

leadership series

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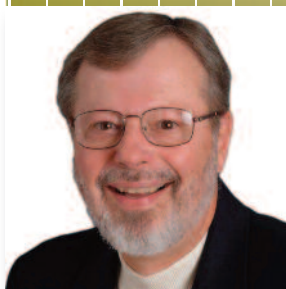
Focus on Learning:

assessment, grading, and
response to instruction

What are the **active ingredients** in a balanced assessment system?

There are no **right** grades, only **justifiable** grades.

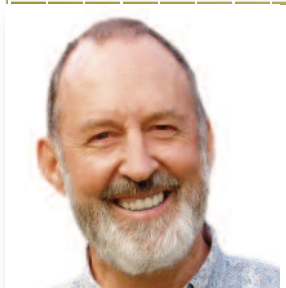
How to respond **when students don't learn.**



Rick Stiggins

Leadership for Excellence in Assessment

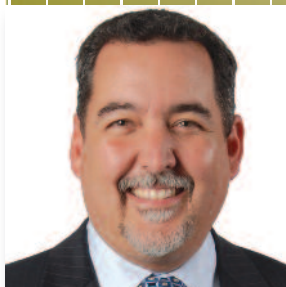
October 15, 2009



Ken O'Connor

How to Grade for Learning

December 16, 2009



Mike Mattos

Pyramid Response to Intervention: RtI, PLCs, and How to Respond When Students Don't Learn

March 22, 2010

presented by

BCIU Berks County
Intermediate Unit
an educational service agency

Focus on Learning:

assessment, grading, and response to instruction



Stiggins



O'Connor

2009-2010 LEADERSHIP

Leadership for Excellence in Assessment

Rick Stiggins | October 15, 2009 | 8:00 a.m. - 3:00 p.m.

This workshop will take school district leadership teams through a two-part process of understanding and designing balanced, instructionally productive assessment systems. The day will focus on **three big ideas** that are essential in building a vision of excellence in assessment: the meaning and importance of balanced assessment, quality assessment, and assessment FOR learning. School leadership teams will be introduced to seven specific assessment actions that will make the vision a reality. Through self-evaluation they will decide the extent to which they have taken or still need to take these actions:

- balance their assessment systems
- continue the process of refining academic achievement standards
- assure the quality of assessments throughout their local system
- turn learners into assessors

How to Grade for Learning

Ken O'Connor | December 16, 2009 | 8:30 a.m. - 3:30 p.m.

Grades should be accurate, meaningful, consistent, and supportive of learning, and reporting needs to provide a comprehensive “picture” of each student as a learner. This session will focus on **15 fixes for grading** that emphasize learning and make grades and report cards more accurate, meaningful, and consistent.

The main section of the workshop will be the presentation and discussion of these 15 fixes, fixes that will make grades accurate, meaningful, consistent, and supportive of learning. Each fix will be introduced, and then there will be opportunities for questions before table groups discuss the implications of each guideline for their school and their role as school leaders.

During the workshop, participants will:

- discuss some of the key issues involved in grading
- consider the purpose(s) of grading and the reasons for standards-based grading
- discuss seven “big picture” perspectives about grading and the issues that arise from those practices

- provide students with continuous access to feedback during learning
- motivate students by relying on success at learning versus intimidation
- promote assessment literacy at all levels throughout the system.

Pyramid Response to Intervention: Rtl, PLCs, and How to Respond When Students Don't Learn

Mike Mattos | March 22, 2010 | 8:30 a.m. - 3:30 p.m.

The federal government revised special education law in 2004, promoting a radically different model for helping students with special needs: **Response to Intervention (Rtl)**.

The underlying premise of Rtl is that schools should not delay providing help for struggling students until they fall far enough behind to qualify for special education. Instead, schools should provide timely, targeted, and systematic interventions to all students who demonstrate the need.

Yet, for Professional Learning Community (PLC) schools, this approach should hardly be considered “new,” as the PLC practice of creating a “Pyramid of Interventions” is essentially the same work.

This workshop is designed to help educators understand how to implement PLC practices to create a powerful, highly effective site intervention program that ensures high levels of learning for all students.

Participants will:

- develop an understanding of Rtl
- identify the essential characteristics of an effective intervention program
- understand how PLC practices are aligned to implement Rtl and ensure high levels of learning for all students
- study real-life effective K-12 intervention programs
- leave with a practical “Pyramid of Interventions” plan

For more information on conference content, contact Connie Skipper at 610-987-8496 or conski@berksiu.org



Mattos

P SERIES

Registration Fees	each session per person	all 3 sessions per person
Individual (Berks County)	\$115	\$315
Individual (out of Berks County)	\$140	\$390
Teams of 3 or more* (Berks County)	\$95	\$255
Teams of 3 or more* (out of Berks County)	\$120	\$330

Act 45 attendees: Please add a surcharge of \$35 per person.
 *Teams do not have to consist of the same members for each session.

Business Attire Requested

Individuals attending these workshops must arrive on time and stay for the entire workshop in order to receive Act 48 Professional Education hours.

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This series has been approved for 30 Continuing Professional Education for School & System Leaders Act 45 hours. Administrators participating in this program for Act 45 hours are required to attend all three sessions and complete twelve hours of job-embedded assignments and a culminating project.

Your full-day registration fee includes:

- Conference materials
- Continental breakfast
- Lunch
- Refreshment breaks

Special Needs

If you have special dietary needs or are a person with a disability and require accommodations, please contact Lori Gerber at 610-987-8421 at least one week prior to the workshop.

Inclement Weather

In the event of a weather emergency, please call 610-987-2248 after 7:30 a.m., the morning of the workshop, regarding the status of the session. You can also log onto our website at www.berksiu.org and click on "announcements."

For registration information, contact Lori Gerber at 610-987-8421 or lorger@berksiu.org

Focus on Learning

Focus on Learning: Assessment, Grading, and Response to Instruction is a series of related professional development activities that is designed as a unified systems approach to provide a vision of excellence in assessment, grading and reporting practices, and a system for responding to student learning.

Target Audience:

Teams of K-12 central office administrators, building administrators, and teachers are encouraged to attend all these sessions.

How to Register

Mail registration by October 2, 2009.
 to: Lori Gerber
 Berks County Intermediate Unit
 P.O. Box 16050
 Reading PA 19612-6050
 or Fax to 610-987-8406

Registration Form

District _____

District Contact Name _____

Contact Phone # _____

Contact E-Mail _____

Name of Registrant and E-mail _____

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PPID _____

Payment Options

Select payment method (select one):

- Check enclosed, made payable to BCIU District Purchase Order

Focus on Learning: assessment, grading, and response to instruction

Rick Stiggins is the founder and director of the ETS Assessment Training Institute (ATI) in Portland, Oregon (www.assessmentinst.com). ATI has provided teachers and school leaders with the professional development needed to fulfill their rapidly evolving assessment responsibilities. Rick has offered more than a thousand seminars, workshops, and conference presentations to teachers, administrators, and educational policy makers in all 50 states, all Canadian provinces, and several foreign countries. He and his ATI team have developed and refined innovative approaches to helping educators learn how to assess student performance accurately and use those assessment results to support – and not merely monitor – student learning. Rick earned a doctorate in educational measurement and evaluation from Michigan State University.

An expert on assessment, grading, and reporting, **Ken O'Connor** has presented in 40 states, eight Canadian provinces, and 11 foreign countries. He is the author of many publications and papers, including *A Repair Kit for Grading: 15 Fixes for Broken Grades*, *How to Grade for Learning: Linking Grades to Standards*, and “The Last Frontier: Tackling the Grading Dilemma” in *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*, among others. Ken’s professional career also includes 23 years as a geography teacher and department head in schools in Canada and Australia. He holds a master of education degree from the University of Toronto.

Mike Mattos currently leads Pioneer Middle School in Tustin, California, a thriving professional learning community (PLC), as its principal. The school’s standardized test scores currently rank the highest of all Orange County middle schools and in the top one percent of the state. To achieve such a stunning level of success, Mike implements PLC concepts, sustaining a collaborative environment among his staff. His vision has united teachers, counselors, and administrators in a common goal – to educate all students. Mike is co-author of *Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Children Don’t Learn*, among others.

Leadership Series held at the
BCIU Education Centre | 2101 Centre Avenue



Berks County
Intermediate Unit

an educational service agency

c/o Lori Gerber

Berks County Intermediate Unit

P.O. Box 16050

Reading PA 19612-6050