



2018 NCEA
New Directions
Assessment
Conference



Preliminary Program

June 18-20, 2018
Philadelphia, PA

The Inn at Penn, A Hilton Hotel
Archdiocese of Philadelphia

www.NCEA.org/assessment



REASONS TO ATTEND

THE TOP FIVE REASONS you don't want to miss this year's 2018 NCEA New Directions Assessment Conference (Assessment 2018):

1 INNOVATION IN ASSESSMENT PRACTICES

This conference will engage attendees with thought leaders in a national conversation about how cutting edge assessment practices can advance academic excellence as demonstrated through student performance.

2 SKILL ADVANCEMENT

High quality, innovative and relevant professional learning at the 2018 NCEA New Directions Assessment Conference will offer you and your Catholic school team skills and ideas to take back and use right away.

3 SOCIAL AND PROFESSIONAL NETWORKING

Mingle, collaborate and engage with other Catholic school educators at meals, receptions and many other opportunities during Assessment 2018.

4 PHILADELPHIA, PA CULTURE

Prospects abound in this "City of Brotherly Love" where everything from history to food and culture come together in a city that has something for everyone.

5 INSPIRATION AND FUN

Get inspired by the keynotes and general sessions, show your will for learning and improve your skills outside of your comfort zone. Have fun socializing and participating in the many opportunities to engage in the important dialogue about grading and assessment in Catholic Schools.

WELCOME



It is my pleasure to invite you to attend the **2018 NCEA New Directions Assessment Conference in Philadelphia, Pennsylvania**. We are blessed not only with wonderful support from our host, the Archdiocese of Philadelphia but with a location that abounds with a variety of opportunities for any visitors to the city.

Catholic schools have long been known for academically excellent programs, striving to maintain this tradition, and offer academically rigorous programs. Join us in Philadelphia and be among the trailblazers who are embracing innovative, research-based assessment practices that will advance the Catholic school educators ability to monitor student progress and inform decision making regarding instructional programs. Exemplars of current best practices and assessment structures within Catholic schools, as well as strategies for using assessment data to market your school will be shared

We have a fantastic line-up of speakers! They share a passion for assessment as a means to make a difference in the spiritual, academic and intellectual formation of the students entrusted to their care. Focused sessions on a variety of topics will be offered which are relevant to building strong comprehensive assessment programs.

I am excited to share that facilitated table discussions will take place at lunch on Tuesday. Feedback received will help guide NCEA's future support of innovative and research based assessment practices in Catholic schools. Be sure to join us and not only learn from experts in the field, but add to the discussion by sharing your own insights and expertise on the topic!

Mark your calendar to join us, connect with other Catholic educators and take advantage of this unique and focused professional learning opportunity. You won't want to miss it!

I hope to see you at the 2018 NCEA New Directions Assessment Conference!

Sincerely,

A handwritten signature in black ink that reads "Pamela R. Bernards".

Pamela R. Bernards, Ed.D.
Director of Professional Development
National Catholic Educational Association



2018 NCEA NEW DIRECTIONS ASSESSMENT CONFERENCE

SCHEDULE AT A GLANCE*



*As of January 25, 2018. The schedule is subject to change. Please check www.NCEA.org/assessment for the latest information. All activities take place at The Inn at Penn, A Hilton Hotel, Philadelphia, PA unless otherwise indicated.

MONDAY, JUNE 18

10 AM – 6:30 PM

Registration

1 – 1:30 PM

Opening Remarks

1:45 – 3 PM

Breakout Session I

3:15 – 4:30 PM

Keynote Address

5 – 6 PM

Opening Liturgy

St. Agatha - St. James Church

6:30 PM

Dinner

7:30 PM

Reception

KEYNOTE ADDRESS

Monday, June 18, 2018

3:15 – 4:30 PM

GENE KERNS, Ed.D.

*VP and Chief Academic Officer
Renaissance Learning, Inc.*



Assessment's Power to Make Students Agents of Their Own Learning

Student agency. The term is relatively new, but the concept is not. Well-documented and highly effective strategies already exist, if you know where to look.

Elements of student agency can be found in the field of formative assessment, particularly in the work of Dr. Rick Stiggins and his colleagues. They have had a unique focus on the impacts of assessment on students, noting formative assessment's potential to provide feedback that boosts student motivation. This ongoing feedback is also a cornerstone of 21st Century Education, which emphasizes student collaboration, creativity, critical thinking, and student-directed learning.

This session will provide attendees with research-proven strategies for using formative assessment to give students greater responsibility for their own learning.

OPENING LITURGY

Monday, June 18, 2018

5 – 6 PM

ARCHBISHOP CHARLES J. CHAPUT

*Archdiocese of Philadelphia
St. Agatha - St. James Church*



TUESDAY, JUNE 19

7 AM – 5 PM

Registration

7:45 – 8:15 AM

Liturgy

8:30 – 9:15 AM

Breakfast

9:30 – 10:45 AM

Breakout Session II

11 AM – 12:15 PM

Breakout Session III

12:30 – 1:30 PM

Lunch

1:45 – 3 PM

Breakout Session IV

3:15 – 4:30 PM

Breakout Session V

WEDNESDAY, JUNE 20

7 AM – 12 PM

Registration

7:45 – 8:15 AM

Liturgy

8:30 – 9:15 AM

Breakfast

9:30 – 10:45 AM

Breakout Session VI

11 AM – 12:15 PM

Closing General Session

12:15 – 12:30 PM

Closing Remarks

CLOSING GENERAL SESSION



Wednesday, June 20, 2018

11 AM – 12:15 PM

JOHN CRONIN, Ph.D.

*Vice President of Education
Research*

NWEA

**How to Frame, Analyze,
and Communicate Student
Achievement to Your Catholic
School Community**

As Catholic schools face increasing academic expectations from parents and increased competition from alternatives such as charter schools, our schools need to think more deeply about how we frame the importance of academic achievement in our schools. We need to become more sophisticated in the way we analyze student achievement data, and we need to be more frank and nuanced in the way we present student achievement information to parents, board members, and the larger Catholic community.

SESSION DESCRIPTIONS

Additional session details will be announced in the final program

Information for Growth Assessments (IFG): Have Our Results, What's Next?

Mickie Abatemarco

In this session, attendees will learn about the Six Tasks of Catechesis and how to develop professional development training using the results of the IFG assessment tools.

Performance-Based Assessment: Evaluating What Students Know, Understand and Do

Maria Andrade Johnson

Catching students in the act of making meaning is key to evaluating what they know, understand, and are able to do in the act of learning. Performance-based assessment provides a window into student learning with deep dives into content. Milestones are used as a learning experience and instructional activity, culminating in an authentic product that engages student intellect and voice.

Student Progress Monitoring as Part of an MTSS Model

Pamela Bernards, Ed.D. and Janna Bopp, Ph.D.

Catholic schools, by virtue of their mission, are called to serve diverse learners. Multi-Tiered Systems of Support (MTSS) is a means through which Catholic schools can address diverse learning needs. Student Progress Monitoring, a critical element of MTSS, provides schools a roadmap for not only assessing student progress, but making adjustments to the instructional program based on student data. In this session, participants will learn a step-by-step process for developing an effective Student Progress Monitoring Program.

Grading for Growth: Rubrics Based Assessment for Reporting Student Progress

Anthony Biscione

Participants will be given an overview of how a growth mindset has been applied to our diocesan assessment of student progress in the Diocese of Rockville Centre. We will explore how rubrics for class assignments and summative assessments are translated into report card grades. Samples of rubric based assessments in a variety of content areas and grade levels will be shared and used.

Assessing Gifted Learners

Janette Boazman, Ph.D.

Positive development for gifted students depends on having academic, social and emotional, and spiritual needs met. This session focuses on diagnostic and formative assessment for identifying and serving gifted students in Catholic schools. IQ tests, ability tests and holistic ways to assess and identify gifted learners, are discussed in this presentation. Additionally this session will present characteristics of gifted learners, differentiation and assessment strategies used with gifted learners in the learning process.

Making ACRE Actionable Using PLCs

Armando Carvalho

Learn how to create structures within a PLC to analyze and breakdown ACRE data across content domains. Attendees will learn how to horizontally align instruction across grade levels through common lesson plans that directly address the content areas addressed on the ACRE test. Lastly, attendees will realize that common ACRE lesson plans are a rare opportunity for schools with one class per grade level to come together to vertically align curriculum across grades.

Moving Beyond Data Collection for Real School Improvement

Henry Cram

All schools conduct assessments of their students' performance, but many do not take full advantage of the data they collect to inform decisions about school improvement. Assessment data and accountability measures may tell you how your school is performing, but anything more than that you're on your own. Learn to use your school's testing data to chart a course for school improvement and leverage the work you have already completed to earn Middle States Accreditation.

Beyond Paper and Pencil Summative Assessment

Ellen Edmonds

Summative assessment, generally described as assessment of learning, refers to the cumulative tools intended to capture what a student has learned, the quality of the learning and performance against standards. While most educators rely on static end-of-unit paper and pencil tests, there are many types of assessment that allow students to demonstrate their understandings and skills. Join this interactive session to explore the use of alternative modes of presenting assessment tasks that are more adapted to the diversity in our classrooms.

Critical Friends Group: A PLC Model that Empowers Teachers

Charlotte Funston and Yvonne Toro

This session will highlight how this form of PLC empowers teachers as they engage in an interactive process that increases teacher collaboration resulting in improved student achievement. Attendees will learn how CFG's were rolled out through carefully planned PD, and understand the unique concept of CFG. Data shared will include examples gathered throughout the implementation and follow up year, survey results and other; which are evidence of case studies that have shown that the use of CFGs decreased isolation while fostering collegiality amongst high school teachers.

Giving Effective Feedback

Sue Gerenstein

Research shows that feedback is one of the most significant strategies teachers can engage in to promote student learning. To reflect on and expand their practice of providing effective feedback, participants will identify several modes and formats for giving students feedback, understand key research about feedback and distinguish grading from giving feedback. Learn techniques for providing effective, actionable feedback to help students meet learning goals.

Archdiocese of Cincinnati's Evolutionary Journey in Standards-Based Grading and Reporting

Karyn Hecker and Carole Roberts, Ph.D.

This session will cover how the Archdiocese of Cincinnati Schools Office developed, piloted and revised the current Standards Based Report since the implementation of a Standards Based Curriculum. Attendees will learn the challenges, adjustments and successes in the journey and will receive model report cards, recording sheets and suggestions for their journey into Standards Based Reporting.

The ABCs of SBG: Why Standards-Based Grading Makes Sense

Cathy Johns, Ph.D.

Attendees will review grading practices, gain an understanding of assessment best practices and recognize what constitutes authentic assessments.

Meaningful Assessment Methods in Project-based STEM and STREAM Classrooms

Ann Kaiser

Active pedagogies and methodologies such as project-based learning (PBL), collaborative problem-solving and performance tasks require new methods of assessment. This session focuses on the challenges inherent in providing accurate formative and summative assessment in these settings. Discussion of standards and guidelines will focus on several key areas.

Promoting Catholic Academics with the Data to Prove It!

Gene Kerns, Ph.D.

Can Catholic schools increase enrollment by establishing themselves as high quality educators and provide metrics on student growth? Yes you can! Come hear from a panel of diocesan leaders as to how they track and share academic gains and successes with parents and the community to easily demonstrate student growth and share personalized education plans for every learner in the quest for that growth.

Marketing with Data

Chyrise King, Ph.D.

This session will illustrate how schools in the Diocese of San Jose utilize assessment data to compare student outcomes with other local schools. Items covered will include interpreting data and making like-kind comparisons, creating clear and understandable graphs with terms non-educators will understand and the best methods of sharing these findings with current and potential families.

Reading Assessments: Assess for Success!

Michelle Lia, Ph.D.

You cannot teach reading without assessing what students know and what they can do. This interactive session will model how to administer reading assessments including a running record and a word inventory. Teachers will practice scoring

and analyzing the results of the assessments, and then they will use that data to determine what instruction or intervention is needed.

Assessment as Instruction for Readers Struggling with Informational Texts

Bill McBride

This interactive session will show teachers how to use research-based Fluency, Comprehension and Vocabulary strategies to assess struggling readers as they read informational texts. New state standards require that students be able to read deeply for retention, but also recognize such factors as writer's style, fact and inference, grammatical structure, text organization and summarization. Teachers will learn highly engaging strategies that promote student collaboration so that the formative assessment process is also instructional.

Comparing Apples and Oranges, Using a NCE Score

Andrew McLaughlin, Ed.D. and Angela Johnson

A Normal Curve Equivalent (NCE) is an educational statistic that is being used by many standardized test makers. This useful metric is often confused with a percentile score or just ignored. The NCE has

several important applications. This session is designed to introduce the metric in a humorous manner and show the many applications it can have.

Moving From Why to How: Assessment and Grading Guiding Principles

Susan Nelson

Assessment and grading practices that don't support student learning have a firm hold on many educators, students and parents. How did point acquisition become a time-honored tradition and what do we have to do to move to practices that support student learning? In this session, participants will look at a continuum that moves us from WHY to HOW and the correlation to teacher effectiveness frameworks and the National Standards and Benchmarks for Effective Catholic Schools.



Priority and Supporting Standards for Standards-Based Grading

Jorge Pena

Grading is the primary means of reporting feedback about student learning. The first step in implementing standards-based grading is to identify what students need to know and be able to do. This knowledge and skills are articulated in standards; however, there are more standards that can be taught in the instructional time available. To address this issue, the Archdiocese of Chicago used a process to identify priority and supporting standards in order to help schools deliver a guaranteed and viable curriculum. Participants will learn the process and read the priority standards.

Writing Rubrics - Making the Subjective, Objective

Angela Pohlen

Even the best elementary school writing will never make the shelves of Barnes & Noble, yet teachers consistently burden themselves with making masterful writers of their students. In this session, the attendee will learn to approach writing instruction with clear and authentic rubrics using a workshop format which breaks down the more nebulous concepts of “good writing” into manageable bites that students can understand, and sets them on a trajectory of growth and grade appropriate mastery.

English Language Learners and Assessment

Sedonna Prater and Charlotte Perez

Diagnostic, formative and performance-based assessments to use with English language learners in the various stages of English language acquisition. Attendees will learn fair and equitable assessment strategies and practices to use with the English language learner while the learner is acquiring English fluency.

Rubrics to the Rescue

Jennifer Uible, Trisha Bertoni and P. Hambrook-Broz

In this session, attendees will learn how to create a lesson in which they can use rubrics to evaluate their students’ learning. Attendees will see examples of rubrics and lessons from middle school english, science and social studies classes as well as high school Spanish classes. They will be given opportunities to create a rubric for their classes based on a learning objective. There will be added discussion on choice boards and differentiation within the class and lessons while focusing on a learning outcome.

Assessing Critical Thinking: Preparing the Next Generation of Creative and Effective Problem Solvers

Keith Verner, Ph.D.

Unlike simple content knowledge, critical thinking is more complex and difficult to assess. Yet, without the ability

and confidence to assess critical thinking, teachers may be reluctant to address these important skills. In this session, attendees will learn to understand critical thinking as the culmination of a variety of individual cognitive processes working in concert to identify problems and formulate strategies to solve them. Attendees will also learn to assess critical thinking on an individual and cooperative working group basis and use results to modify instruction.

Using Summative Assessments to Further Student Learning

Catherine Welch and Stephen Dunbar

This session will demonstrate how summative assessment results can inform classroom instruction and affect student learning. Summative assessments provide unique information that can complement formative/ diagnostic information. Learning to fully utilize summative results provides educators with information for assessing learning targets, measuring content standards and monitoring progress. When aggregated with other information, a more comprehensive description of student performance is produced. Metrics and tools for the integration of results will be presented.

SECA (Self-Evaluation and Correction Assessment)

**Chad Williams and
Ingrid Williams**

Ever have a class where your students hang on your every word, not because the material or presenter is amazing, but because they believe in the assessment process? Come learn about a tailor-based assessment that develops enthusiastic learners instead of the standard model of teaching, reviewing, assessing and repeating. It will remove the feeling of spoon-feeding learners and promote greater individual autonomy. If you are open to new ideas, believe that every student can be successful and are willing challenge the status quo, come join us!

Creating Data Teams and Developing a Sense of Urgency

Michael Wright

In this session, attendees will learn strategies to develop a culture to form data teams, find a suitable room location for a data room and explore various templates for data collection. Attendees will also learn about suitable technologies for collecting data within the classroom and discuss how data can be used to inform instruction in order to create a sense of urgency within the faculty. While a school-wide data team may seem overwhelming at first, this session endeavors to break the process down into manageable pieces for school leaders who have not previously launched a data team.

**WE LOVE
ASSESSMENTS.
YES, WE DO!**



2018 NCEA NEW DIRECTIONS ASSESSMENT CONFERENCE CONFERENCE REGISTRATION & FEES



What is Included?

- Access to the Welcome Reception and Dinner.
- Entry to the Keynote Address.
- Professional development sessions focused on Assessment in Catholic Schools.
- Opportunities to meet with other Catholic school educators and experts.
- Use of NCEA-negotiated hotel rates and travel discounts.
- Daily Breakfasts and Lunch.

Rates increase after May 14, 2018

Register by May 14, 2018 to receive the discounted rate

	Early Bird (March 20 – May 14, 2018)	Advanced (May 15 – June 17, 2018)	Onsite (June 18-20, 2018)
Member Rate	\$425	\$475	\$500
Non-Member Rate	\$550	\$600	\$625
Guest/Spouse/Meals Only	\$275	\$275	\$275

Terms and Conditions:

- Payment is due upon receipt of invoice.
- Send checks payable to NCEA, P.O. Box 63392, Charlotte, NC 28263-3392.
- In order to ensure proper credit; please be sure to include the name of the attendee in the memo of the check or provide a list of all registrants with payment form.
- Purchase Orders will be accepted.
- Schools will be responsible for all registration fees if payment is not made by the LEA by July 20, 2018.
- Registration fees do not include hotel accommodations; please book your hotel stay separately
- Cancellation of the 2018 NCEA New Directions Assessment Conference registration does not constitute cancellation of a hotel room. Please be sure to handle both separately.
- No one under the age of 18 is permitted to attend 2018 NCEA New Directions Assessment Conference.

- Anyone attending the 2018 NCEA New Directions Assessment Conference is expected to conduct themselves in a professional manner and agree to accept responsibility for their own personal actions and conduct while at an Assessment 2018 related event. If you ever feel that NCEA staff needs to be made aware of an event, situation or individual acting strangely or inappropriately at Assessment 2018, please visit the registration area to speak with an NCEA staff member.

Cancellation and Refunds

Please send cancellation requests by email to jstewart@ncea.org. Individuals requesting a refund prior to May 15, 2018 will receive a refund of 50% of the fees. Refunds will not be granted after May 14, 2018.

Title II-A Funds

Title II-A funds for professional development under the *Every Student Succeeds Act* may be available to attend the 2018 NCEA New Directions Assessment Conference. These funds may be used to pay for the “secular, non-ideological” sessions that the

participant attends. Funds may be used for registration as well as travel, lodging, etc. Requests must be made to the local school district office (LEA) that controls the government funding for these programs.

Questions?

If you have any questions regarding registration information, contact Jennifer Stewart at 571.206.1527 or via email at jstewart@ncea.org.

Housing

Hotel Cutoff Date to Book within the Block: May 18

Reservations may be made at The Inn at Penn, A Hilton Hotel within the conference block via the designated link found on the website. The discounted conference rate will be available through May 18 or whenever the block is sold out; whichever comes first. If you experience trouble making a hotel reservation, please contact Jennifer Stewart at jstewart@ncea.org.

The Inn at Penn, A Hilton Hotel

3600 Sansom Street
Philadelphia, PA 19014

Current Block Rate:

\$209/Night (Single/Double Occupancy)
\$229/Night (Triple Occupancy)
\$249/Night (Quad Occupancy)

2018 NCEA NEW DIRECTIONS
ASSESSMENT CONFERENCE

JUSTIFICATION
LETTER



Dear _____,

The 2018 NCEA New Directions Assessment Conference (Assessment 2018) will take place June 18-20, 2018 at The Inn at Penn, A Hilton Hotel. This professional gathering will provide the latest strategies and best practices for serving students.

Professional development and networking with fellow Catholic school educators is imperative as I continue to grow as an educator. In order to maintain competence and improve performance, Catholic school educators must integrate knowledge spanning multiple areas. Attending this conference will not only help me build in those areas, I will also be able to meet directly with experts in the field to identify new practices, strategies, products and services that could help me provide high-quality education for each and every one of my students, improve my profession and our school community's resources.

I am seeking use of Title II-A for my registration fees and other travel-related expense. As you are aware, Title II-A funds may be used to pay for the "secular, non-ideological" sessions that the participant attends. Funds may be used for registration as well as travel, lodging and other daily expenses.

While there are over 25 professional development sessions to choose from, I hope to attend _____ because _____.

This conference will engage attendees in thinking and doing that advances the school's effectiveness in the use of assessment to deepen their students' relationship with Jesus Christ and the Church while growing and maintaining excellence in academics. The 2018 NCEA New Directions Assessment Conference preliminary program lists all of the confirmed sessions as of January 25, 2018.

Registration fees for the 2018 NCEA Assessment Conference increase on May 15, 2018. I have detailed the cost breakdown below and estimate the cost of my attendance at the conference. I appreciate your support.

Here is the breakdown of my 2018 NCEA New Directions Assessment Conference expenses:

Airfare: _____

Transportation: _____

Hotel: _____

Meals: _____

Conference Registration Fee: _____

Total estimated cost: _____

Thank you,

REGISTRATION FORM

June 18-20, 2018 | Philadelphia, Pennsylvania

www.NCEA.org/assessment



ALL FIELDS MUST BE COMPLETED:

Full Name: _____

NCEA Member ID: _____ Preferred Name for Badge: _____

Title/Position: _____

School/Institution: _____

Address: _____

City/State/Zip Code: _____

Phone: _____ Home Work Mobile

Email Address: _____

EMERGENCY CONTACT

Full Name: _____ Relationship: _____

24-Hour Phone: _____ Home Work Mobile

TERMS AND CONDITIONS

- Cancellation of the 2018 NCEA New Directions Assessment Conference registration does not constitute cancellation of hotel reservations. Please be sure to handle both separately.
- REFUNDS: Please send cancellation requests by email to jstewart@ncea.org. Individuals requesting a refund prior to May 15, 2018, will receive a refund of 50% of the fees. Refunds will not be granted after May 15, 2018.
- No one under the age of 18 is permitted to attend the 2018 NCEA New Directions Assessment Conference. Anyone attending the 2018 NCEA New Directions Assessment Conference is expected to conduct themselves in a professional manner and agree to accept responsibility for their own personal actions and conduct while at an Assessment 2018 related event. If you ever feel that NCEA staff needs to be made aware of an event, situation or individual acting strangely or inappropriately at Assessment 2018, please visit the registration area to speak with an NCEA staff member.

Please indicate any dietary restrictions you may have that NCEA should be aware of below.

 Yes, I have dietary restrictions. Please list: _____**Early (March 20 – May 14, 2018)**

- Member \$425
 Nonmember \$550
 Guest/Spouse/Meals Only \$275

Advanced (May 15 – June 17)

- Member \$475
 Nonmember \$560
 Guest/Spouse/Meals Only \$275

Onsite (June 18 – 20, 2018)

- Member \$500
 Nonmember \$625
 Guest/Spouse/Meals Only \$275

Pursuant to the Americans with Disabilities Act, I require the following specific aids or services during the 2018 NCEA New Directions Assessment Conference (please check all that apply) Audio Visual Mobile Each attendee's name, school and/or Arch(diocese) and email will be shared. If you do not want this information shared, then please check this box to opt out.

HOUSING FEES. Housing is available at the Inn at Penn, a Hilton Hotel at a discounted rate of \$209/night through May 18th or whenever the block fills; whichever comes first. For instructions of how to reserve your room within the conference block, please visit the conference website; www.ncea.org/assessment. Attendees should be sure to identify the 2018 NCEA New Directions Assessment Conference to receive the block rate.

How did you hear about this conference: Email Postcard Social media While attending another event
 Word of Mouth Momentum Ad Encouraged by arch/diocese Other _____

PAYMENT INFORMATION

Method of Payment: VISA MasterCard AMEX Discover
 Purchase Order # _____ Check # _____

Name: (as it appears on credit card or public school system) _____

Contact Information: (school contact, phone, and email address) _____

Billing Address: (if different than above) _____

City/State/Zip Code: _____

Card Number: _____ Expiration (mm/yy): _____ Security Code: _____

Total Amount: \$ _____

Signature: _____