



NETWORK 2013 Summer Institute
August 6-8, 2013
Nashua High School North

Tuesday, August 6, 2013		
Time:	Activity:	Location:
7:30a	• Breakfast and Check-In	Cafeteria
8:00a	• Moderation Studies: Evaluating Student Exhibitions	Auditorium & Classrooms (see name tag for specific location)
10:00a	• Moderation Studies: Scoring Student Work and Rubrics	Classrooms
12:00p	• Lunch • Site Coordinator Lunch/Meeting with Arnie	Cafeteria
1:00p	• Moderation Studies: Validating Tasks	Classrooms
2:00p	• Snacks Available	Cafeteria
3:00p	• Team Debriefs (facilitated by school site coordinators) • Facilitator/Coach Debrief	See Page 2 for specific locations Classroom TBD

Wednesday, August 7, 2013		
Time:	Activity:	Location:
7:30a	• Breakfast	Cafeteria
8:00a	• Assessment Content Strands – Morning Session	See page 2 for locations
12:00p	• Lunch	Cafeteria
1:00p	• Assessment Content Strands – Afternoon Session	
2:00p	• Snacks Available	Cafeteria
3:00p	• Team Debriefs	Same as day one

Thursday, August 8, 2013		
Time:	Activity:	Location:
7:30a	• Breakfast	Cafeteria
8:00a	• Assessment Content Strands Continue • Principals Development with Bill Bryan	Same as day two B213
10:30a	• School Teams Action Planning (facilitated by building leaders)	Team planning rooms
12:00p	• Lunch	Cafeteria
1:00p	• Tuning Activity – School Action Planning Sharing (facilitated by CSSR)	See page 2 for locations
2:00p	• Snacks Available	Cafeteria
3:00p	• Institute Comes to a Close	

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Moderation Study Overview – Day One

The moderation study is guided by the principle that student and teacher work is examined and judged equitably and impartially. The purpose of the moderation study is to help teachers and students engage in continuous improvement across all NETWORK schools. On the first day of the Summer Institute, all participants will engage in moderation study that will focus on scoring student exhibitions, and student work. Additionally all will participate in a process of reviewing and suggesting improvement in the tasks assigned to generate high quality student work. The exhibitions, student work and assignments to be used have been implemented by members of the NETWORK Performance Assessment Working Group (PAWG) during the past school year and are representative of progress made across a number of NETWORK schools. Student work will be scored against both the rubric developed and used by the PAWG schools and will be rescored against rubrics identified by the PAWG as potential NETWORK wide rubrics. **Please note – ALL summer institute participants to include teachers, students and school principals/superintendents will participate in the moderation study.**

Strand Descriptions (Day Two and Three)

Science and Engineering

Scientists and engineers use technology and mathematics to answer questions and solve problems – by engaging in research and publishing results. Students can do the same thing – through inquiry learning and demonstrating what they learn. After a short review of the principles and practice of inquiry learning, this workshop focuses on assessing student performance. Please bring your own project and plan to inquire into inquiry and assessment for deeper learning. Together, we will build our capacity to motivate students – by engaging them in STEM investigations – in order to create conditions for them to learn what we need them to know and be able to do.

Facilitator – Gregg Sinner, CSSR

Literacy, Inquiry and Authentic Assessment

This workshop will build off the work of the moderation study. What are we hoping our students can do? What assessments and curriculum will best help them get there? What makes a good question--a question that students are invested in answering that has multiple entry points for students of varying skill levels? Using models from an inquiry-based classroom, we will focus on potential-end-of-the-semester assessments. Teachers will have time to revise their own assessments or begin to lay the foundations for new units. Over the two intensive days we will share our experiences from the classroom to support one another's development. Teachers should bring the materials for at least one unit they want to revise or are excited to try in the coming year.

Facilitator – *Joanna Dolgin, NY Consortium Mentor Teacher (East Side Community HS)*

Coaching Discussion and Relationship Between Talking and Writing

A great discussion can bring an important issue to life - challenging cartoony perspectives through opposing viewpoints, evaluating logic and evidence, and considering significance and connections. With sufficient interest and skill, a teacher can plan and coach discussions that translate--pretty directly--into significantly better student writing. In our workshop we will practice some unusual strategies as "discussion coaches" and explore ways of transforming resulting student engagement and understanding into their writing for PBATs.

Facilitator – *Andy Snyder, NY Consortium Mentor Teacher (School of the Future)*

American History and Performance Based Assessments

The relationship between good assessment tasks and in-depth curriculum has not received sufficient notice or understanding. Ideally, interim and summative assessment tasks grow out of rich curriculum and student engagement in that curriculum. This workshop will feature an opening lesson of a Civil War unit, a second lesson that explores reading challenging primary source documents connected to the unit, and a look at PBAT tasks and student responses that grew out of this unit. Sample student papers will also be available for critique and discussion.

Facilitator – *Avram Barlowe, NY Consortium Mentor Teacher (Urban Academy)*

Increasing Student Voice and Choice Within the Learning Community

The student voice and choice seminar will take an extensive look at the possibilities for student voice and choice in all aspects of the educational experience. Participants will delve into an analysis of a student voice rubric developed by a consortium of schools in New York City. Based on this examination participants will be asked to reflect on their own educational experiences and create a draft rubric for the i3 Network. Each attendee will leave the seminar with a personal action plan aimed at advancing voice and choice in their schools. Join us for a time of fun activities, intensive learning and vitally important work.

This seminar is open to all students (up to 3 from each school) attending the summer institute. We would ask that each school identify one student member to initially serve as a team leader. Schools are also being asked to send one adult to this session to support the work of the students. They will also be asked to investigate the significance of voice and choice for teachers in our schools.

Facilitators – *Nelson Beaudoin and Jay Midwood, CSSR*

Mathematics and Performance Based Assessments

This workshop will focus on the design and implementation of performance tasks in secondary mathematics. What kinds of authentic performance tasks in mathematics ignite student curiosity and promote deep, rigorous thinking? How do we design instruction and utilize formative assessment so that our students develop the skills and dispositions necessary for successful performance on open-ended problems and projects? Together we will examine model units and performance assessments, carefully considering our criteria for authentic application of mathematical thinking. Please bring materials for at least one unit of study to revise or develop for implementation in the coming year.

Facilitator – *Diane Kruse, Parker Charter Essential School*

World Languages and Performance Based Assessments

What can my students really **do** in the target language? How can I be sure that they can do more than conjugate verbs and memorize vocabulary? During this workshop World Language teachers will explore how to go beyond the grammar and vocabulary objectives often outlined in textbook units and create authentic learning tasks and assessments that resemble the experiences many of us encountered when first immersed in the target language. Together language teachers will examine the relationship between authentic performance assessment and current second language acquisition research paying close attention to ways we can increase authentic language usage in the classroom so that students can perform in the target language.

Facilitator – *Ruth Whelan, Parker Charter Essential School*

Unified Arts and Performance Based Assessments

This series of workshops will build off the work of the moderation study. We will consider the following questions:

- What forms do authentic assessments take? What do they look like?
- How can authentic assessments in the arts provide students with opportunities to demonstrate deeper and multiple layers of learning?
- What role does inquiry play in creating an authentic learning experience?
- How can we create assessments that invoke real-world applications and tap into higher-level thinking and problem-solving skills?
- Why is it important for students and teachers to examine the processes as well as the products of learning?
- How does inquiry and authentic assessment move students out of the role of

passive student to the active role of decision maker?

- How can authentic assessments enable students to develop a philosophy and an academic process for life?

In order to consider these questions, teachers will learn about “Rich Tasks” and their characteristics. They will examine exemplary examples of authentic assessments and associated rubrics and then delve into their own drafts. Using critique protocols, that can be applied to the classroom, teachers will give feedback to each other and revise their work. Teachers should bring the materials, including the assessment plan, for at least one unit they want to revise or are excited to try in the coming year.

Facilitator – *Hannah Kehn, Boston Arts Academy*

Performance Assessment Working Group (PAWGS)

This seminar will take performance assessment to a new, deeper level. Seminar attendees should be committed to leading their school, and the NETWORK, in the development of methods of assessing student performances. During days two and three of the summer institute participants in this strand will assess what was learned from the moderation day activities and develop a plan to continue with the further improvement of a NETWORK-wide moderation process. This group will continue to meet monthly during the school year. Bring your ideas, dilemmas and inspiration to the work of moving our i3 schools purposefully toward the implementation of meaningful large-scale student exhibitions across the NETWORK. **Please note** – *it is required that each NETWORK school send at least one representative to this seminar. We encourage students to attend this seminar as well! Principals are expected to attend the PA seminar on day two of the summer institute.*

Facilitators – *Meg Maccini (CSSR) and Current PAWGS Teacher Leaders*

Instructional Leadership with School Principals

For principals, this summer's institute will focus on strengthening the instructional leader role. A strong finding of the PAR Board visits across all 13 schools was the need to expand inquiry-based instruction and authentic assessment across the entire faculty. This can only be accomplished by principals taking a stronger instructional leadership role to facilitate the process. A higher level of leadership engagement in the project was a common request by faculty found by the PAR Board. To assist in making this happen, principals will attend the first two days of the institute with their faculty, day one being focusing on moderation studies, and day two focusing on performance assessment. On the morning of day three, there will be a principals only session that will meet to identify strategies for strengthening instructional leadership, and insuring that the skills addressed in the first two days are expanded across all faculty in the coming school year. This approach will be facilitated by brief instructional leadership sessions for principals at the ends of days one and two.

Facilitators – *Bill Bryan (CSSR) and John Freeman (Pittsfield MHS)*

MODERATION STUDY ACTIVITY:

In order to conduct the i3 summer institute moderation study, we are asking for teachers to voluntarily submit a task, accompanying rubrics and student work for validation.

The moderation study is an important part of the i3 grant. The moderation study provides an opportunity for schools belonging to the i3 network a chance to look at student work across the network, to calibrate scoring of the work and have a conversation cross network about assessment tools.

What will happen during the moderation study?

During the i3 summer institute moderation study, participants will assess submitted student work twice. In the first assessment we will use the rubric the teacher initially submitted with the student work. In the second assessment we will use the rubric we are piloting for use across the i3 network. The purposes of putting the student work through two rounds of moderation are to

- Pilot the use of the i3 rubric;
- Give i3 network members the experience of going through the moderation study in our network; and,
- Confidentially provide teachers who submit student work with moderated score using the rubric they submit and the rubric the PAWG group is piloting for i3 network use.

There will be an opportunity for you to receive confidential feedback from the moderation process if you want it. The feedback will be shared on a standard form. Student/teacher and school specific information will be kept confidential. We will be using a system of numbers and letters to organize and identify student and teacher work that will only be known by two people at CSSR. We want to try to gather as much work as possible- ideally in each content area. If you decide to submit work,

- Please remove your name/students' names/school name and any other identifying information – from the student work. We want the information to remain confidential;

- Please include a copy of student work that is “graded or assessed” and an UNGRADED piece of the same work along with the rubric used to assess the work;
- Please fill out a cover sheet (this is attached). The cover sheet will help us to understand the context of your task, how you plan on assessing the task, what components the task includes;
- The cover sheet will also assist us in validating the task (please see attached). Validation refers to a process we apply to assessments to ensure they meet standards of content, skills, reliability and accessibility.
- Please give the student work and task to your Performance Assessment Workgroup contact.

We will be discussing the work we will be using for the i3 summer institute moderation study at our upcoming PAWG meeting on June 4. Depending on how much student and teacher work we receive, we may decide to only use specific pieces as part of the moderation process. We really appreciate your willingness to take part in this important project and to help further our understanding of standards and quality in performance assessments across our i3 network. Please note that depending on how much work we get, we may or may not be able to use submitted work.

Tentative Moderation Study (Summer Institute – Day One) Agenda

(8:00)—Welcome and Student Focus in Auditorium open the institute:

(8:05-8:20) Hook Video

- Steve and Fern suggested the following videos to kick off the conference and hook the participants:
- David Foster Wallace, “This Is Water.” This is a video with Wallace reading his 2005 commencement address at Kenyon College:
<http://vimeo.com/65576562>
- The two videos I think Fern was talking about disengaged students:
http://www.youtube.com/watch?v=D-eVF_G_p-Y
http://www.youtube.com/watch?v=y_ZmM7zPLyI

(8:20-8:40) I3 101 and Assessment Continuum

- Joe: assessment continuum, I3 philosophy on assessment (5 min)
- Laura: explain moderation and some of the vocabulary, as well as the purpose for this moderation study (5 min)
- Caitlin/ Kelly: an intro to exhibitions, directions for exhibition moderation, tell folks about the “chalk talk” we want them to participate in outside of cafeteria during break (10 min)

(8:45-9:10) View video of exhibition, provide time to score on QPA rubric, use poll everywhere (groups divided already with color coded dots on nametags)

(9:15-10:00)—Groups break out into classrooms

- a. Set norms
- b. Explain the goal of this breakout session.
- c. The group will discuss their scoring and come to a consensus for each category on the rubric. The facilitator will mark scores on a larger rubric.

(10:00-10:15) Break

- a. Chalk talk in hallway outside of cafeteria: what did we learn about exhibitions? How are they related to what we know about authentic assessments and performance tasks? Debrief in consideration of the fact that some schools use this practice and others don't—people may have questions!

(10:15) Student work moderation (see student work moderation protocol)

(12:00-12:45) —Lunch

(1:00-2:30) Task Validation Moderation (see QPA's task validation protocol T3-T8)