

### **Accessibility to Grade Level Content for Students with Significant Cognitive Disabilities (Part One)**

Participants will become familiar with the process of systematically reducing the depth, breadth, and complexity of standards to remain strongly linked to the original grade level content standard (“essentialization”) in ELA, Math, or Science and discuss appropriate PLAAFP statements and IEP Goals and Objectives that are aligned to essentialized standards. Please bring your laptops as well as a student's IEP (who participates in Oregon's Extended Assessment).

### **Accessibility to Grade Level Content for Students with Significant Cognitive Disabilities (Part Two)**

A continuation of “Accessibility to Grade Level Content for Students with Significant Cognitive Disabilities (Part One)”, participants will become familiar with the process of developing curricular and instructional templates that are aligned to the essentialized standards (EsSt) of ELA or Math. Please bring your laptops as well as a student's IEP (who participates in Oregon's Extended Assessment).

### **Oregon's Statewide Assessments & Students on IEPs**

In this session, participants will become familiar with 1) Updates and/or changes to Oregon’s general and alternate assessment systems—with particular emphasis on Oregon’s Alternate (“Extended”) Assessment, 2) The selection of the Oregon Extended Assessment (ORExt) for students with disabilities, and, 3) The administration of the Oregon Extended Assessment (ORExt) for students with significant cognitive disabilities (SWSCDs).

### **NAEP: What the Results Tell Us and How the Resources Can Help Us**

Learn more about the knowledge and skills NAEP evaluates and how the performance of Oregon 4th and 8th graders compares with students from other states. This session will introduce audiences to the NAEP online resources, such as the NAEP Questions Tool, and provide a framework for using the resources in schools. Presenter David Atherton, principal at Clear Creek Middle School in the Gresham-Barlow School District, is a member of the NAEP Standing Principal Committee, which advises NAEP on working with schools.

### **Statewide Assessment Results**

This session will preview the 2015-16 statewide assessments results in English language arts, mathematics and science. We shall look at grade level results for 2015-16 as compared to 2014-15 and look at what these results tell us about student achievement in Oregon. In particular we will look at achievement gaps, how Smarter Balanced compares to OAKS in its measuring these gaps, and also look at measures of achievement gaps across grades as we look at how students progress through the K-12 continuum.

### **Implementing the Screening Requirements of Oregon's New Dyslexia Legislation**

This session will provide a summary of the Department's work to date on implementing the requirement in SB 612 for districts to screen all K/1 students for risk factors of dyslexia. Information on the required areas for screening will be presented along with proposed guidelines for how districts may select and administer screening measures. Participants will have the opportunity to provide feedback on the plan and to offer suggestions on how to best prepare districts to implement the screening requirements.

### **Gas in the Tank: What is Really Needed from Leaders to keep PLCs on Track Amidst Competing Priorities!**

The power of the ongoing process in which educators work collaboratively in recurring cycles of collective inquiry to support the learning of every student is rarely questioned, but how to make it happen eludes too many. There are five essential questions each team should ask during this cycle: What do we want each student to learn and be able to do? How will we effectively teach the skills/concepts for this learning to occur? How will we know if each student is learning? How will we respond when a student is experiencing difficulty learning? How will we respond if the student already knows it?

Building and district leadership is vital to effective PLCs/Data Teams, but the time to do it “right” too often feels out of reach with other demands. Learn effective and efficient strategies and practices from the work of leaders across the state on how to provide ongoing feedback and support to teams to work in ways that actually increase collective efficacy and student outcomes.

### **The District Implementation Evaluation Tool - School-Based (DIET-SB2): A Tool for evaluating RTI Implementation**

The presenter will demonstrate the features of the District Implementation Evaluation Tool - School Based (DIET-SB2), an RTI fidelity measure. Attendees will learn about the 3 components of the assessment including an interview, an evidence review, and a staff survey. Attendees will learn how to administer and score the measure by practicing scoring sample items.

### **Utilizing Math Common Formative Assessments for Priority Topics (K-5)**

In this session, administrators, teachers and instructional coaches will learn strategies for creating balanced common formative assessments for priority topics in K-5 mathematics classrooms. Educators will learn different ways to approach the data from these assessments to drive collaborative team discussions and future instruction.

### **Braiding Strategic Planning, Interim and Summative Assessment and Student Learning and Growth Goals Into One Coherent System**

This session is two back to back sessions. Participants will: Use their improvement plan goals as a lens for reviewing their interim assessments and the Student Learning and Growth process. Understand the link between improvement planning, and assessment. Analyze their current systems and plan potential revisions to streamline and create a user friendly assessment/improvement system. Session two: Understand the link between Student Learning and Growth Goals, Improvement planning, and interim and summative assessments. Understand Student Learning and Growth Goal requirements for the 2016-17 school year. Participants will move step by step from their school or districts' improvement goals down to their Student Learning and Growth goals as they work gain greater clarity and understanding of the relationship between their planning process and assessment system.

### **Oregon's Writing Scoring Guide: Making a Transition**

Since the early 1980s, Oregon's six-trait scoring guide has remained largely unchanged. Spurred by the adoption of the Common Core and the implementation of Smarter Balanced assessments, the scoring guide has undergone a revision that will be presented to the State Board for adoption to become the new official version by the 2017-2018 school year. This session will focus on the nature of the updates, the plans for transitioning from the old to the new, and the place for the new version, at all grade levels, in the array of rubrics available for writing instruction and assessment.

### **Creating Source-Based Reading and Writing Tasks: A Smarter Approach**

Participants will be engaged in examining the process of planning and creating source-based performance tasks similar to those that are used on the Smarter Balanced ELA Assessment. The session will focus on the critical steps in task development, from selecting the materials to using student responses as a means of making strategic improvements. Techniques being shared will relate to grade levels from elementary to high school.

### **New Assessment Directors Session**

First and foremost, our session will help new assessment/accountability directors to understand the full breadth of their role and possible duties, both immediate and over the course of the school year. Additionally, we will provide the most current information available about SBAC, Report Cards, data validation, and other key issues they need to be aware of and prepared to address in their districts. Lastly we will preview the ODE online resources and reporting site as well as providing a 'rumor control' opportunity to make sure folks leave with accurate and current information.

### **ESSA Updates for Assessment and Accountability**

This session will review the progress to date of the collaborative efforts to develop Oregon's State Plan for the implementation of the Every Student Succeeds Act (ESSA) in relation to assessment and accountability. Topics that will be discussed will include the flexibility for high school summative assessments, school report cards, as well as larger system implications of ESSA.

### **Teacher's Prompts Using Crosscutting Concepts (NGSS) to elicit Student Responses Using Crosscutting Concepts (NGSS)**

Crosscutting concepts in the Next Generation Science Standards have utility for framing student thinking. Organizing student thinking using crosscutting concepts has significant value for structuring formative assessment. Participants of this session will be actively involved in the modeling of how the crosscutting concepts can be used during instruction in

order to assist students with the gathering, reasoning and communicating of science phenomena. An instructional alignment to Three Dimensions template and sample lessons will also be provided for each participant.

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### **Making Connections: Where Do Professional Learning Standards Fit**

In this session participants will investigate how the Learning Forward Standards for Professional Learning support district efforts in implementation of CCSS and Educator Evaluation and Support Systems. Resources, learning modules and tools for supporting adult learning to improve student outcomes will be shared. Come to investigate and learn about the Standards for Professional Learning and how they may support your implementation efforts.

### **Using DIET-SB2 Data to Evaluate Strengths and Areas of Need in Your RTI System**

This session will provide an overview of how to access and interpret online DIET-SB2 implementation reports, available through the Oregon Assessments System for Implementation Supports (OASIS). The presenter will share the online database and guide attendees in how to access and use reports.

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### **Report Cards and Other Accountability Reporting**

This session will cover the data elements that appear on school and district report cards, including their sources, validations, definitions, and context. We will also cover other sources of data available to districts through ODE's secure and public websites, including an overview of what is available and guidance on accessing and using data from ODE.

### **Strategies for Evaluating Assessment Quality**

Participants will learn about and have time to practice applying strategies for evaluating the quality of test items, the score reliability, and the several aspects of validity. The strategies and assessment examples presented in the session come from the Building Local Assessment Capacity project, which was a partnership with Berkeley Evaluation and Assessment Research Center, Oregon Department of Education, and four Oregon school districts, including La Grande.

### **Making Assessment Work for All Students: The 2016 Gallup/NWEA Assessment Perceptions Study**

Make Assessment Work for All Students: Multiple Measures Matter is the third installment of NWEA’s Assessment Perceptions Study, an ongoing analysis of public perceptions of K-12 assessment. This year, the study comes at a crucial moment as the nation transitions K-12 assessment policy under the Every Student Succeeds Act (ESSA). Among many important provisions, this law shifts from a single measure – grade level proficiency – under No Child Left Behind (NCLB),

to multiple measures under ESSA. Conducted in partnership with Gallup, the study examines the importance of this shift to multiple measures and provides a timely opportunity to hear what students, parents, teachers, principals, and administrators think about assessment. As all of the states, including Oregon, review their approach to assessment policy, the study provides insights and perspectives from the critical stakeholders in K-12 education.

### **Next Generation Science Standards (NGSS) Assessment System: Brainstorming Session**

This session will consist of participants assisting ODE staff with being able to brainstorm what the new NGSS statewide summative assessment could consist of. Participants will be asked to give feedback on a variety of different potential item types and formats. Participants will also be asked to give feedback around what role Oregon educators should have in the development of the new NGSS aligned assessment.

### **Standards-Based Unit Design: Unit Planning As Teacher Professional Learning**

The shift to the Common Core State Standards of Mathematics has created a need to develop mathematical content and pedagogical knowledge for teachers. David Douglas School District is engaging teachers in the unit planning process to build teacher knowledge of progressions and major emphases in a relevant and meaningful context. We will share our process, structures and resources for investing in this approach.

### **ELPA21 Update**

The transition from Oregon's previous English Language Proficiency Assessment (ELPA) to the new ELPA21 officially occurred during 2015-16, with a full testing window for the new assessment. 2016-17 will be the first year that ELPA21 is utilized fully with soon-to-be-adopted cut scores, student score reports and achievement level descriptors. This session will update school and district staff on the status of the assessment, scoring and reporting, and the format of the test during 2016-17.

### **Using Data to Make a Difference: A Systemic Approach**

This session addresses the systemic use of data throughout a school district to improve student achievement. Brian Bain, Tigard-Tualatin School District, Leigh Anne Scherer, North Clackamas School District, and Robin DeLoach, Willamette ESD, will share their experiences and knowledge about developing a district-wide systemic data system. These data leaders will discuss the research behind implementing a successful data system, the process used to develop a district-wide data system, and nuts and bolts of what data they used, how to get data into the hands of teachers and administrators, and strategies to get teachers and administrators on board.

### **Linking Performance Tasks to Instruction**

Learn how to significantly increase student learning and achievement. Experience a powerful process that enables teachers to effectively use performance tasks to pinpoint and prioritize lessons for maximum impact. Opinion writing will be the performance task driver for this session. Leave ready to implement this process in your classroom or school.

### **ESSA Update for Instruction and Standards**

This session will review the progress to date of the collaborative efforts to develop Oregon's State Plan for the implementation of the Every Student Succeeds Act (ESSA) in relation to content standards. Topics that will be discussed include workgroup conversations and leanings relative to implementation of state content standards. This will also be an opportunity to learn more about the Standards and Instructional Support team at the Oregon Department of Education.

### **Data for District Improvement Planning**

In support of districts working on Continuous Improvement Plans, ODE staff have created data displays from data submitted by districts. These data shine a light on the current state of individual districts and schools. In combination with local data, they can inform planning by providing needed data for decision-making. Included are data on student achievement, attendance, and discipline, as well as teachers' perceptions of district programs, practices, and outcomes. Many of these data describe adult behaviors, providing insight into potential program and policy improvements and food for discussions and for improvement planning. Participants will have an opportunity to provide feedback on included data and to critique display formats.

### **Accessibility Supports for the Oregon Statewide Assessments**

In this session participants will learn about the existing and new accessibility supports that are available for all of Oregon's statewide assessments. This presentation will also entail the decision making process of determining whether a student should take the extended assessment or Smarter Balanced and OAKS. Participants will also be involved in a decision making exercise that entails deciding which accessibility features would be appropriate for various student scenarios.

### **Social & Emotional Learning to Support Formative Assessment**

Describe how educators can use ideas from Social & Emotional Learning (SEL) to create a learning environment conducive to effective formative assessment. Introduce participants to the research base behind three specific SEL topics: Growth Mindset, Social Belonging, and Self-Management. Provide participants with materials they can use in their own settings to promote a school culture where students feel valued, efficacious, and engaged in learning.

### **The Bloom's Taxonomy Lens: A Foundational Guide to Creating Effective Assessments**

Using a Culturally and Linguistically Responsive framework, teacher leaders, instructional coaches and mentors will engage in using Bloom's as the foundation for creating formative assessments.

### **Early Learning and Kindergarten Guidelines**

Review Oregon's new Early Learning and Kindergarten Guidelines that include a continuum of development and learning, from age three through kindergarten. Participate in active exploration of the five domains addressed in the Guidelines: approaches to learning, social-emotional development, language and communication, literacy, and mathematics. Identify and discuss ways to use this information to plan high-quality facilitated play, individualized instruction, and support services. Learn how a strong relationship between early learning and K-3 benefits children and families.

### **Open Session with Tony Alpert: Executive Director of Smarter Balanced Consortium**

The Executive Director of the Smarter Balanced Assessment Consortium, Tony Alpert, will discuss the core design principles that guide the Consortium's development of items and accessibility resources. The principles are grounded in evidence-based development theory, and will help participants better understand how to design assessments that serve to improve teaching and learning. Tony will discuss these issues for the first 30-40 minutes, saving the remaining time for Q and A.

### **Reclassifying English Learners in 2015-16**

In fall of 2015, Oregon Department of Education (ODE) staff were informed that the scores for ELPA21 (Oregon's new English language proficiency assessment) would not be available in time to inform English Learner (EL) reclassification (i.e., exiting) decisions that typically occur at the end of the school year. As a result, ODE staff advised districts to consider using a body of evidence of student performance to inform EL reclassification decisions this past spring. This session provides an overview of the preliminary findings from an EL reclassification research project that OSU is conducting in collaboration with ODE.

### **District Level Data Review – The Effective Way to Improve Student Outcomes**

As we work to improve student outcomes, it is critical that we have a process for evaluating where we are, where we've come from, and plan for where we need to go. Part one of this two-part training will provide a problem-solving framework for evaluating district student achievement outcomes. The framework will examine district level data to develop an understanding of critical needs and provide a system for drilling down into the factors that may be contributing to those needs (establishing expectations, training, monitoring, and allocating resources.) Partner talk, modeling, and guided practice will be utilized to ensure active participation.

### **Do they see what I say?**

Is your non-verbal communication conveying the high expectations you have for all students or sabotaging your good intent? Understand basic moves that impact your effectiveness in communicating with any group. Learn how you can increase your communication skills to manage, motivate, and engage your students.

After participating in this professional learning session, participants will:

- Understand how non-verbal communication can positively or negatively impact student learning
- Use non-verbal communication to promote student motivation and engagement
- Be able to use strategies to enhance classroom management and teacher clarity

### **ESSA Updates for Educator Effectiveness and School Improvement**

This session will review the progress to date of the collaborative efforts to develop Oregon's State Plan for the implementation of the Every Student Succeeds Act (ESSA) in relation to educator effectiveness and school improvement. Topics that will be discussed include workgroup conversations and leanings relative to SB 290 and associated Oregon Administrative Rules for educator evaluations, connections to the Equitable Access to Educator Plan and the school improvement process.

### **State Level Predictors of Graduation**

This session will look at recent research, using Oregon data, that looks at various student factors that have been shown to be strong predictors of later student success. These include freshmen on-track, chronic absenteeism, discipline incidents, assessment results and other student factors that data show are strongly correlated with student outcomes, including graduation and dropout rates. Participants will engage in discussions regarding the data and how educators can impact students early in their education to help improve their long term outcomes.

### **Statewide Assessment Results**

This session will preview the 2015-16 statewide assessments results in English language arts, mathematics and science. We shall look at grade level results for 2015-16 as compared to 2014-15 and look at what these results tells us about student achievement in Oregon. In particular we will look at achievement gaps, how Smarter Balanced compares to OAKS in its measuring these gaps, and also look at measures of achievement gaps across grades as we look at how students progress through the K-12 continuum.

### **Comprehensive Alignment: Beyond Unpacking**

Participants will engage in a comprehensive unit study of an 8th grade algebra unit. The unit study begins with developing a learning progression, followed by developing blueprints of the assessments, classwork and homework. The three blueprints will map the content alignment and corresponding achievement levels, by utilizing Smarter Balanced content specifications.

### **2016-17 Kindergarten Assessment Updates**

The 2016-17 Kindergarten Assessment (KA) Updates session will include: the review and discussion of the 2015-16 KA results, provide information about the new interpretive guidance now available to schools and districts, discuss the improvements to the 2016-17 KA test design and reviewing the assessment timeline, and finally, provide updates on the development of Early Learning and Kindergarten Standards alignment work to be released this Fall.

### **District Level Data Review – The Effective Way to Improve Student Outcomes (Part 2)**

The second part of this two-part training will continue to delve into a problem solving framework used to evaluate district student outcomes. We will examine critical questions to assist in developing a plan to implement and sustain research-based practices. In addition, participants will learn how to regularly evaluate and fine-tune their district plan to make further improvements. Partner talk, modeling, and guided practice will be utilized to ensure active participation.

### **Utilizing Math Common Formative Assessments for Priority Topics (6-12)**

In this session, administrators, teachers and instructional coaches will learn strategies for creating balanced common formative assessments for priority topics in 6-12 mathematics classrooms. Educators will learn different ways to approach the data from these assessments to drive collaborative team discussions and future instruction.

### **Collaborative Approach to Meaningful Assessment for Student Learning.**

Learn how to bring together education partners to unlock the collaborative power of multi-agency professional learning communities focused on quality classroom assessment to improve meaningful student learning. Discover a process for engaging teachers, principals, educator unions and school board members working in a network toward a common

professional learning goal over time. See how a collaborative effort of associations in Oregon can ultimately lead to stronger student outcomes.

### **Statewide EL Strategic Plan Best Practices and the New State of Oregon Biliteracy Seal Award**

Travel through the EL Strategic Plan's history and what the next steps are. Discuss some Best Practice strategies for reaching EL students with content and for reaching out to parents and the community. Learn about the new Biliteracy Seal: What it is, the assessments and portfolio documents can be used, who qualifies for it, and how it impacts students in both secondary and post-secondary arenas.

### **Standards-Based Unit Design: Unit Planning as Teacher Professional Learning**

The shift to the Common Core State Standards of Mathematics has created a need to develop mathematical content and pedagogical knowledge for teachers. David Douglas School District is engaging teachers in the unit planning process to build teacher knowledge of progressions and major emphases in a relevant and meaningful context. We will share our process, structures and resources for investing in this approach.

### **Acting on Assessment Evidence**

This session will focus on the actions teachers can take based on their interpretations of evidence intentionally obtained during the course of student learning. In addition to deepening their understanding of teacher actions, participants will be introduced to several tools for supporting teachers in planning evidence gathering and for deciding how to respond to the evidence.

### **Redesigning the ODE Website: Information, Timeline and Your Feedback**

Your voice is needed! Join the Oregon Department of Education's Meg Koch in a discussion about the planned redesign of the ODE website. Learn about the planned process and timeline. During this interactive session, participants will be asked to provide feedback to improve the content and functionality of the site.