tennessee
ASCD.....March 15-17, 2014.................................................................Los Angeles, California
BOOKSTORE

Visit the COSA/Barnes & Noble bookstore located in the Hilton lobby. The bookstore will be open on Thursday (8:00-5:00) and Friday (8:00-3:00).

- Professional Books
- Special Orders Available
- Summer Reads
- Gifts
- COSA Board and Executive Committee Favorites

Embedded Formative Assessment
by: Dylan Wiliam

★ Featured speaker at the Annual Principals Conference - October 20-22, 2013

Getting Teacher Evaluation Right: What Really Matters for Effectiveness and Improvement
by: Linda Darling-Hammond

The Five Disciplines of PLC Leaders
by: Timothy D. Kanold, Richard DuFour

Pathways to the Common Core: Accelerating Achievement
by: Mary Ehrenworth, Lucy Calkins, Christopher Lehman

Leaders of Learning
by: Richard DuFour, Robert J. Marzano
Our stated mission at COSA is to develop and support school leaders. We see our licensure programs as an excellent example of striving to meet our service mission. COSA offers an online Administrative Licensure program for Initial License and Continuing License along with a Doctoral Program in partnership with the nationally recognized Concordia University of Chicago.

Our COSA/CUC Program Offers:

- IAL - Initial Administrative License (Join Fall 2013 Cohort - register by August 10, 2013)
- IAL with Master’s Degree in Educational Leadership
- CAL - Continuing Administrator License
- Doctorate in Educational Leadership (with CAL credit applying to Doctorate)
- The Leadership Programs are TSPC approved and nationally accredited.
- Fully on-line content courses in an asynchronous format.
- Relevant high quality internships are completed face to face.
- Job-embedded, career focused internships and coursework requirements will allow candidates to create relevant and productive experiences that directly work to improve their schools.
- The costs of the programs are at or below the average cost of existing licensure programs.

For additional information you can also review our website: www.cosa.k12.or.us/licensure/admin.licensure.html or contact Trina Hmura at the COSA office: trina@cosa.k12.or.us.
Certificate of Attendance

This certificate is presented to:

for having participated in the 2013 ODE/COSA Oregon Summer Assessment Institute.

August 1-2, 2013 - Eugene, Oregon

Oregon Professional Standards:

- 1.0 Visionary Leadership
- 2.0 Instructional Improvement
- 3.0 Effective Management
- 4.0 Inclusive Practice
- 5.0 Ethical Leadership
- 6.0 Socio-Political Context

CPD Units Awarded: 14