

ARIZONA ASSESSMENTS CONFERENCE

Integrating assessments, standards, and accountability
for student success

Tuesday, September 17, 2024 – Session Details

General Session: 8:30am – 10:00am

Keynote Address: 9:00am – 10:00am

Keynote Address: “*Timeless Essentials*” for Creating *Integrated Units of Study*

Description:

Larry Ainsworth will debut his newly published book series: “*Timeless Essentials*” for Creating *Integrated Units of Study*, a unique three-volume, how-to guide that PreK-12 educators can use to create or enrich units of study with indispensable elements that fully integrate instruction with students’ learning.

During his keynote, you will learn how to improve your assessment literacy to write or select *quality* end-of-unit assessments—with the aid of A.I.-generated questions—that are a blend of multiple-choice and constructed-response questions. You will see a simple, “tried-and-true” format for creating student-friendly Scoring Guides to expedite the scoring of students’ assessment responses. After designing the comprehensive, end-of-unit assessment, educators critique the assessment questions with Quality Control Checks to *confirm* that their questions are now ready to administer to students so they can receive *quality* feedback of their students’ learning!

Larry will preview *all* the integrated elements of the series so you can learn: (1) how the whole system works together to positively impact instruction and student learning, (2) how to identify specific elements you may want to add to your own existing units of study, and (3) how to use A.I. throughout the entire ITLS process to assist busy educators in easily *using* the process after first *learning* the process.

Presenter: Larry Ainsworth

Larry Ainsworth is the author or co-author of more than 20 books, including his most popular titles: *Rigorous Curriculum Design*; *Common Formative Assessments 2.0*; *Prioritizing Common Core State Standards*; *Power Standards*; “*Unwrapping*” *Common Core State Standards*; and “*Unwrapping*” *the Standards*.

Larry’s comprehensive new book series, *Integrating Teaching and Learning: “Timeless Essentials” for Creating Integrated Units of Study* (2024), explains and illustrates how PK-12 educators can develop quality units of study that intentionally align standards, assessments, instruction, and data analysis to positively impact student learning.

Currently an independent author-consultant, Larry served as the Executive Director of Professional Development at The Leadership and Learning Center in Englewood, Colorado, from 1999 to 2013. He traveled nationally and internationally to assist school systems in implementing best practices related to standards, assessment, curriculum, and instruction across all grades and content areas. Throughout his career as an education consultant, Larry has delivered keynote addresses and breakout sessions across North America and in Argentina and Switzerland, and regularly worked on-

site and virtually to assist leaders and educators in understanding and implementing "timeless" education practices in all content areas, pre-kindergarten through grade 12.

Drawing upon 24 years of experience as an upper elementary and middle school classroom teacher in demographically diverse schools in several U.S. states, Larry brings a varied background and wide range of professional experiences to each of his presentations.

Since 2020 Larry has been presenting to educators and leaders across the U.S. a series of virtual workshops based on his *Integrated Teaching and Learning System*®, a dynamic unit-design framework that includes: prioritizing and aligning PreK-12 standards, "unwrapping" Essential Standards, writing Student-Learning Targets and Success Criteria, designing quality formative and summative assessments with easy-to-use Scoring Guides, identifying Learning Progressions for daily instruction, planning Quick Progress Checks to provide teachers and students with timely feedback, and creating Standards-Aligned Learning Tasks to engage all learners. If you would like more information about his *Integrated Teaching and Learning System*®, please visit Larry's website at www.larryainsworth.com or contact him directly at larry@larryainsworth.com.

Room: Media Center

Target Audience: All

Breakout Session 1: 10:15am – 11:30am

Breakout Session: *Aligning Success Criteria to Student Learning Targets*

Session Description:

In this interactive session, Larry Ainsworth will present the key ideas about how to align Success Criteria to Student Learning Targets, “timeless essential” elements applicable to all grades and content areas:

Student Learning Targets are simpler statements that communicate to students the complex learning expectations of the standards in age-appropriate language they can understand. *Success Criteria* make clear for learners in specific, objective wording exactly what they need to write, say, and/or do as valid evidence that they have successfully “hit” the Student Learning Target(s). Educators share the Success Criteria with students before unit and daily instruction begins. This will enable students to be *clear* as to how they are expected to demonstrate their learning on whatever type of assessment or task they are asked to complete.

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Room: Cira

Target Audience: All

Breakout Session 1: 10:15am – 11:30am

Breakout Session: *Preparing for Successful MSAA Administration: “It’s a Marathon, Not a Sprint!”*

Session Description:

Preparing for MSAA testing can feel overwhelming, confusing, and tiring before it has even begun. This session will provide an interactive dive into preparation, organization, and the unique administration of the MSAA. Participants will be introduced to an assessment training plan that will minimize stress, keep you on track, and get you (and your students!) across the finish line. This training goes beyond the annual MSAA training modules and highlights ways to make the administration best fit the unique needs of your student. After participating in the session, educators will know how to systematically organize and use test materials, develop a deeper understanding of the inherent flexibility of the assessment to personalize administration, and receive additional tools to aid in the preparation and administration of the MSAA. The session will include these handouts (with editable copies) and hands-on activities to get you ready to stay on pace for administration in 2025.

Presenters:

Anita Franklin, Accessibility Specialist, Cognia

After spending more than 23 years in public education as a special education teacher and district coach, Anita now works as an accessibility specialist at Cognia. In addition to supporting the MSAA team for the past two years, she also works as a dyslexia therapist, providing one-on-one structured literacy instruction to students with reading disabilities.

Megan Bairstow, Cognia

Megan has been in the field of special education for over 20 years. She spent many years in the classroom before transitioning to the field of educational assessment. Megan leads the Accessibility group at Cognia and has been a member of the MSAA team since the very beginning.

Room: Solana A

Target Audience:

- School or District Administrators
- Instructional Coaches,
- Curriculum, Assessment, or Accountability Leaders
- EL Coordinators
- Special Education Leaders
- District Test Coordinators
- Elementary Teachers
- Secondary Teachers

Breakout Session 1: 10:15am – 11:30am

Breakout Session: *A Better Way to Approach Assessment*

Session Description:

We know the state math assessment is a reality of being a classroom teacher, but there is a better way to approach how we prepare our students. Join the ADE Math Team for a session on how to create “problem solvers” and not just “test takers.” We will experience how to dive deeper into math tasks with test items. We will explore the purpose of assessment and how to better prepare our students in thinking classrooms.

Presenters:

Marisa Tualla, K-12 Math Specialist, Arizona Department of Education

Marisa Tualla is a K-12 Math Specialist for the Arizona Department of Education. Previously she worked as a Math Instructional Specialist for the Washington Elementary School District working with curriculum, assessment, data, professional development, and classroom coaching. She has ten years of teaching experience in elementary, middle school, and high school mathematics in Arizona and overseas with the International Baccalaureate program. Marisa earned her bachelor's degree in Elementary Education from the University of Arizona, and her master's degree in Curriculum and Instruction from Grand Canyon University. Marisa is passionate about math education and the belief that all students are mathematicians.

Laurel Cherry, K-12 Math Specialist, Arizona Department of Education

Laurel Cherry comes to the ADE with 23 years of experience in mathematics education. She spent 15 years as a high school math teacher in Arizona and Southern California. Laurel earned her bachelor's degree from Chapman University and her Master of Arts in Education from National University. She has developed and presented professional development at NCTM nationally and regionally, AATM, CMC-South, as well as schools and districts all over the country. Laurel is passionate about working with teachers to share best practices for the math classroom to maximize student success and learning.

Eboney McKinney, Director of Mathematics and Educational Technology, Arizona Department of Education

Eboney McKinney is the Director of Mathematics and Educational Technology for the Arizona Department of Education, Academic Standards Unit. Prior to that, she was a Math Program Specialist for ADE in Exceptional Student Services. Before moving to the ADE, she spent 2 years as a Student Achievement Teacher and 9 years as a Teacher Leader and education advocate in the Sierra Vista Public School District. As a classroom teacher, she taught grades 4, 5, and 6, while advocating for her students and colleagues as President of her local association and as a board member of the AZ Education Association and the AZ Association of Teachers of Mathematics. As an IMPACTS Teacher Leader she facilitated math professional development with the IMPACTS program through the University of Arizona Center for Recruitment and Retention of Mathematics Teachers. She has presented at the local, state, and national levels. She is an active member of the following math organizations: AML, NCSM, ASSM, AATM, and NCTM. She earned her undergraduate degree in Elementary Education from Prescott College and her graduate degree in Mathematics Teaching, and a certificate in Professional Development and Coaching from Mount Holyoke College.

Room: Solana B

Target Audience:

- School or District Administrators
- Instructional Coaches,
- Curriculum, Assessment, or Accountability Leaders
- Special Education Leaders
- Elementary Teachers
- Secondary Teachers

Breakout Session 1: 10:15am – 11:30am

Breakout Session: *Intentional Interventions: Using Universal Screeners and Diagnostics*

Description:

Providing intentional interventions is key to the MTSS model. This session is designed for all K-3 educators, support staff, and school leaders looking to better support their school's reading instruction which can only be done when screeners are followed with diagnostic assessments and ongoing progress monitoring. This session will also provide insight into assessment, data analysis, and instructional applications to support all students.

Presenters:

Katie Lewis, K-5 Literacy and Dyslexia Specialist, Arizona Department of Education

Katie Lewis is a K-5 Literacy and Dyslexia Specialist at the Arizona Department of Education. She has 17 years of K-8 experience as a teacher, reading specialist, and literacy coach in Title 1 districts in the Phoenix area. Katie has her master's degree in elementary education. She currently serves on the board of the Arizona Branch of the International Dyslexia Association.

Holly Herriges, K-5 Literacy and Dyslexia Specialist, Arizona Department of Education

Holly Herriges is a K-5 Literacy and Dyslexia Specialist at the Arizona Department of Education. She holds a bachelor's degree in education with an early childhood endorsement from Northern Arizona University and a master's degree in reading instruction and curriculum from Grand Canyon University. Holly is in her 17th year of education with classroom experience teaching first and fourth grades as well as spending twelve years building a Title I reading program in a public school in Tucson. She enjoys collaborating with fellow educators and empowering them with tools and resources to strengthen their understanding of the science of reading.

Room: Solana CD

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- Special Education Leaders
- Elementary Teachers
- Other: Reading Specialists

Breakout Session 1: 10:15am – 11:30am

Breakout Session: *Formative Assessment within Student Scientific Investigation*

Session Description:

The session provides insights into the designing, using, and evaluating three-dimensional formative assessment tasks. The session focuses on using three-dimensional performance tasks within Gather, Reason, and Communicate Reasoning (GRC) science investigations aligned to Arizona Science Standards. Examples of GRC lessons with both formal and informal performance tasks will be used to engage the participants in analyzing the application of these tasks within elementary and secondary classrooms. The session will feature discussions about the role of reading, writing, and discourse in student science learning and assessment. The role of crosscutting concepts in focusing assessment tasks will be modeled and discussed during the session.

Presenters:

Brett Moulding

Brett Moulding was a high school science teacher for 20 years, the state science specialist, and the curriculum director at the Utah Office of Education for 15 years. Brett served on the National Academies of Science Engineering and Medicine (NAEM) Board on Science Education for 8 years. He served on the committee that developed the *Framework for K-12 Science Education* committee and was a lead writer on *Next Generation Science Standards*. Brett co-directed the committee that developed the NAEM report *Investigations and Design at the Center committee*. Brett served on the NAEP science standing committee and was on the 2009 NAEP Framework Development Committee. He has written four books specific to science teaching and learning.

Currently, Brett is providing science professional development for teachers throughout the U.S. He directs the development of the lesson website Going 3D with GRC and works with teams of teachers who wrote over 400 investigations currently on the website.

Sarah Sleasman, Science and STEM Director, Arizona Department of Education

Sarah Sleasman is the K-12 Science & STEM Director at the Arizona Department of Education. Within this role, Sarah provides updates on standards for science and computer science. She provides professional development and instructional support for integrated standards-based Science and STEM instruction. Sarah has taught in a variety of elementary classes for eleven years. In addition, she works as a Faculty Educator with SRP. Sarah graduated with her Bachelor's degree from Portland State University and a Master's degree from Concordia University in Oregon before moving to Arizona.

Room: Solana FG

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- EL Coordinators
- Special Education Leaders
- Elementary Teachers
- Secondary Teachers

Breakout Session 1: 10:15am – 11:30am

Breakout Session: *You *ARE* a Data Person: Using ACT Online Reporting to Tell Your Unique Data Story*

Description:

It's been said that administering an assessment without a plan to utilize the data is a lost opportunity. Accessing and sharing ACT performance data is instrumental in improving student outcomes, and this session will help you leverage that data. Do you know how to get your data? Have you been asked specific data questions and wished you knew more? Are you familiar with your schools' or district's ACT scores, benchmark percentages, and readiness levels? Participants will learn to utilize and navigate ACT's Online Reporting platform to build (and implement) an ACT plan during this actionable, interactive session. Please bring your laptop!

Presenter:

Jessica Eilertson, Senior Account Executive, ACT

Jessica Eilertson is your Account Executive in Arizona who has been working with assessment data for nearly 20 years. As a former mathematics educator and statewide assessment director, she enjoys helping administrators and practitioners find the value in measuring students' skills in order to improve them. She partners with stakeholders across the state to implement actionable assessment data plans to encourage all students to achieve postsecondary success, regardless of what those plans might be. She is the mother of a wildly fun and willful 5-year-old embarking on Kindergarten this fall!

Room: Solana H

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- EL Coordinators
- District Test Coordinators
- Secondary Teachers

Breakout Session 1: 10:15am – 11:30am

Breakout Session: *Language Assessments: Connecting Language Instruction with Assessment Practices*

Description:

This session will guide educators in using the English Language Proficiency Standards (ELPS) to assess English Learners students (ELs) in the domains of language: listening, speaking, reading, and writing. Join us as we make connections between the language skills outlined in the Performance Indicators (PIs) within the ELPS and how those skills are taught and assessed during Targeted ELD Instruction. Additionally, we will review different ways that students can take responsibility for their academic language development and ownership of their own assessments.

Presenters:

Jane Christie, EL Education Program Specialist, Office of English Language Acquisition Services (OELAS), Arizona Department of Education

As an Education Program Specialist, some of my key responsibilities include supporting LEAs in building and maintaining effective EL programs, providing feedback and ongoing technical assistance to LEAs, completing statewide monitoring of state and federally funded programs, and developing and implementing professional development for effective instruction of English Learners (ELs).

I have been in education for 32 years as a teacher, school improvement coordinator, academic coach, and a principal.

Kayla Oswald, EL Education Program Specialist, Office of English Language Acquisition Services (OELAS), Arizona Department of Education

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Before joining OELAS at the Department of Education, I was a Title I Facilitator and Instructional Coach for five years at a K-8 school in the valley. Leading up to my time in that leadership role I taught fourth grade SEI for seven years, one of those being at an international school in China. I was born and raised in Phoenix and attended local public schools before heading to ASU for both my bachelor's and master's degree programs.

Room: Solana I

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- EL Coordinators
- Elementary Teachers
- Secondary Teachers

Breakout Session 2: 12:45pm – 2:00pm**Breakout Session: *Learning Progressions: The “Building Blocks” of Daily Instruction*****Description:**

In this interactive session relevant to all grades and content areas, Larry Ainsworth will explain and illustrate how to sequence unit instruction with Learning Progressions:

Learning Progressions are the “building blocks” of daily instruction that create the learning pathway through a unit of study. When educators plan their Learning Progressions, from simple to complex, they begin “with the end in mind”, deciding what concepts and skills in the Essential Standards that students must progressively acquire so they can successfully demonstrate their understanding on the end-of-unit assessment. The less-rigorous *supporting* standards in the unit provide the first rungs of an “instructional ladder” that educators use as a tiered support to assist students in this progression of learning. Once these Learning Progressions are determined, the individual teacher and/or collaborative teacher team arranges these “building blocks” in a logical instructional sequence they will follow during the unit.

Presenter: Larry Ainsworth

Larry Ainsworth is the author or co-author of more than 20 books, including his most popular titles: *Rigorous Curriculum Design*; *Common Formative Assessments 2.0*; *Prioritizing Common Core State Standards*; *Power Standards*; “Unwrapping” *Common Core State Standards*; and “Unwrapping” *the Standards*.

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Room: Cira**Target Audience:** All

Breakout Session 2: 12:45pm – 2:00pm

Breakout Session: *“We Aren’t Tested...” and Other Social Studies Myths: Standards and Assessments*

Description:

The greatest myth that circles the social studies classroom is "we aren't tested, so we don't matter." WRONG! This session will prove the importance of social studies to student proficiency, not only on state assessments, but also for college and career readiness. Participants will examine the state academic standards, define disciplinary and academic literacy, and become MythBusters through analysis of the AASA and ACT tests. Through this session, we will shatter other myths like: the content is not present/important, inquiry is hard, writing about history is DIFFERENT, history only requires memorization, and more! Perfect for K-12 educators, instructional coaches, and administrators, this session will require open minds and critical thinkers.

Presenters:

Hannah Rude, Director of K-12 Social Studies and World and Native Languages, Arizona Department of Education

With a decade of experience as a dedicated classroom teacher specializing in Grades 7-12 social studies, including advanced courses, Hannah has not only shaped young minds but has been recognized by educational organizations and parent groups for her outstanding contributions and continues to participate in local and national education organizations. As the Director of K-12 Social Studies and World and Native Languages, she continuously collaborates with internal and external groups to provide professional learning opportunities, provide guidance on the state standards, and support state initiatives on a diverse range of topics across grade levels and content areas. Beyond her professional pursuits, Hannah finds joy in spending time with her three cats and indulging in adventurous games of Dungeons and Dragons with her friends.

Jill Scott, K-12 Social Studies and World and Native Languages Specialist, Arizona Department of Education

Jill Scott serves as the K12 Social Studies and World and Native Languages Specialist for the Arizona Department of Education. Originally from Ohio, she holds a bachelor's degree in International Studies and German and a master's degree in Curriculum and Instruction. Jill has 20 years of combined classroom and curriculum coaching experience in a variety of Social Studies classes as well as ELA and elective courses for grades 5-12. Jill believes the best professional development sessions promote best practices and allow for networking and collaborative opportunities. She is a wife and mother of three tween sons who enjoys travel, reading and solving puzzles.

Room: Solana A

Target Audience:

- School or District Administrators
- Instructional Coaches
- EL Coordinators
- Elementary Teachers
- Secondary Teachers

Breakout Session 2: 12:45pm – 2:00pm

Breakout Session: *Formative Assessment Framework*

Description:

Formative assessment is an ongoing process used by students and teachers to gather and utilize evidence of student learning. This approach aims to enhance understanding of disciplinary outcomes and foster self-directed learning. In this session, participants will explore the rationale, methods, and applications of formative assessment to enhance teaching and learning. They will also engage with the state framework and discover available resources and tools.

Presenters:

Stacy Riccio, Director of Academic Achievement and Inclusive Practices, Exceptional Student Services, Arizona Department of Education

Eboney McKinney, Director of Mathematics and Educational Technology, Arizona Department of Education

Laurel Cherry, K-12 Math Specialist, Arizona Department of Education

ADE cross-program staff committed to scaling formative assessment across the state developed this framework. Staff met monthly to discuss the work of formative assessment scholars and practitioners, integrate formative assessment into their program work with local education agencies (LEAs), and share their experiences engaging in formative assessment with colleagues, schools, and districts. With the shared definitions and mental models developed through this process, ADE staff articulated their understanding of an educational system based on the formative assessment values and practices in this framework, providing a vision of what this could look like in Arizona.

Room: Solana B

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- Special Education Leaders
- Elementary Teachers
- Secondary Teachers
- Other: Special Educators

Breakout Session 2: 12:45pm – 2:00pm

Breakout Session: *Making the Points in Writing*

Session Description:

This session will focus on how to prepare students to effectively respond to writing prompts on the AASA Writing assessment, and in the classroom. We will identify strategies to help students increase the quality of their responses, especially on extended response items. Participants will have an opportunity to use ELA standards to identify key vocabulary in prompts, be introduced to resources available on the Assessments webpages, and to use the AASA Writing Rubrics to evaluate student work to provide feedback to students on classroom assignments. Participants will leave the session with strategies to apply directly to classroom lessons, assignments and formative assessments.

Presenter:

Katie DiTullio, Director of Achievement Assessments, Arizona Department of Education

Katie DiTullio is the Director of Achievement Assessments for the Arizona Department of Education. Mrs. DiTullio taught for more than 10 years in local Arizona schools, with an emphasis in elementary and middle school English Language Arts. Currently, her work includes overseeing the development and implementation of the AASA and AzSCI assessments, which includes item review, data review and reporting, and the creation of ancillary support materials.

Room: Solana CD

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- EL Coordinators
- Special Education Leaders
- District Test Coordinators
- Elementary Teachers

Breakout Session 2: 12:45pm – 2:00pm

Breakout Session: *Developing Effective Three-Dimensional Summative Assessment Tasks in Science*

Session Description:

The session will focus on how to design, build, and use three-dimensional performance tasks to assess learning of science. The session will feature ways to find analogous phenomena to use in assessment three-dimensional science learning. The role of crosscutting concepts in focusing performance tasks will be modeled in the sessions. Participants will have an opportunity to analyze a set of three-dimensional performance tasks aligned to Arizona Science Standards. The session will feature discussions about the alignment of assessment tasks to three-dimensional science standards.

Presenters:

Brett Moulding

Brett Moulding was a high school science teacher for 20 years, the state science specialist, and the curriculum director at the Utah Office of Education for 15 years. Brett served on the National Academies of Science Engineering and Medicine (NAEM) Board on Science Education for 8 years. He served on the committee that developed the *Framework for K-12 Science Education* committee and was a lead writer on *Next Generation Science Standards*. Brett co-directed the committee that developed the NAEM report *Investigations and Design at the Center committee*. Brett served on the NAEP science standing committee and was on the 2009 NAEP Framework Development Committee. He has written four books specific to science teaching and learning. Currently, Brett is providing science professional development for teachers throughout the U.S. He directs the development of the lesson website Going 3D with GRC and works with teams of teachers who wrote over 400 investigations currently on the website.

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Room: Solana FG

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- EL Coordinators
- Special Education Leaders
- Elementary Teachers
- Secondary Teachers

Breakout Session 2: 12:45pm – 2:00pm

Breakout Session: *Increase Accountability Growth and Proficiency Using the ACT College and Career Readiness Standards*

Description:

Want to increase your ADE accountability points in growth and proficiency? Learn impactful processes and tools school and district leaders can use to help teachers strategically identify ACT skills to teach within their classrooms to help their students increase their ACT scores. Utilizing ACT Aspire scores, practice tests and historical data schools can determine what skills and score bands to focus on to move students from one proficiency level to the next.

Presenter:

Amy Hartjen, School Improvement Specialist, WestEd / Quality Schools and Districts

Amy has spent majority of her career in Title I schools as a teacher and administrator, striving for continuous improvement and opportunities for students. Amy uses a data driven approach to guide her decision making. During her time as a principal, the campus earned A+ School of Excellence and Amy was named a Maricopa County Exemplary Principal. She also worked as a district director in research and achievement, curriculum and instruction, and federal projects. With a systems approach, Amy supported teachers, administrators and her colleagues.

Room: Solana H

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- District Test Coordinators
- Secondary Teachers

Breakout Session 2: 12:45pm – 2:00pm

Breakout Session: *Leveraging AZELLA Resources for a Successful Spring Reassessment*

Description:

During this session, participants will receive information on the practical applications of publicly available AZELLA resources. These resources (i.e., Performance Level Descriptors, Test Blueprint, Scoring Rubrics, Item Specifications, and Sample Tests) can be utilized by educators to gauge language domain attainment, and to plan for the provision of multiple opportunities for students to practice demonstrating their English proficiency with confidence when answering questions in the format presented in the AZELLA.

Presenters:

Gabriela Finn, Director of English Language Assessments, Arizona Department of Education

With more than 20 years of experience in second language acquisition in different capacities, Gabriela Finn is passionate about positively impacting the academic trajectories of K-12 students. The current Director of English Language Assessments for the Assessments Section of the Arizona Department of Education (ADE), Ms. Finn has worked as a Spanish and ESL instructor, academic coach, and ELL coordinator. Since 2015, she has focused her talents on the development and revision of Arizona's English language proficiency assessment, AZELLA, with a focus on validity, reliability, fairness, accessibility, and quality.

Magdalena Pacheco, English Language Assessment Development Coordinator, Arizona Department of Education

With more than 25 years of experience in the field of Education in different capacities, Magdalena Pacheco is passionate about learning, growing as an educator, and positively impacting others. The current English Language Assessment Development Coordinator for the Assessments Section of the Arizona Department of Education (ADE), Ms. Pacheco has worked as a K-8 Reading Specialist, Language Acquisition Specialist, Reading Coach, EL coordinator, and K-12 classroom teacher. Ms. Pacheco joined the AZELLA Team in the fall of 2023 to collaborate in the development of new AZELLA items and materials with a focus on Standard alignment. Ms. Pacheco is also responsible for coordinating the Educator Committees.

Room: Solana I

Target Audience:

- School or District Administrators
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- EL Coordinators
- Special Education Leaders
- District Test Coordinators
- Elementary Teachers
- Secondary Teachers

Breakout Session 3: 2:45pm – 4:00pm

Breakout Session: *Quick Progress Checks: Timely Feedback to Adjust Instruction and Learning*

Session Description:

In this interactive session, Larry Ainsworth will discuss the importance of using an “exit ticket” directly aligned to the concept and skill in focus as a brief, lesson closure activity:

Quick Progress Checks are short, in-the-moment, formative assessments that students complete at or near the close of daily instruction. As educators teach students the skills and concepts represented on the end-of-unit assessment, and then assess the students informally with Quick Progress Checks, they are daily preparing their learners for success on the end-of-unit assessment. This timely feedback enables educators to correctly interpret what students need next in their learning and to adjust their follow-up instruction appropriately to meet those learning needs. When the results of these Quick Progress Checks are shared with students, they too can use the feedback to adjust their own learning strategies and move forward in their understanding of each lesson’s learning targets.

Presenter: Larry Ainsworth

Larry Ainsworth is the author or co-author of more than 20 books, including his most popular titles: *Rigorous Curriculum Design*; *Common Formative Assessments 2.0*; *Prioritizing Common Core State Standards*; *Power Standards*; *“Unwrapping” Common Core State Standards*; and *“Unwrapping” the Standards*.

Larry’s comprehensive new book series, *Integrating Teaching and Learning: “Timeless Essentials” for Creating Integrated Units of Study* (2024), explains and illustrates how PK-12 educators can develop quality units of study that intentionally align standards, assessments, instruction, and data analysis to positively impact student learning.

Currently an independent author-consultant, Larry served as the Executive Director of Professional Development at The Leadership and Learning Center in Englewood, Colorado, from 1999 to 2013. He traveled nationally and internationally to assist school systems in implementing best practices related to standards, assessment, curriculum, and instruction across all grades and content areas. Throughout his career as an education consultant, Larry has delivered keynote addresses and breakout sessions across North America and in Argentina and Switzerland, and regularly worked on-site and virtually to assist leaders and educators in understanding and implementing “timeless” education practices in all content areas, pre-kindergarten through grade 12.

Since 2020 Larry has been presenting to educators and leaders across the U.S. a series of virtual workshops based on his *Integrated Teaching and Learning System*®, a dynamic unit-design framework that includes: prioritizing and aligning PreK-12 standards, “unwrapping” Essential Standards, writing Student-Learning Targets and Success Criteria, designing quality formative and summative assessments with easy-to-use Scoring Guides, identifying Learning Progressions for daily instruction, planning Quick Progress Checks to provide teachers and students with timely feedback, and creating Standards-Aligned Learning Tasks to engage all learners. If you would like more information about his *Integrated Teaching and Learning System*®, please visit Larry’s website at www.larryainsworth.com or contact him directly at larry@larryainsworth.com.

Room: Cira **Target Audience:** All

Breakout Session 3: 2:45pm – 4:00pm

Breakout Session: *Secondary Striving Readers: Diagnose and Intervene*

Description:

If you are a secondary ELA teacher, odds are you have readers who need some extra support. However, you might not have the diagnostic data you need to drill down to the specific strands of reading that they need strengthening in. Diagnostic assessments are key because in the upper grades we may already know which students are struggling (which alleviates the need for a screener), but we do need to know specifics of what supports they need. In this session, we will explore diagnostic assessments that can be used with older students, and recommendations for how to intervene based on the diagnostic data. This session is intended for all 6-12 literacy educators to strengthen their current practices in assessment and intervention for older readers.

Presenter:

Lauren Spenceley, Secondary ELA Specialist, Arizona Department of Education

Lauren Spenceley M.Ed. is the Secondary English Language Arts Specialist with the Arizona Department of Education. Lauren provides support to districts, schools, and educators with implementation of Arizona's English Language Arts Standards, with particular focus on grades 6-12, including literacy leadership and impactful professional development. Prior to joining ADE in 2020, Lauren was a secondary ELA classroom teacher, spanning grades 7-12, for over 14 years. During this time, Lauren also developed and taught professional development to ELA colleagues, developed literacy strategies and curriculum at the district level, and lead summer literacy programs for parents. Lauren also sits on the board of the Arizona English Teachers' Association, an affiliate of the National Council of Teachers of English. Lauren is dedicated to promoting adolescent literacy, engendering a love of literature and reading for all students, and empowering fellow educators.

Room: Solana A

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- EL Coordinators
- Special Education Leaders
- District Test Coordinators
- Secondary Teachers

Breakout Session 3: 2:45pm – 4:00pm

Breakout Session: *SPARKL: Shine a Light on Math Assessments*

Description:

SPARKL is a digital learning tool for K-12 teachers and students. It offers a new approach to lesson design and student interaction that enables teachers to focus the learner's cognitive energy on generating the correct responses, checking their understanding, clearing up misconceptions quickly, and getting feedback throughout the learning process. Come see how this exciting new tool can elevate your instruction!

Presenters:

Eric Stuebner, Program Manager of Educational Technology, Arizona Department of Education

Eric is a lifelong educator who joined ADE to lead the effort to publish Arizona's academic standards into a dynamic digital framework. The result of this work is PAASport and ADEL, our new digital library which offers educators the ability to navigate, integrate, and elevate Arizona state standards.

Marisa Tualla, K-12 Math Specialist, Arizona Department of Education

Marisa Tualla is a K-12 Math Specialist for the Arizona Department of Education. Previously she worked as a Math Instructional Specialist for the Washington Elementary School District working with curriculum, assessment, data, professional development, and classroom coaching. She has ten years of teaching experience in elementary, middle school, and high school mathematics in Arizona and overseas with the International Baccalaureate program. Marisa earned her bachelor's degree in Elementary Education from the University of Arizona, and her master's degree in Curriculum and Instruction from Grand Canyon University. Marisa is passionate about math education and the belief that all students are mathematicians.

Room: Solana B

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- EL Coordinators
- Special Education Leaders
- District Test Coordinators
- Elementary Teachers
- Secondary Teachers

Breakout Session 3: 2:45pm – 4:00pm

Breakout Session: *Using AI for Enhanced Student Learning and Authentic Assessment*

Description:

"I'll just use ChatGPT for this" has become the phrase of the past few years, tossed at anything from article summaries to curriculum design. Join us for an engaging exploration of how AI is reshaping instruction and assessment. This session will open with a demonstration of how AI can be used to streamline our jobs as professionals, then demo an AI tutor bot designed for traditional test preparation, illustrating the immediate benefits AI can offer to both students and educators.

We will examine AI-resistant assessments, emphasizing the importance of robust evaluation methods that maintain academic integrity while leveraging AI's capabilities. Key points include:

Raising the Rigor: Discover how increasing assessment rigor not only challenges students but also enhances their performance, with AI playing a crucial role in generating complex and meaningful tasks.

Authentic Assessments: Learn to create genuine assessments through established frameworks like SAMR or TPACK, with AI facilitating deeper learning experiences.

Balanced Approach: Understand the necessity of integrating AI into traditional assessments to create a holistic educational environment. We will also touch upon the role of Generative Pre-trained Transformers (GPTs) in accelerating curriculum creation.

Participants will have numerous opportunities to engage with peers and experiment with various AI chatbot prompts on their devices. Given the novelty of this technology for many leaders, it's essential to provide time for reactions and hands-on experimentation before diving into discussions about the current and future implications of this transformative technology.

Join us to discover how AI can make space for deep learning, transform assessment practices, and prepare students for a future where AI is an integral part of their learning journey. This session is ideal for educators, administrators, and curriculum leaders wanting/needing to create authentic assessments in this new era.

Presenters:

Luke Alpress, Director of Innovative Solutions, Agua Fria Union High School District

Luke is the Director of Innovative Solutions for the Agua Fria Union High School District. His role is to support new technology projects, create innovative solutions for problems, and share those novel solutions between different schools. Luke feels that both staff and student instruction should use the lens of "how would I actually use this", and that staff should reach out whenever they think "there has to be a better way to..." Lately he has spent a lot of time talking within the district and across the state about how AI is transforming work, learning, and assessment.

Drew Olsson, Technology Integration Coordinator, Agua Fria Union High School District

Drew helps sites transition to a more "quality versus quantity" environment in regard to how technology is used within the classroom. He advocates for using technology not just to engage, but to more deeply develop student understanding beyond rote practice or game play. One of his main focuses is preparing educators for a future in which AI is an integral part of the workplace so that they may best prepare students for their futures in an increasingly technocentric world.

Room: Solana CD

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- EL Coordinators
- Special Education Leaders
- District Test Coordinators
- Secondary Teachers

Breakout Session 3: 2:45pm – 4:00pm

Breakout Session: *Meet Navvy: A Fresh Approach to Navigating Student Learning of AZ Standards*

Description:

New for the 2024-25 school year and available now, ADE is providing Navvy to teachers, instructional coaches, interventionists, school/district leaders, and students at no cost. Navvy's formative assessments uniquely harness the power of psychometrics to smartly guide teachers' day-to-day instructional moves. Use standard-by-standard learning checks to reliably diagnose student competency at the moment of need in as few as 6-8 questions. With frequent and trustworthy learning evidence for individual standards, Navvy streamlines measuring learning, allowing educators to focus on changing learning for the better.

See Navvy in action, including:

- Saving time with Navvy's ready-made, bite-sized learning checks
- Monitoring standard-by-standard learning progress in real-time
- Identifying specific learning gaps to guide personalized instruction
- Analyzing student performance data to inform teaching strategies
- Coupling real-time learning evidence with grab-and-go instructional resources to provide personalized supports
- Fostering healthy learning mindsets for students

Presenters:

Alisha Natvig, Senior Product Manager, Pearson

Alisha Natvig serves as the Product Manager for Navvy at Pearson, where she transforms educator insights into purposeful product designs. With over 15 years of experience in developing top-tier learning and assessment products, Alisha excels in crafting solutions that not only meet real-world needs but also inspire and delight users. As a product leader, she's committed to empowering educators and students through user-centered design and impactful product development. Alisha's previous roles include Product Owner, Learning Architect, Business Analyst, and User Experience Designer. She holds a Master's Certificate in Business Analysis from Auburn University, an MBA from Globe University, and a BS from Iowa State University. She is credentialed as a Certified Scrum Product Owner (CSPO)® and a Certified Usability Analyst™.

Dr. Laine Bradshaw, Vice President of Classroom Solutions, Pearson

Dr. Laine Bradshaw is the Vice President of Classroom Solutions at Pearson. As a tenured Associate Professor of Quantitative Methodology in the College of Education at the University of Georgia (UGA), she created Navvy, a student-friendly and learning-focused classroom assessment system, in close collaboration with educators. Navvy leverages proprietary psychometric methods Dr. Bradshaw developed to give short yet reliable, on-demand assessments that celebrate learning achievements and pinpoint student needs. Dr. Bradshaw has a PhD in Research, Evaluation, Measurement, and Statistics and an MEd in Mathematics Education.

Room: Solana FG

Target Audience: All

Breakout Session 3: 2:45pm – 4:00pm

Breakout Session: *Leveraging a District Learning Management System for School Test Coordination*

Description:

We would like to share our experience with leveraging a newly adopted learning management system to better communicate, inform, and collaborate with school-based test coordinators through a series of self-paced training modules to facilitate consistent, successful test coordination in the more than 80 schools across our district. Our district's journey, though unique, can provide the participant with a framework and steps for developing similar training modules to serve the diverse roles involved in state achievement test administrations and other district-level information gathering.

Presenters:

Jon Slingerlend, Achievement District Test Coordinator, Tucson Unified District, Assessment & Evaluation

Jon Slingerlend is a proud 25-year educator in Tucson Unified School District (TUSD), including middle school mathematics instruction and instructional coaching. Currently, Jon is the TUSD District Test Coordinator for Achievement Assessments in the Assessment & Evaluation Department and co-coordinator of school-based test coordinators working across more than 80 schools in the district. In addition, Jon is responsible for management and training for online testing platforms and staff professional development training for online test administration.

Daniel Sanchez, Program Manager of Assessment Systems, Tucson Unified District

Daniel Sanchez is a proud educator in Tucson Unified School District (TUSD) of more than 20 years. Daniel has served as an elementary grade classroom teacher, exceptional educator, and English language development teacher. Currently, Daniel is service TUSD as the program manager of assessment systems and as co-coordinator of school-based test coordinators working across more than 80 schools in the district.

Room: Solana H

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- Secondary Teachers

Breakout Session 3: 2:45pm – 4:00pm

Breakout Session: *Unleashing Potential: Using Assessments to Transform Instruction for English Learners*

Description:

Prepare to embark on a transformative journey in this conference session dedicated to revolutionizing instruction for English Learners (ELs) through innovative assessment practices. In this interactive and engaging presentation, we will explore how assessments can serve as powerful tools to inform and shape instructional practices that cater to the diverse linguistic and academic needs of ELs. Join us as we uncover practical strategies, real-world examples, and collaborative approaches to harnessing the power of assessment to drive meaningful instructional transformation for ELs.

Presenter:

Jen Larson, Director of English Language Development, Litchfield Elementary District

Jen Larson has spent the majority of her two decades in education working with multilingual learners and currently serves as the Director of English Language Development for the Litchfield Elementary School District. She has also served multilingual learners as a classroom teacher, EL Coordinator and Language Acquisition Specialist. Jen creates and delivers professional development on effective ways to increase student achievement by employing EL best practices to meet the needs of second language learners. She collaborates with educators to create classrooms that value English learners and builds on their students' sense of engagement in the ownership of learning. She develops curriculum for English Learners with the goal of accelerating language acquisition. Jen is committed to empowering English learners to reach Proficiency and beyond!

Room: Solana I

Target Audience:

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- EL Coordinators
- District Test Coordinators
- Elementary Teachers
- Secondary Teachers