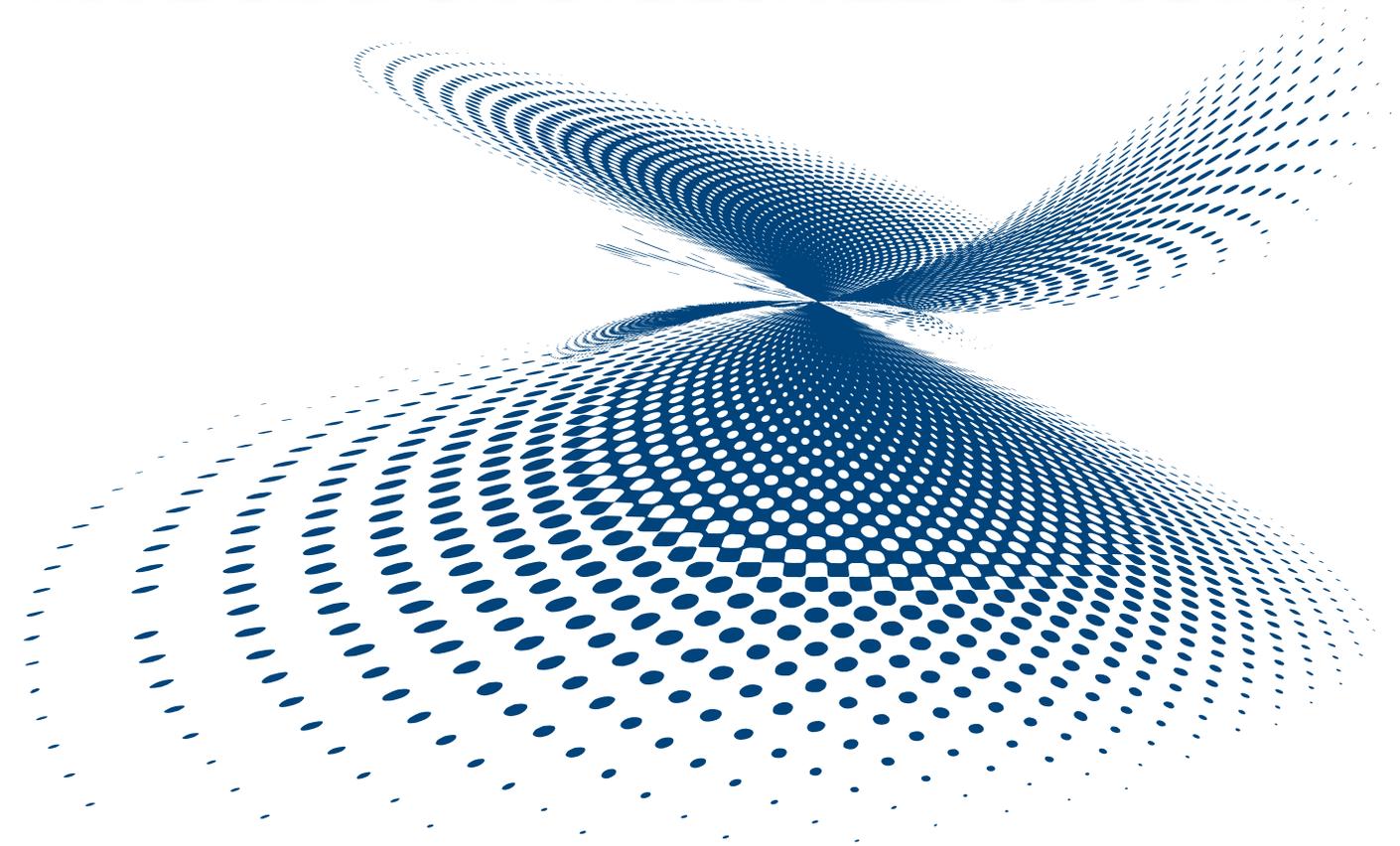


ACTIONS THAT MATTER...

TRANSFORMING AND PERSONALIZING EDUCATION



NHASCD IS PROUD TO ANNOUNCE OUR 2017/2018 CONFERENCE SERIES

Conference Site: Grappone Center, Concord, NH

OCTOBER 13, 2017 • Jay McTighe

Personalizing Education Through Understanding-Based Curriculum and Authentic Assessment

JANUARY 12, 2018 • Tom Guskey

Leading the Way: Transforming and Personalizing Student Grading and Reporting

MAY 11, 2018 • Zaretta Hammond

Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students

8:00-8:45am: Check-in, Visit Exhibits, Breakfast

8:45am-3:30pm: Welcome and Conference Presentation

TO REGISTER: Go to www.nhascd.net

QUESTIONS? PLEASE CONTACT:

Christopher Harper, NHASCD Executive Director

Email: nhascd@nhascd.org

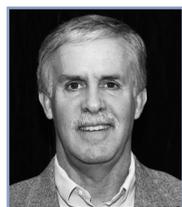


NHASCSD's Mission is to serve as a catalyst for conversation and action to inspire excellence in teaching, learning and leading. We believe that everyone learns best when healthy, safe, engaged, supported and challenged.

Actions That Matter...Transforming and Personalizing Education is the theme for the 2017–18 NHASCSD Conference Series. Registration includes free parking and resource materials, breakfast and a full buffet lunch; opportunities to reflect on the presenters ideas and strategies for improving teaching, learning and leading; time for talking with exhibitors about their programs, products, and services: raffle prizes; and the opportunity to extend your learning through an online platform. ■ **Cost for each conference is \$195 for NHASCSD members, \$245 for nonmembers; teams of 5 or more receive a 10% discount.**

Conferences

Session 1 • October 13, 2017



JAY MCTIGHE

Personalizing Education Through Understanding-Based Curriculum and Authentic Assessment

As New Hampshire schools strive to fully implement competency-based education, there is a need for guidance on developing rigorous instructional materials and assessments that allow students to learn and demonstrate their proximity to competency mastery. Thoughtful, planned design is critical in creating a rigorous learning environment. This workshop will examine a “blueprint” to guide construction of an understanding-based curriculum helping participants on that journey. It will identify the key competencies at the center of a modern education and present a set of practical and proven design tools for developing authentic performance tasks and associated rubrics. A personalization matrix for addressing the needs and interests of students, part of this design process, will be examined. In addition, a personalized and competency-based approach to grading and reporting (3Ps model) will be discussed. An excellent list of web-based resources to support these ideas will be available.

Jay McTighe brings a wealth of experience developed during a rich and varied career in education. He served as director of the Maryland Assessment Consortium, a state collaborative of school districts working together to develop and share formative performance assessments. Prior to this position, Jay was involved with school improvement projects at the Maryland State Department of Education where he helped lead Maryland's standards-based reforms, including the development of performance-based statewide assessments. He also directed the development of the Instructional Framework, a multimedia database on teaching. Jay is an accomplished author, having co-authored 14 books, including the award-winning and best-selling *Understanding by Design* series with Grant Wiggins.

FREE TO ALL WORKSHOP PARTICIPANTS: To augment the workshop learning experience, a robust set of resource materials will be available on EduPlanet21. Participants will be encouraged to view and learn from these materials created by Jay McTighe and to interact with other inquisitive, like-minded educators to form a community of practice around understanding-based curriculum development and authentic assessment. Participants will be encouraged to develop and share their work on the site.

Session 2 • January 12, 2018



TOM GUSKEY

Leading the Way: Transforming and Personalizing Student Grading and Reporting

Effective standards-based grading and reporting requires more than just a new report card — it means reframing all of the ways we communicate information about student learning. What are effective grading and reporting policies and practices? How does fairness and honesty in grading affect the reporting of student learning progress that allows for a meaningful conversation between the school and home? Are there new reporting structures that could assist this communication to reduce negative consequences for students, teachers and schools? Reflecting on the purpose, product and process of that communication is critical. This presentation describes the development of grading and reporting systems that consider not only report cards but also other means of communication between schools and homes. The role of rubrics during the process will be emphasized. Participants will leave with new understandings about how standards-based reporting systems and other mechanisms can be used to open communication pathways that encourage family involvement and facilitate student learning.

Thomas R. Guskey, Ph.D., is Professor of Educational Psychology at the University of Kentucky and known throughout the world for his work on student assessment, grading and reporting, professional learning, and educational change. A graduate of the University of Chicago, he began his career in education as a middle school teacher, served as an administrator in Chicago Public Schools, and was the first Director of the Center for the Improvement of Teaching and Learning, a national educational research center. Dr. Guskey served on the Policy Research Team of the National Commission on Teaching & America's Future. He is the author/editor of 21 award-winning books and more than 250 book chapters and articles. His most recent books include *On Your Mark: Challenging the Conventions of Grading and Reporting* (2015), *Answers to Essential Questions about Standards, Assessments, Grading, and Reporting* (with L. Jung, 2013), and *Developing Standards-Based Report Cards* (with J. Bailey, 2010).

8:00-8:45am • Check in and pick up handout materials; enjoy a continental breakfast; visit with exhibitors to learn more about graduate programs, instructional books and resources; and network with other conference participants.

8:45-9:00am • Enjoy the slide show about NHASCD's priorities and recent activities; meet those at your table; get ready for a worthwhile and enjoyable day!

9:00am-3:00pm • Interactive presentation by the conference speaker, with mid-morning break and a break at noon for buffet lunch and visits with exhibitors and colleagues.

3:00-3:30pm • Wrap up and raffle prize drawings

Session 3 • May 11, 2018



ZARETTA HAMMOND

Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students

This workshop will explore how culture programs the brain to process data and effect learning, including the 10 key moves to build students' learner operating systems to prepare them to become independent learners. Learning how to take advantage of the cultural tools students bring to classrooms, teachers can use this "cultural capital", inherent in all individuals, to effectively get students to learn. Culturally responsive teaching isn't the same as multicultural education, but is about helping students reach deeper levels of understanding. It builds students' brainpower by improving information processing skills using cultural learning tools. In this workshop, the teacher will learn to be responsive to students by mirroring the brain's memory systems for processing information. These memory systems include music, repetition, metaphor, recitation, physical manipulation of content, and ritual. Neuroscience teaches that forming trusting relationships by using the cultural orientation called "collectivism" with students augments learning by preventing mistrust stress hormones from blocking cognition. This mindset, not a program or set of strategies, can be grown in all teachers to positively impact each student in the classroom.

Zaretta Hammond is a former classroom English teacher who has been doing instructional design, school coaching, and professional development around the issues of equity, literacy, and culturally responsive teaching for the past 18 years. She teaches as a lecturer at St. Mary's College's Kalmanovitz School of in Moraga, California.

In addition to consulting and professional development, she has been on staff at national education reform organizations, including the National Equity Project and the former Bay Area School Reform Collaborative (BASRC). She has trained instructional coaches in reading development, especially targeted at students of color and English learners. She is regularly invited to present at regional and national conferences. She has authored articles that have appeared in publications such as *The Phi Delta Kappan*.

2017/2018 CONFERENCE REGISTRATION INFORMATION

PLEASE NOTE: Registration is available on-line via www.nhascd.net (just click on the links to Cvent on-line registration under each presenter's photo).

\$195: NHASCD Members \$245: Nonmembers

1 • School/ district teams. Teams of five members or more, registering at the same time and for the same conference, are eligible for a 10% discount.

2 • Not sure if you're a current member of NHASCD?

Email nhascd@nhascd.org (Please note that NHASCD is an affiliate of ASCD; however they have separate membership fees.)

3 • After paying the non-member price for one conference, you pay only the member registration fee for NHASCD events for the following 12 months.

4 • Substitutions: Prior to a conference, please e-mail nhascd@nhascd.org with the names of any substitutes for registered attendees.

5 • To be environmentally friendly workshop handouts will be available on-line through EduPlanet21.

6 • Registration cancellations: There is a \$30 processing fee for cancellations made 14 days or more before a given conference or if 13 days or less, you are responsible for the full registration fee.

7 • "No-shows" are still responsible for the full person registration cost of the conference: there are no refunds.

8 • Conference program cancellation: NHASCD reserves the right to cancel or postpone conference due to inclement weather or the speaker's inability to present. If a speaker is unable to present due to an emergency, NHASCD reserves the right to substitute another speaker. Registrants will be notified of any such changes.

9 • Earn Graduate Credit through Plymouth State University!

Contact Beth Beaulieu at NHASCD conferences or email babeaulieu@plymouth.edu.

