



2020 Assessment Summit, Virtual Event

“Assessment for Learning”

October 10, 2020 from 9:00 AM to 3:30 PM (CEST)

Keynote speaker: Tom Schimmer

Event is sponsored by



Wilkes University



Registration fee:

CEESA Members and Associate member school participants – No charge
Non-CEESA Member school participants - \$100 per person

Draft schedule:

Event will be held virtually on Zoom on October 10, from 9:00 AM to 3:30 PM (CEST).

The main presenter, **Tom Schimmer**, will provide two keynote sessions: "Assessment Fundamentals for 21st Century Competencies" (Parts 1 & 2) and "Five Keys to Effective Feedback" (Breakout session).

Selected regional presenters and NWEA will share sessions on designing assessments and using assessment tools to improve learning including the use of MAP data.



Keynote speaker:
Tom Schimmer, Independent Consultant

Biography:



Tom Schimmer is an education author, speaker, and consultant from Vancouver, British Columbia (Canada). He is recognized as a leader and expert in the areas of classroom assessment, sound grading practices, educational leadership, and RTI.

Tom has been an educator since 1991. He spent 7 years as a full-time classroom teacher, 11 years as a school-based administrator, and 2 years working at central office where, as a member of the senior management team, he was responsible for overseeing the efforts to support & build the instructional capacities of teachers & administrators throughout the district. After 20 years working in the school system, Tom resigned from his district position (in 2011) to work full-time as an author, speaker, and consultant.

Tom is an experienced, sought-after presenter who has delivered both keynote and workshop sessions and major conferences, as well as for schools and/or school districts internationally. Tom has worked in Canada, the United States, Vietnam, China, Myanmar, Thailand, Japan, Qatar, Bahrain, India, the U.A.E., the U.K., Russia, Singapore, and Spain. Tom holds a Teaching Degree from Boise State University (1990) and a Master's Degree (Curriculum & Instruction) from the University of British Columbia (1999).

Keynote sessions: Assessment Fundamentals for 21st Century Competencies (Parts 1 & 2)

In this two part session, Tom will highlight the important assessment fundamentals that ensure the accurate assessment of the critical 21 century competencies. In part 1, Tom will demonstrate how and why six important assessment tenets remain essential despite the ongoing shift toward 21st century skills. Specifically, the topics of assessment design, valid and reliable interpretation of results, performance assessment, and establishment of success criteria will be discussed. In part 2, Tom will connect the assessment tenets to the competencies, specifically the 4Cs of critical thinking, creativity, collaboration, and communication. Through both foundational ideas and examples, Tom will make it clear to participants that sound assessment practices are the key to creating a 21st century learning experience.

Breakout session: Five Keys to Effective Feedback

While the research on feedback is rich and robust, success with effective feedback is often nuanced and contextual. This session will highlight the five key strategies and focal points to ensure that feedback fulfils its promise to improve student learning. Participants will come to realize that providing effective feedback need not be overwhelming or time consuming. By causing thinking, effective feedback can accelerate and deepen the willingness to keep leaning and establish an efficient pathway to proficiency.



Regional presenters:

Dawn Summerfield and Lance Atchison, NWEA

Biographies:



Dawn Summerfield currently works as a private consultant focusing on improving student executive functioning skills, promoting school community health and wellness, mentoring new teachers and working with the NEASC accreditation process.

Dawn has worked in education for 25 years and has particular expertise in school leadership, curriculum design and assessment, special education and differentiation through the use of data. She has held leadership positions in both American schools and International IBO schools and has earned two advanced degrees in

special education and health and wellness education. Dawn is passionately committed to driving continuous school improvement in the standards of teaching and learning.



Lance Atchison transitioned to the education field 13 years ago with his arrival at NWEATM. During his time with the organization, he has worked as an Implementation Support Specialist, Account Manager, and now Sr. Account Executive with an extensive focus on international schools, primarily in Eastern Europe and Asia. Lance has presented at numerous international and national conferences on the use of MAP® data.

Prior to joining NWEATM in 2008, Lance worked several micro-careers. Lance spent 5 years in Radio and Television and worked with several companies in various roles that included sound and camera operation, production, and on-air talent. He finished his career in Radio and Television, as a Software Implementation Specialist and traveled the United States to update software for radio and television stations and train staff in the use of the software. In 2005, Lance chose a new career and served as a missionary in Mariupol, Ukraine. While there, Lance assisted in the daily operations of a Transitional Living Center for teenage orphans to prepare them for independent living. During his time in Ukraine, Lance worked with hundreds of orphans through various ministries. It was in Ukraine that Lance discovered his deep passion for working with children. Upon returning to the United States, it was his desire to work for an organization that was committed to helping children.

Lance holds a BS in Integrated Marketing Communications from Abilene Christian University, Abilene, Texas. He is married to Debra Atchison, a 30-year educator, who currently runs her own education consulting business. They have three adopted children from Ukraine ages 26, 21, and 21.

DAWN SUMMERFIELD AND LANCE ATCHISON'S SESSION

NWEA & IB Supporting: IB Programs through the Use of MAP Data

Supporting IB Programs through the use of MAP data is an interactive, hands-on workshop that allows PYP and MYP teachers to understand how using MAP data can enhance the assessment practices used in the classroom.

- How can MAP data be used to support the assessment milestones identified at each stage of the IB Program?
- What is the correlation between various MAP reports and IB assessment protocols?
- How does student goal setting play a role in the IB classrooms?

Correlating the IB assessment protocols, ATIs and ATTs to the MAP data will help to focus the teaching

Aaron Kane, Elena Sentevska and Kristin Westby – The International School of Belgrade

Biography:



Elena Sentevska (Data for Learning Coordinator), Aaron Kane (Secondary Principal) and Kristin Westby (MYP Coordinator) are from the International School of Belgrade and they are each experienced educators in a range of international contexts. They work collaboratively on supporting our community to understand and be able to utilise multiple data sets to analyze student growth, plan learning experiences

and empower students to take greater control in their learning. Their current focus area is supporting our community to better review and analyse MAP data and identify key next steps to support student growth.

AARON KANE, ELENA SENTEVSKA AND KRISTIN WESTBY'S SESSION

Understanding MAP and how we can use data to empower learners and support growth

Our learning intentions are:

- What? To ensure we have a shared Understanding of MAP and how we can use data to support growth and empower our learners.
- Why? To ensure MAP is used effectively as one tool to capture progress and support growth across our school.
- How? We will look at what MAP is, review the data produced from the MAP assessments and explore how we can use that data to empower learners and support growth.

Grade level: K-12



Jim Ellis – American International School of Vienna/Independent Consultant

Biography:



Jim Ellis is a consultant, blogger, facilitator and a classroom math/design teacher in Vienna, Austria. With a particular focus in Design Thinking, designing educational experiences and designing structures for school improvement, Jim has visited schools and organizations in Asia, Europe, Africa and North America to help fantastic groups take the next step in their own development, while making some outstanding student projects along the way. Finding the most challenging problems and jumping in is how he continues to play a small role in helping to shape what's next in international schools.

Find out more about his work on Twitter [@skhooldesign](#) and his blog www.skhooldesign.com and contact him directly at ellis.jim@icloud.com

JIM ELLIS'S SESSION

Designing Assessment Programs That Empower

Let's explore The Design Process and relate it to assessments. The process itself and related concepts like; hostile design, user centered design (UX) and universal design in assessments will be used to show how teachers and leaders can create and evaluate assessments more effectively. This is a simple and reliable way to design solutions to our most vexing problems in the classroom and within our school at large. Design thinking isn't just for your STEM teacher, it's a fantastic process you can use everyday to improve the work you already do.

- How do we design a single assessment to meet the needs of more learners inclusion?
- In what ways will the design of an assessment help or hinder a learner demonstrate their knowledge?
- How can the tools of a design professional be leveraged for educators to make better and more efficient assessments?

Grade level: K-12



Matthew Wright - Tashkent international School

Biography:



Matthew has been teaching since graduating the University of Sheffield, UK, in 2002. He spent the first nine years of his career teaching KS3, GCSE and A-Level Geography at a range of schools in the UK Secondary system before taking the leap to go international.

In 2011, Matthew made the life changing decision to take up a post teaching IB MYP Individuals & Societies and DP Geography at the International School Ho Chi Minh City, Vietnam. Currently he is the Subject Area Coordinator at Tashkent International School, Uzbekistan.

MATTHEW WRIGHT SESSION

Engaging Students Effectively in Formative Feedback

Ever wondered how to effectively engage students in, and maximize the impact of, the feedback you spend so long writing? This workshop will show you how!

- How do we engage students effectively in the feedback they receive?
- How do we help students maximize their potential?

Grade level: Grade 5-12



Sanja Kisicek, Faculty of Humanities and Social Sciences

Biography:



Dr. Sanja Kišiček is an international educator with 13+ years of experience in academia and K-12 education. She collaborated with progressive international schools and universities within the International Baccalaurate program. She performed the roles of an instructional coach and mentor for teaching faculty at the American International School Kuwait and as tech integrationist at the American International School of Zagreb. She is remotely teaching several classes within the Masters Program in Advanced Teaching at the University of the People, a new program conducted in cooperation with the IBO. She is teaching the following courses: Creating Positive Classroom Environments, Education in Context and Understanding Barriers to Learning.

Now she is based in Croatia, working as a postdoc. at the Department of Information and Communication Sciences, Faculty of Humanities and Social Sciences, University of Zagreb. She is the recipient of the Science Award in the field of Social Sciences awarded by the National Science Foundation in Croatia. Her research involves multimedia instructional design and online teaching and learning. She is super passionate about collaboration and collegiality. She is the author and facilitator of several workshops on coaching conversations, educational mentorship, content management systems, as well as teaching and learning with technology. She is a licensed protocol facilitator of structured dialogue (CFG) certified by the National School Reform Foundation from the United States. She is passionate about protocol work for schools focused on growth and the process of transformational change.

SANJA KISICEK'S SESSION

Collaborative Learning: Providing Feedback & Assessment Practices (Online)

Collaborative learning and providing feedback does not end with assessment practices, but grows into collegial relationships and critical friendships. By fostering reciprocal mentorships among our learners, we are paving the way to their professional worlds, communities and future careers. By being committed educators who not only survive in the new circumstances, but thrive now and later on, when “things come back to normal”, we make the best out of teaching and learning today. Adapting to the “new normal”, by blending approaches, by adopting different strategies and by being flexible, we can make the new assessment practices sustainable in our classrooms, whether synchronous or asynchronous online, or face-to-face at school. We'll see how ed-tech has augmented teaching and learning. We'll examine protocols for looking at student work as tools for reflection and refinement. We'll look at some examples of formative and summative assessment practices that are applicable in virtual learning environments.

Grade level: K-12