



Institute on Critical Issues: Assessment

July 17–19, 2014

Elmhurst College, Elmhurst, IL



Welcome from the Institute Chair



The role of assessment in education has dramatically changed in the past few years. Just as schools are evolving into learning communities where all students must meet increasingly more rigorous standards, so too has assessment begun to move from serving as a means of delineating “achievers” from “non-achievers” to a complex practice that needs to be ongoing, balanced, and used to support student learning. Furthermore, not only do assessments need to support learning, but they must also drive classroom teaching practice, curricular and program decisions, and teacher evaluations. Truly useful assessment must service all stakeholders: teachers, students, and administration. It must yield data that will drive instruction, support better teaching and learning, and serve as an impetus to improve curricular models.

I am honored to chair the first Conference on English Leadership’s Institute on Critical Issues. We have chosen to tackle the topic of assessment: formative and summative assessment to improve teaching and learning, assessment of teachers, and assessment of school curricular programs. I invite you to join other teachers, teacher-leaders, and administrators from all over the country for three days this summer, as we focus on multiple aspects of assessment.

Daily speakers will enrich our knowledge of assessment, and individuals and small groups will have the opportunity to work together to explore areas of interest related to assessment. We will examine, research, collaborate, write, and share our three-day findings with one another and with a wider audience via publishing opportunities. Evenings will be spent networking, socializing, and sharing experiences. Educational technology experts will share with us ways to enhance assessment opportunities in the classroom.

I welcome your participation as we work together to articulate ways to effectively utilize high-quality assessments as tools to advance learning, improve teaching, and create innovative educational programs.

Edie Weinthal
Chair, CEL Summer Institute on Critical Issues: Assessment

For more information, visit www.ncte.org/cel/institute.

Keynote Speakers



Beverly Chin

Beverly Ann Chin is director of the English teaching program and former director of the Montana Writing Project at the University of Montana. Beverly received the 2012 NCTE Distinguished Service Award and the 2005 Rewey Belle Inglis Award for an Outstanding Woman in English Education. Beverly was a board member of the National Board for Professional Teaching Standards and the senior project consultant for the 2011 NAEP Writing Framework. With over 35 years of experience in literacy education, Beverly is a passionate advocate of professional development for all educators (K–U).



Scott Filkins

Scott Filkins has worked as an educator in the Champaign, Illinois, schools in a variety of roles, including English teacher and department chair, reading teacher, instructional coach, and (currently) curriculum coordinator for secondary English language arts. He co-directs the University of Illinois Writing Project, and served on the NCTE assessment task forces that produced two position statements: *Machine Scoring Fails the Test* (April 2013) and *Formative Assessment That Truly Informs Instruction* (October 2013). He also won the James N. Britton Award for his book *Beyond Standardized Truth: Improving Teaching and Learning through Inquiry-Based Reading Assessment* (NCTE, 2012).



Tamara Maxwell

Tamara Maxwell is the English language arts consultant for the Wisconsin Department of Public Instruction. Through developing partnerships with diverse stakeholders and by leveraging technology, Tamara creates and curates English language arts and literacy resources to support systematic and sustainable professional learning around standards-based instruction and assessment. Prior to working at the Wisconsin Department of Public Instruction, Tamara served as an English teacher and an instructional coach at Kimberly High School in Kimberly, Wisconsin.



Scott Eggerding

Scott Eggerding is the director of curriculum and instruction at Lyons Township High School in La Grange, Illinois, where he started his career as an English teacher 22 years ago. As an English teacher, creative writing instructor, teacher-leader, division chair, and district administrator, he has always experimented with and encouraged best practice in developing assessments.



Katherine Smith

Katherine Smith is presently the coordinator of assessment and research at Lyons Township High School in La Grange, Illinois, and was previously an assistant principal and curriculum coordinator for Chicago Public Schools. Katherine has presented on advanced placement at the Annual Advanced Placement Conference, at the College Board's Equity and Access Conference, and for the National Governor's Association. Katherine has a passion for formative and summative assessment development and for teacher education in these areas.



Karen Raino

Karen Raino is the language arts division chair and EL coordinator for Lyons Township High School in La Grange, Illinois. She has a particular interest in writing instruction and using formative assessment to promote student learning during the writing process. She is an active member of NCTE and CEL and has been a teacher consultant for the Chicago Area Writing Project.

Additional Speakers
Representatives from PARCC and Smarter Balanced will be speaking during the Institute. Technology companies Academic Merit and ThinkCerca will also be available.

To register, visit www.ncte.org/cel/institute or call 877-369-6283.

Institute Strands

Select from one of three strands for focused, collaborative work during the Institute. The following essential questions will drive work in the various strands.

Using Formative and Summative Assessments to Improve Teaching

- What are some of the defining characteristics of successful formative assessments?
- What information can formative assessment give students in order for them to take ownership of their learning?
- What technology tools assist in the creation, collection, and evaluation of formative assessment?
- How do we evaluate data?
- How do we design assessments that give teachers the information they need to know?

Assessment of Teachers

- How do we deal with difficult conversations?
- What are ways to motivate a difficult teacher?
- How do we promote teacher reflection?
- How do teacher evaluation plans become a high-leverage professional development opportunity?
- How do we adapt our evaluations for content or special area teachers?
- How do we translate observation into text?

Assessment of Curricular Programs

- How do we know if a particular program is effective?
- How do we track data to evaluate these programs?
- What measures already exist to evaluate curricular programs?
- To what extent does the evaluation of these programs bring about change and/or improvement in the programs?

Registration

Institute Registration Rates

- NCTE and CEL member: \$300
- NCTE member only: \$325
- Nonmember: \$375

Institute registration also includes wi-fi accessibility, on-campus parking, and the following meal events:

- Thursday: dinner
- Friday: breakfast and lunch
- Saturday: breakfast and lunch

Housing

All events will take place at Elmhurst College. Optional dorm accommodations are available for an additional fee.

Dorm pricing includes housing for three nights, July 17–19.

- Single Dorm Room: \$180
- Double Dorm Room: \$114 (per person)

Several hotels are also located near Elmhurst. For complete housing information, visit www.ncte.org/cel/institute.



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2014 CEL Summer Institute
National Council of Teachers of English
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