



Arizona Department of Education

# ARIZONA ASSESSMENTS CONFERENCE

Integrating assessments, standards, and accountability  
for student success.

## Monday, September 26, 2022 – Session Details

**General Session: 8:30am – 10:00am**

**Keynote Address: 9:00am – 10:00am**

### **Keynote Address: *Leading in a Growth Mindset Culture***

#### **Description:**

When leaders amplify healthy mental models, and design out the problematic ones, then everyone – staff, students, and community – gain significantly. The problem is those mental models often lie hidden from everyday view and can be resistant to change even when they are uncovered. In this keynote, James Nottingham – a former school leader and now owner & director of six companies – will share the best strategies he has discovered for creating a growth mindset culture through the wise reshaping of mental models. He will pay particular attention to common mental models about challenge, progress and grades, behavior, and collective efficacy.

He will help participants to think about leading in a growth mindset culture by reflecting on the following questions:

1. How can leaders best support the development of growth mindset in their school?
2. What mental models underpin the successful use of growth mindset and which ones get in the way?
3. Do you have a performance-related or learning-related focus in your school (NB. Growth mindset is only compatible with the latter!)

#### **Presenter: James Nottingham, Challenging Learning**

James Nottingham is the creator of The Learning Pit as well as a sought-after keynote speaker and author of 11 books about teaching, learning, and leadership. He is best-known for creating the Learning Pit, a world-renowned model for enhancing curiosity, determination, and strategy. He co-founded Challenging Learning in 2006 to share some of the best ways to strengthen learning in schools, nurseries, and colleges. His company now employs 10 staff in seven countries: the UK, the USA, Denmark, Norway, Sweden, Australia, and most recently Japan.

Growing up, James was one of the ‘naughty kids’ at school; he spent more time on detention than he cares to remember and was expelled twice from secondary school. At 16, his father kicked him out, leading to an itinerant life of farm and factory work before finding his feet as a school volunteer in squatter camps in apartheid South Africa. On his return to the UK, he took a job as a teaching assistant at a school for deaf children before training to be a teacher. In 1999, James appeared in a TV documentary about Philosophy for Children (P4C), leading to many invitations from schools wanting to learn more about how he was leading learners. It was his quest to reach more and more educators and learners that led to his founding of Challenging Learning and his work around the world.

**Room:** Media Center

**Target Audience:** All



**Breakout Session 1: 10:15am – 11:30am**

**Breakout Session: *Creating a Learning Culture that Promotes Progress* – *Creating an emphasis on progress so that all students thrive and grow***

**Description:**

This session will help participants to:

- Place an emphasis on progress to lead enhanced achievement for all
- Understand how research (e.g., Hattie's Visible Learning and Dweck's Mindset) can be used to identify activities that will have a high impact on student progress
- Discover which forms of praise and reward actually slow student progress – and what can be done to change this
- Look at ways to use feedback to enhance student progress and achievement

James Nottingham combines a rare depth of understanding about growth mindset theory and practice, together with his analysis of impact data, to give excellent insight into how to improve progress for all students.

**Presenter:**

**James Nottingham, Challenging Learning**

James Nottingham is the creator of The Learning Pit as well as a sought-after keynote speaker and author of 11 books about teaching, learning, and leadership. He is best-known for creating the Learning Pit, a world-renowned model for enhancing curiosity, determination, and strategy. He co-founded Challenging Learning in 2006 to share some of the best ways to strengthen learning in schools, nurseries, and colleges. His company now employs 10 staff in seven countries: the UK, the USA, Denmark, Norway, Sweden, Australia, and most recently Japan.

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**Room:** Cira

**Target Audience:** All



**Breakout Session 1: 10:15am – 11:30am**

**Breakout Session: *What Elementary Science Educators Need to Know About Performance Tasks***  
*(session repeats)*

**Description:**

With new standards come new ways of assessing students' understanding of disciplinary core ideas. The 3-dimensional shifts in instruction require shifts in assessment. One new shift is the use of a performance task to assess students' sense-making. During this session, participants will get an overview of what a performance task is, the key components that make up a performance task, and will utilize a task screener tool to evaluate a performance task.

**Presenters:**

**Rebecca Garelli, Science & STEM Specialist, Arizona Department of Education**

Rebecca Garelli currently serves as the Science & STEM Specialist at the Arizona Department of Education. Through this role, Rebecca develops and facilitates professional learning opportunities focused on implementing the 3-dimensional Arizona Science Standards. She also provides updates and supports for both computer science and science standards. Rebecca has been a professional educator for 19 years, focusing much of her career on teaching middle school math, science, and engineering and has also been a Science Educational Consultant since 2009 and Freelance Science Curriculum Writer since 2015. Rebecca has earned a B.S. in Elementary Education from DePaul University and a M.Ed. in Science Education from Loyola University Chicago.

**Sarah Sleasman, Science & 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 A

**Target Audience:**

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

**Breakout Session 1: 10:15am – 11:30am**

**Breakout Session: *English Language Proficiency Standards and Assessment of Language Development***

**Description:**

This session is designed for instructional leaders who are leading and supporting educators of English learners (ELs). During this session, we will highlight Arizona's 2019 English Language Proficiency (ELP) Standards, which are to be used in tandem with Arizona's academic and content standards when instructing ELs. Participants will leave with an understanding of how to utilize the modes of communication and the language skills of the ELPS to then determine how to assess and gather data on each EL student's language learning. We will look at various types of formative and summative assessments that may be used to gauge their language learning on the day to day.

**Presenters:**

**Denella Kirkland, Virtual Professional Learning Specialist, Office of English Language Acquisition Services (OELAS), Arizona Department of Education**

Denella Kirkland is the Virtual Professional Learning Specialist with the Office of English Language Acquisition Services (OELAS) at the Arizona Department of Education. In her role, she creates, facilitates, and supports a wide range of professional learning opportunities for administrators, educators of English learners, and instructional leaders across Arizona. Prior to joining OELAS eight years ago, she was a classroom teacher and had the opportunity to work with educators and students as a Reading Specialist and as a K-8 Academic Instructional Coach.

**Michelle Scott, EL Education Program Specialist, Office of English Language Acquisition Services (OELAS), Arizona Department of Education**

Michelle Scott is an EL Education Program Specialist at the Office of English Language Acquisition Services (OELAS) at the Arizona Department of Education. Prior to joining ADE, Michelle was a high school SEI and ELA teacher. Michelle holds an MAELL from Western Governors University and a BA from Northwest University in her home state of Washington

**Room:** Solana B

**Target Audience:**

- School or District Administrators
- Instructional Coaches
- EL Coordinators

## **Breakout Session 1: 10:15am – 11:30am**

### **Breakout Session: *Empower Students to Use Universal Tools Through Instructional Routines***

#### **Description:**

At the Arizona Department of Education, we want to help you empower your students to use the universal assessment tools that are embedded in the AASA platform so that they can readily showcase their knowledge and understanding. Digital tools are not just for assessment; they can help students achieve in the classroom and beyond. In this session, you will engage with instructional resources that you can use every day to provide rich learning for students as they familiarize themselves with digital tools that help them express their understanding.

#### **Presenters:**

##### **Rob Hilliker, Exceptional Student Services (ESS) Math Specialist, Arizona Department of Education**

Rob Hilliker is a Math Program Specialist for the Arizona Department of Education in Exceptional Student Services. Rob served eleven years as a math educator and four years in leadership positions as a math coach, new teacher induction coach, technology integration coach, and district math specialist. He has provided mathematics professional learning to special and general education teachers as a site and district level as well as through the University of Arizona's Center for Recruitment and Retention Mathematics Teacher Workshops. He also has five years of co-teaching experience and has provided professional learning to teachers so that students with disabilities could effectively engage in grade level standards.

##### **Jenifer Fernandez, ESS Math Specialist, Arizona Department of Education**

Jenifer H. Fernandez has been the Math Program Specialist for the Arizona Department of Education, Exceptional Student Services in the downtown office of Tucson, Arizona since 2019. She obtained both her undergraduate and graduate degrees from The University of Arizona in Education and Mathematics Teaching and Leadership. She is dual-certified in Elementary and Secondary Mathematics with a Mathematics Specialist endorsement. Prior to her position at ADE, she was a mathematics teacher in the Tucson area for 15 years. Her years of teaching experience range from elementary grades through high school math. She has also been a math professional development facilitator at the local, state, and national level since 2006. She is an active member of several math organizations including AML, AATM, ASSM, NCSM, and NCTM. Her philosophy is rooted in that all students are capable of learning mathematics, and it is our responsibility as leaders to empower educators to create a positive culture and mindset around mathematics education.

##### **Mitch Galbraith, ESS Assistive Technology Specialist, Arizona Department of Education**

Mitch Galbraith is an occupational therapist currently working at the Arizona Department of Education as an Assistive Technology Specialist. In this position he supports the assistive technology needs of public and charter schools in central Arizona. Prior to joining the department, he worked in the public schools as an occupational therapist for 17 years, including several years as an assistive technology consultant. He has worked with students with both low-and high-incidence disabilities in a variety of educational settings.

**Sandra Figueroa, ESS Literacy Specialist, Arizona Department of Education**

Sandra Figueroa is a passionate educational leader and advocate for students with disabilities and students who struggle to become literate. She is bilingual/bicultural Spanish, a former bilingual teacher, K-12 literacy director for a large urban district, elementary school principal, high school instructional literacy coach, capacity building coach, previous Structured English Immersion (SEI) instructor, and National Association of Elementary Principals mentor (NAESP). Sandra's mission is to increase culturally and linguistically responsive literacy practices of educators serving students to improve literacy learning for all students, especially the most vulnerable and underserved.

**Room:** Solana CD

**Target Audience:**

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



**Breakout Session 1: 10:15am – 11:30am**

**Breakout Session: *Alternate Assessment Updates for Returning Alternate Assessment Test Coordinators***

**Description:**

Alternate Assessment Test Coordinators and Special Education Directors must navigate several isolated systems to complete tasks and deadlines. This session will provide an overview of each system and instructions for each step to ensure all tasks are completed on time. This session will also provide information and resources needed to comply with eligibility determination and documentation. Lastly, test coordinators will have an opportunity to review MSAA and CAAELP resources to support classroom teachers and related service providers in preparing for and understanding assessment administration for both MSAA and Alt ELPA.

**Presenter:**

**Bethany Spangenberg, Director of Alternate Assessment, Arizona Department of Education**

Bethany Spangenberg is the Director of Alternate Assessment for the Arizona Department of Education and has been in this position since 2017. Her primary responsibilities include managing the development and implementation of state alternate assessments and ensuring compliance with federal and state regulations. Previously, she taught students with emotional disabilities and students with significant cognitive disabilities in self-contained classrooms in both Arizona and Washington State.

**Room:** Solana FG

**Target Audience:**

- Special Education Leaders
- District Test Coordinators

## **Breakout Session 1: 10:15am – 11:30am**

### **Breakout Session: *Formative Assessment and Progress Monitoring in the Secondary ELA Classroom***

#### **Description:**

As part of effective instruction in the secondary (grades 6-12) ELA classroom, it is important for a teacher to know how well students are learning through ongoing progress monitoring. Hougén et al. (2015) note that, “such monitoring of student progress can be challenging for a secondary teacher with 150 or more students each day.” However, it is not impossible - for most students, checking on their progress through in-class targeted formative assessment strategies will provide teachers with helpful information to guide instructional decisions.

This session is intended for all 6-12 literacy educators to strengthen their current practices in formative assessment as ongoing progress monitoring. All participants will walk away with strategies and resources to implement in their classrooms right away, including an appendix of formative assessment strategies that can be used to support immediate and corrective feedback, progress monitoring, and student-to-student discussion and feedback.

#### **Presenters:**

##### **Lauren Spenceley, Secondary ELA Specialist, Arizona Department of Education**

Lauren Spenceley 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 10 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 engendering a love of literature and reading for all students, empowering fellow educators, and celebrating the diversity and richness of the reading experience.

##### **Kim Piranio, Literacy and Dyslexia Specialist, Arizona Department of Education**

Kim Piranio is a Literacy and Dyslexia Specialist for the Arizona Department of Education. Kim provides support to districts, schools, and educators with implementing Arizona's English Language Arts Standards, with particular focus on grades K-5. She works on ensuring implementation of Arizona statutes focused on K-5 literacy and dyslexia. Prior to working for ADE in 2022, Kim was a teacher for 16 years. Her experience was in primary grades 1-3, gifted specialist, reading interventionist and district reading coach. Kim enjoys traveling, baking, and spending time with her dog. She has a curiosity for life and loves to learn and explore new things. As a native of Washington state, she loves being surrounded by trees and mountains, but enjoys the sunshine offered in Arizona.

**Room:** Solana H

#### **Target Audience:**

- School or District Administrators
- Instructional Coaches
- Secondary Teachers





## **Breakout Session 1: 10:15am – 11:30am**

### **Breakout Session: *Looking at the AZ EdTech Standards through the Lens of Formative Assessment***

#### **Description:**

The Arizona Educational Technology Standards integrate with all academic standards to create a multi-modal pathway for all learners. How can the implementation of the Ed Tech Standards along with formative assessment practices help to improve outcomes for students? In this session, participants will take a deeper look at the Arizona Ed Tech Standards to identify opportunities for students to engage in deeper learning experiences, take ownership of their learning, and become more effective learners inside and outside of the classroom. Attendees should bring their laptop or device to this session.

#### **Presenter:**

#### **Alecia Henderson, Computer Science and EdTech Specialist, Arizona Department of Education**

Alecia Henderson is the Computer Science and Educational Technology Specialist in the Academic Standards Section at the Arizona Department of Education. Within this role, Alecia provides updates on standards information regarding computer science and educational technology. This includes providing resources, professional development, and direct support around the implementation related to teaching and learning for computer science and educational technology. Alecia has served in a variety of ways as a classroom teacher, K-8 technology teacher, and instructional coach. She is a passionate about providing educators with tools and resources to support their students in becoming empowered, 21st century learners.

Attendees should bring their laptop or device to this session.

**Room:** Solana I

#### **Target Audience:**

- School or District Administrators
- Elementary Teachers
- Secondary Teachers

## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *Guiding Students Through the Learning Pit***

#### **Description:**

James Nottingham created the Learning Pit to encourage his students to step out of their comfort zone and seek challenges that will deepen their learning. Today, the model is used around the world to enhance students' language of learning, metacognition, resilience, and curiosity. It also helps teachers identify when to move students from surface- to deep-learning, as well as providing a framework for effective questioning.

This session will help participants to:

- Understand how the Learning Pit can be used to encourage learners of all ages to step out of their comfort zone and take on more challenges
- Discover the best strategies for guiding students into and out of the Learning Pit
- Know when to support, when to challenge, when to confuse, and when to engage students so that they move from surface- to deep-learning
- Develop a common metacognitive language for planning and reflecting on the learning process
- Learn how to teach students to use "Pit Tools" so that they grow their independence, resilience, and self-efficacy

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**Room:** Cira

**Target Audience:** All

## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *What Secondary Science Educators Need to Know About Performance Tasks*** *(session repeats)*

#### **Description:**

With new standards come new ways of assessing students' understanding of disciplinary core ideas. The 3-dimensional shifts in instruction require shifts in assessment. One new shift is the use of a performance task to assess students' sense-making. During this session, participants will get an overview of what a performance task is, the key components that make up a performance task, and will utilize a task screener tool to evaluate a performance task.

#### **Presenters:**

##### **Rebecca Garelli, Science & STEM Specialist, Arizona Department of Education**

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##### **Sarah Sleasman, Science & 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 A

#### **Target Audience:**

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

## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *Assessment, Monitoring, and Feedback for English Learners***

#### **Description:**

This session is designed for instructional leaders who are leading and supporting educators of English Learners (EL). During this session, we will look at the four Principles of Arizona's Language Development Approach (LDA) and how these are the foundation to the adopted Arizona SEI Models.

We will take a deep look into Principle 4 of Arizona's LDA, Assessment, Monitoring, and Feedback. This Principle requires educators to utilize diagnostic tools, implement formative assessment practices, and utilize summative assessments to measure the progress of each EL student's language and content learning. We will also discuss how the data collected from assessment practices can and should be used to inform instruction.

#### **Presenters:**

##### **Sarah Ripperger, EL Education Program Specialist, Office of English Language Acquisition Services (OELAS), Arizona Department of Education**

Sarah Ripperger is an EL Education Program Specialist with the Office of English Language Acquisition Services (OELAS) at the Arizona Department of Education. She supports schools and districts in the Greater Arizona area with the implementation and monitoring of EL Programs. Prior to joining ADE, she was an elementary SEI classroom teacher. She later became a K-8 instructional coach for a local dual language school.

##### **Ecaterina Avelar, Lead EL Education Program Specialist, Office of English Language Acquisition Services (OELAS), Arizona Department of Education**

Ecaterina Avelar is an EL Education Program Specialist with the Office of English Language Acquisition Services (OELAS) at the Arizona Department of Education. Ecaterina supports LEAs in the implementation of EL programs and leads and supports EL program monitoring. Prior to joining OELAS, Ecaterina was an EL Coordinator and K-8 Instructional Coach for several years at the elementary and middle school levels, as well as an SEI Elementary Teacher.

**Room:** Solana B

#### **Target Audience:**

- School or District Administrators
- Instructional Coaches
- EL Coordinators

## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *Check This Out! The ADE/ESS Assistive Technology Loan Library and Hands-On Lab***

#### **Description:**

The ADE Assistive Technology Loan Library has over 5,000 items in its inventory, from old standbys to the latest and greatest. In this session you will learn about assistive technology and how to utilize the library and other resources available through the assistive technology team. ADE's four AT Specialists and the Loan Library Program Coordinator will each share some of their recent favorites from our inventory and then turn you loose for a self-guided hands-on exploration of high- mid- and low-tech tools for every content area and every grade level. Borrow any item from us for up to 30 days for free- we pay for shipping both ways to any public district or charter school in Arizona. So, no matter who, what, or where you teach- come check this session out!

#### **Presenters:**

##### **Mike Buckley, MCSE, ATP**

Mike Buckley currently works for the Arizona Technology Access program as the program coordinator for the ADE Assistive Technology Loan Library. He has an electronics and computer background and has been working in the assistive technology field since March 2000. Mike obtained a certificate from the Assistive Technology Access Certification Program (ATACP) at CSUN in 2001 and became a RESNA certified Assistive Technology Professional (ATP) in 2018. Mike has worked in AT positions at UCP of Central Arizona, Scottsdale Unified School District, and through his own company providing assistive technology and computer services for the Rehabilitation Services Administration. He has worked with clients of all ages with a wide range of abilities and challenges. In his current position, Mike is an assistive technology resource to school districts across Arizona. He manages an inventory that includes thousands of assistive technology devices.

##### **Margaret Egan, PT**

Margaret Egan, a licensed Physical Therapist (PT), works at the Arizona Department of Education as an Assistive Technology Specialist. In this position, she supports the assistive technology needs of public and charter schools in Arizona. Prior to joining the Arizona Department of Education, Margaret worked 28 years in a large public school district in southern Arizona, where she developed an interest in Assistive Technology, supporting special education students, teachers, and staff in using a variety of assistive technology tools and strategies.

##### **Mitch Galbraith, OTR/L**

Mitch Galbraith is an occupational therapist currently working at the Arizona Department of Education as an Assistive Technology Specialist. In this position he supports the assistive technology needs of public and charter schools in central Arizona. Prior to joining the department, he worked in the public schools as an occupational therapist for 17 years, including several years as an assistive technology consultant. He has worked with students with both low-and high-incidence disabilities in a variety of educational settings.

**Mary Keeney, M.A., CCC-SLP**

Mary Keeney has been working in Assistive Technology in the K-12 setting for more than 35 years. Mary is a Speech-Language Pathologist and Assistive Technology Specialist and holds graduate certificates in AT from NAU and CSUN. Prior to joining the Arizona Department of Education, she worked as a school-based SLP for 18 years, where she worked with students with both low- and high-incidence disabilities in all kinds of educational settings. Mary has also provided instruction and clinical supervision of SLP students at the university level.

**Laura Wooten-LaFranier, M.Ed.**

Laura Wooten-LaFranier joined the Arizona Department of Education as an Assistive Technology Specialist in 2020. She started her career in education 21 years ago. She first taught as a general education teacher, and later received her master's degree and certification in special education. After leaving the classroom, she pursued her goal to obtain a certificate in assistive technology and later provided public school services in the East Valley as an Assistive Technology Specialist.

**Room:** Solana CD

**Target Audience:** All



## Breakout Session 2: 1:15pm – 2:30pm

### Breakout Session: *Using Effective Feedback to Maximize the Impact of Assessment*

#### Description:

Although feedback is one of the most powerful influences on student learning, one-third of the studies indicate a negative outcome on student learning. How can you ensure that feedback produces positive outcomes? In this presentation, Carmen will share evidence regarding what works and does not work when using feedback and assessment to support student growth, and she will provide steps educators can follow in order to use feedback on assessments most effectively for student growth.

This session will help participants to:

- Understand the research on what works and what does not work with utilizing feedback for learning
- Explore strategies to help students ask key questions to guide their progress and build on their self-assessment capabilities
- Identify characteristics of feedback that are most effective for staff and students

#### Presenter:

##### **Carmen Bergmann, Challenging Learning**

Dr. Carmen Bergmann is Managing Director for Challenging Learning. She is also co-creator for key aspects of Challenging Learning's online services, including book studies, conferences, and lesson plan downloads; host of our introductory and in-depth webinar series; co-author of *School's Out, Learning's In*; and principal author of the Challenging Learning blog. Her excellent reputation for guiding and encouraging staff online and in-person has led to powerful cultural change in pedagogy and leadership around the world.

Before joining Challenging Learning, Carmen was the Assistant Superintendent for a Regional Office of Education, advising and supporting schools in 30 school districts in central Illinois. This followed 11 years as a teacher; nine years as a principal; and three years as Director of Elementary Education. She has a Master's degree in Administration; a Superintendent's Certificate; and an EdD in Education Administration Foundations.

When working with educators, Carmen likes to blend the sharing of high impact, research-based practices with rich dialogue and engagement to embed improvement and progress. Staff at all levels have noted the value and increased impact on school culture and student learning that comes from these continuous action learning cycles.

**Room:** Solana FG

**Target Audience:** All

## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *Building Student Agency to Increase Student Performance: Prepare students to self-assess accurately using formative assessment***

#### **Description:**

Build your knowledge of how to activate students as owners of their learning so that they can take responsibility for and manage their success. Ensure your students understand what they should be learning in the lesson so they can accurately assess their progress toward achieving it.

Easy-to-implement techniques provided in this training support the following key ideas for promoting student agency from Learning Sciences International's Formative Assessment by Dylan William:

- Developing students' self-assessment can dramatically increase their learning.
- Student ownership is activated by giving students more responsibility.
- For students to manage their learning, they should focus on improvement and growth, connecting effort investment to success.

#### **Presenters:**

##### **Mark Francis, Director of Arizona Charter Schools Program, Arizona Department of Education**

Mark Francis, DMA, is Director of the Arizona Charter Schools Program (AZCSP) at the Arizona Department of Education (2009-present). AZCSP is funded by the US Department of Education. Dr. Francis was the founder and Executive Director of Arizona School for the Arts (1995-2007), the nation's first secondary charter school to receive the US Department of Education National Blue Ribbon School Award and the first charter school awarded the Arizona Department of Education Spotlight on School Success. Under his leadership, the school was also awarded a \$300,000 ED CSP Dissemination Grant for the school's professional learning community. Following his retirement in 2007, he helped reconstitute the Arizona Charter Schools Association sponsored by a \$1.5 M grant from the Walton Family Foundation (2007-2008) and later served as Director of New American Schools for Arizona State University's University Public Schools Initiative (2008-09).

Mark has degrees in Music from Augsburg University (BA, 1970). For his work in arts education, he was honored as an Augsburg Distinguished Alumnus in 2017. He completed his DMA at the University of Arizona (1986) and was named Outstanding Graduate Student by the University of Arizona Faculty of Fine Arts and received the Meritorious Performance in Teaching Award from the University of Arizona Foundation.

##### **Kelly McQuaid, Education Specialist, Arizona Charter Schools Program, Arizona Department of Education**

Dr. Kelly McQuaid is an education program specialist at the Arizona Department of Education's Arizona Charter Schools Program. She provides consultation and guidance to schools to design, implement, and evaluate academic and professional development programs and conducts professional learning for principals and teachers. Dr. McQuaid holds a B.A. in elementary education from Arizona College of the Bible, an M.F.A. in writing popular fiction from Seton Hill University, and a Ph.D. in psychology with an emphasis in cognition and instruction from Grand Canyon University. She also holds a Certificate in Teaching English to Speakers of Other Languages from Cambridge and a Certificate in School Management and Leadership from Harvard. Prior to joining ADE, she served as a teacher, English language arts & English language learner director, school development director, and principal.



**Jane Smoudi, Education Specialist, Arizona Charter Schools Program, Arizona Department of Education**

Jane Smoudi is an education program specialist at the Arizona Department of Education's Charter Schools Program. She provides consultation to schools and charter networks in designing, implementing, and evaluating academic and organizational programs and services. Ms. Smoudi is a competitive grant writer for the state agency and a grant evaluator and peer review panel monitor for the U.S. Department of Education. Ms. Smoudi holds a Bachelor of Law in international business and economics, a Master of Education in curriculum and instruction, and an Educational Specialist degree in curriculum, instruction, and professional development. She served as a teacher, academic coach, and principal in PreK-12 education in Phoenix, Arizona. Ms. Smoudi is a Lead Evaluator for Cognia, the world's largest accreditation and improvement network leading external review teams for schools, systems, and corporations in the U.S., South America, the Middle East, and the Far East.

**Room:** Solana H

**Target Audience:**

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

## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *Formative Assessment in Mathematics with Desmos***

#### **Description:**

Desmos is a free online resource that provides gamified experiences for grades 3–12 in Mathematics. Desmos provides rich learning tasks that give your students multiple opportunities to provide evidence of their progress with grade-level content. Engaging in Desmos activities allows students to become more accustomed to online mathematical tools like the universal tools available to students in Arizona's state assessments. Come to this session to experience the gamified learning experiences that Desmos provides. Join us for tips on implementing rich online learning tasks, collecting formative assessment data, and shaping student learning through the Desmos platform.

#### **Presenters:**

##### **Rob Hilliker, Exceptional Student Services (ESS) Math Specialist, Arizona Department of Education**

Rob Hilliker is a Math Program Specialist for the Arizona Department of Education in Exceptional Student Services. Rob served eleven years as a math educator and four years in leadership positions as a math coach, new teacher induction coach, technology integration coach, and district math specialist. He has provided mathematics professional learning to special and general education teachers as a site and district level as well as through the University of Arizona's Center for Recruitment and Retention Mathematics Teacher Workshops. He also has five years of co-teaching experience and has provided professional learning to teachers so that students with disabilities could effectively engage in grade level standards.

##### **Jenifer Fernandez, ESS Math Specialist, Arizona Department of Education**

Jenifer H. Fernandez has been the Math Program Specialist for the Arizona Department of Education, Exceptional Student Services in the downtown office of Tucson, Arizona since 2019. She obtained both her undergraduate and graduate degrees from The University of Arizona in Education and Mathematics Teaching and Leadership. She is dual-certified in Elementary and Secondary Mathematics with a Mathematics Specialist endorsement. Prior to her position at ADE, she was a mathematics teacher in the Tucson area for 15 years. Her years of teaching experience range from elementary grades through high school math. She has also been a math professional development facilitator at the local, state, and national level since 2006. She is an active member of several math organizations including AML, AATM, ASSM, NCSM, and NCTM. Her philosophy is rooted in that all students are capable of learning mathematics, and it is our responsibility as leaders to empower educators to create a positive culture and mindset around mathematics education.

**Room:** Solana I

**Target Audience:** All

## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *Using the Learning Pit to Create a Culture of Learning for ALL Students***

#### **Description:**

The Learning Pit is a framework used to encourage students to step out of their comfort zone and seek challenges to deepen their learning and is perfectly suited to encourage ALL learners to engage in challenge. The Learning Pit is a great tool for encouraging students with disabilities – learning or behavioral/emotional – because it allows for students to enter from where they are in their learning journey. Through the use of ‘Pit Tools’, ALL students can find success in engaging in, challenging, and deepening their learning.

This session will help participants to:

- Identify the underlying concepts in the curriculum that can be used to guide all students into the Learning Pit
- Develop questioning sequences to encourage all students to develop and grow their thinking
- Learn how to provide scaffolding through the Learning Pit to support students who are ‘stuck’ or need additional support

#### **Presenter:**

##### **James Nottingham, Challenging Learning**

James Nottingham is the creator of The Learning Pit as well as a sought-after keynote speaker and author of 11 books about teaching, learning, and leadership. He is best-known for creating the Learning Pit, a world-renowned model for enhancing curiosity, determination, and strategy. He co-founded Challenging Learning in 2006 to share some of the best ways to strengthen learning in schools, nurseries, and colleges. His company now employs 10 staff in seven countries: the UK, the USA, Denmark, Norway, Sweden, Australia, and most recently Japan.

Growing up, James was one of the ‘naughty kids’ at school; he spent more time on detention than he cares to remember and was expelled twice from secondary school. At 16, his father kicked him out, leading to an itinerant life of farm and factory work before finding his feet as a school volunteer in squatter camps in apartheid South Africa. On his return to the UK, he took a job as a teaching assistant at a school for deaf children before training to be a teacher. In 1999, James appeared in a TV documentary about Philosophy for Children (P4C), leading to many invitations from schools wanting to learn more about how he was leading learners. It was his quest to reach more and more educators and learners that led to his founding of Challenging Learning and his work around the world.

**Room:** Cira

**Target Audience:** All

## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *MSAA Solutions***

#### **Description:**

Test administrators experience various challenges when administering MSAA to students with the most significant cognitive disabilities. This session will explain the test design including item development and standards alignment. Participants will hear from a test administrator to explore possible strategies and solutions to address test length while maintaining validity of the assessment.

#### **Presenters:**

##### **Bethany Spangenberg, Director of Alternate Assessment, Arizona Department of Education**

Bethany Spangenberg is the Director of Alternate Assessment for the Arizona Department of Education and has been in this position since 2017. Her primary responsibilities include managing the development and implementation of state alternate assessments and ensuring compliance with federal and state regulations. Previously, she taught students with emotional disabilities and students with significant cognitive disabilities in self-contained classrooms in both Arizona and Washington State.

##### **Kareem Neal, Special Education Teacher, Phoenix Union High School District**

Kareem Neal is a self-contained special education teacher in Phoenix, AZ. He has taught students with cognitive delays for 24 years. He is the 2019 Arizona Teacher of the Year award recipient and is a 2022 inductee into the National Teachers Hall of Fame. He was awarded an honorary doctorate from Northern Arizona University for his contributions to special education in Arizona. He is a 2019-2021 Understood Teacher Fellow. He is on the board of directors for the National Board for Professional Teaching Standards (NBCT), STEM Sports, and the National Network for State Teachers of the Year (NNSTOY).

Kareem's passion is connecting all students in schools, springing from his awareness that students with learning differences did not truly feel like members of their school communities. This led him to evaluate his own educational journey and how students in Black communities often did not feel like education spaces were for them. He is now a restorative justice trainer for the Phoenix Union High School District. He focuses on building community by eliminating bias that comes from a lack of connection with people who are different from each other.

**Room:** Solana A

#### **Target Audience:**

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

## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *Supporting Arizona's English Learners to Accelerate Achievement through Integration of Formative Assessment Practices***

#### **Description:**

In 2019, Arizona rolled out the Language Development Approach (LDA), which outlines the components of Arizona's comprehensive approach to instruction for English learners and includes goals related to the development of language and content knowledge and student agency. The LDA requires that educators understand, value, and leverage students' assets, including language capabilities and cultural knowledge, to inform instructional decision-making. To do this well, teachers and students need a systematic way to collect and respond to evidence of student learning on a daily basis. Formative assessment provides this systematic approach, supporting educators to understand the status of student language and content learning while it is underway and respond to it in a timely fashion. With this approach, students are better positioned to succeed in reaching academic content and English language proficiency standards as measured by the AASA and AZELLA. This session will provide information about how ADE's Unique Populations team is building capacity internally as a means to support district and site leaders, and ultimately teachers and students to do this critical, equity-driven work.

#### **Presenters:**

##### **Melissa Castillo, Associate Superintendent of Equity, Diversity, and Inclusion, Arizona Department of Education**

With over 27 years of experience in education as well as being a published author, Dr. Melissa Castillo is currently serving Arizona's educators and students as the Associate Superintendent of Equity, Diversity, and Inclusion at the Arizona Department of Education. Her professional career includes being a teacher in Dual Language and Bilingual programs, Instructional Coach, Professional Development Coordinator, Secondary Administrator, Curriculum Director, and Educational Lead Consultant for MelCast Educational Consulting. She is committed and passionate about her work with educators across the state and country on planning and implementing asset-based systems and evidence-based instructional practices that meet the needs of all students.

##### **Stephania Lenzi, Deputy Associate Superintendent for Unique Populations, Arizona Department of Education**

Stephania Lenzi, Deputy Associate Superintendent for Unique Populations at the Arizona Department of Education. Stephania Lenzi leads the development and facilitation of professional learning offerings, which cumulatively inform the instructional efforts impacting Arizona's diverse learners. Stephania joined ADE in 2020, where her additional duties include overseeing the implementation of EL, migratory student, and foster and homeless programs and monitoring.

**Room:** Solana B

#### **Target Audience:**

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

## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *Customize and Bundle Items with AzSCI***

#### **Description:**

Join us to take a look inside of AzSCI test items! Learn how to create AzSCI item clusters for your classroom and your students. Gain confidence to *Do-It-Yourself* from our Test Design expert in this interactive session. This session will provide a mix of item-building, phenomenon selection, and Standard alignment for future classroom and district use.

#### **Presenter:**

##### **Denise Stiglich, Senior Assessment Specialist, Pearson**

Mrs. Stiglich's primary roles at Pearson are item and test development. Her responsibilities include preparing test and item specifications; writing, reviewing, and editing items, corresponding with item writers; tracking item and test usage; building and proofing tests; identifying online resources; and classifying online resources according to customer standards and student learning ability.

Mrs. Stiglich has experience working on multiple NGSS and three-dimensional projects. She has trained item writers on these projects, determined how to assign cognitive complexities to three-dimensional items, and written Achievement Level Descriptors.

Before joining Pearson, Mrs. Stiglich was an adjunct science instructor and course designer at multiple colleges. She designed several online chemistry course and taught Chemistry, Physics, Biology, and Earth Science. Prior to teaching at the Collegiate level, Mrs. Stiglich taught Physical Science, Chemistry, and Earth Science at the middle school and high school levels in Southern California.

Mrs. Stiglich holds a B.S. in Chemistry from California State University, Fresno and a M.S. in Chemistry from University of California, Riverside. She is currently working on a M.S. in Pharmacology and Toxicology from Michigan State University. Mrs. Stiglich also hold a Single Subject Teaching Credential in Chemistry in the state of California and continues to further her education by taking courses specifically written to train teachers in the use of NGSS.

**Room:** Solana CD

#### **Target Audience:**

- Curriculum, Assessment, or Accountability Leaders
- EL Coordinators
- Special Education Leaders
- Elementary Teachers
- Secondary Teachers

## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *Learning to Learn***

#### **Description:**

There are many resources available to educators to support the teaching of content and the development of curriculum to cover the intended content, but what is often missing are the resources that will help students 'Learn to be learners.' Carmen will share strategies and frameworks that can be used to teach students 'how' to learn as well as what to learn. She will support delegates in examining the mental models and systems and structures that exist in our learning environments that help students to be ready to learn with a growth mindset. She will explore the external and internal pressures that often prevent students from engaging in challenge and approaching learning with a growth mindset.

This session will help participants to:

- Create a culture in which students talk positively about learning how to learn
- Examine mental models and systems and structures that are helpful and harmful to the learning culture
- Teach students how to learn, including questioning, reflection, and thinking skills
- Encourage the social and emotional behaviors your students will need to grow into expert learners

#### **Presenter:**

##### **Carmen Bergmann, Challenging Learning**

Dr. Carmen Bergmann is Managing Director for Challenging Learning. She is also co-creator for key aspects of Challenging Learning's online services, including book studies, conferences, and lesson plan downloads; host of our introductory and in-depth webinar series; co-author of *School's Out, Learning's In*; and principal author of the Challenging Learning blog. Her excellent reputation for guiding and encouraging staff online and in-person has led to powerful cultural change in pedagogy and leadership around the world.

Before joining Challenging Learning, Carmen was the Assistant Superintendent for a Regional Office of Education, advising and supporting schools in 30 school districts in central Illinois. This followed 11 years as a teacher; nine years as a principal; and three years as Director of Elementary Education. She has a Master's degree in Administration; a Superintendent's Certificate; and an EdD in Education Administration Foundations.

When working with educators, Carmen likes to blend the sharing of high impact, research-based practices with rich dialogue and engagement to embed improvement and progress. Staff at all levels have noted the value and increased impact on school culture and student learning that comes from these continuous action learning cycles.

**Room:** Solana FG

**Target Audience:** All

## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *Arizona's 6-12<sup>th</sup> Grade Writing Standards: Model, Practice, Reflect, and Assess***

#### **Description:**

Along with reading comprehension, writing skill is a predictor of academic achievement and essential for success in postsecondary education and beyond. Students need and use writing for many purposes, including communication, to share knowledge, to support comprehension and learning, and to explore feelings and beliefs. Our students in grades 6-12 especially need help finding success with writing as they progress towards adulthood. According to the Institute for Education Sciences, the most effective evidence-based best practice for teaching writing is through the model-practice-reflect cycle and using assessments of student writing to inform instruction and feedback.

In this session, educators will: examine and break down the 6-12th grade writing standards for argumentative, informative/explanatory, and narrative writing; participants will explore evidence-based best practices for teaching and assessing those writing standards; and will collaborate with other secondary educators to reflect on current teaching practice and how to incorporate their learning into their classrooms. This session is intended for all 6-12 literacy educators to strengthen their current practices in teaching and assessing the Arizona writing standards. All participants will walk away with strategies and resources to implement in their classrooms right away, including a guide full of evidence-based best practices for teaching secondary writing effectively.

#### **Presenters:**

##### **Lauren Spenceley, Secondary ELA Specialist, Arizona Department of Education**

Lauren Spenceley 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 10 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 engendering a love of literature and reading for all students, empowering fellow educators, and celebrating the diversity and richness of the reading experience.

##### **Karen Ten Napel, Literacy and Dyslexia Specialist, Arizona Department of Education**

Karen Ten Napel is a Literacy and Dyslexia Specialist for the Department of Education. Karen supports districts, schools, and educators with the implementation of Arizona's English Language Arts Standards, with particular focus on grades K-5, as well as providing support for the implementation of Arizona statutes focused on K-5 literacy and dyslexia. Prior to working at ADE Karen was a classroom teacher and a reading specialist for thirteen years in Iowa, and then Arizona. In her spare time, Karen enjoys hiking, traveling, and of course reading!

**Room:** Solana H

#### **Target Audience:**

- School or District Administrators
- Instructional Coaches
- Secondary Teachers



## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *Tool Time***

#### **Description:**

AASA assesses the Arizona Standards adopted by the Arizona State Board of Education in 2016. At the Arizona Department of Education, we want to help you to empower your students to use the universal assessment tools that are embedded in the AASA platform so that they can readily showcase their knowledge and understanding. Join us to learn more about the universal tools and accommodations that are available for the AASA for grades 3–8. Attendees should bring their laptop or device to this session.

#### **Presenters:**

##### **Katie DiTullio, Achievement Assessment Content Coordinator – ELA and AzSCI, Arizona Department of Education**

Katie DiTullio is the Achievement Assessment Content Coordinator for the Arizona Department of Education. Previously, Mrs. DiTullio taught for more than 10 years in local Arizona schools, with an emphasis in English Language Arts. Currently, her work includes item development and test construction for the AASA - ELA and AzSCI assessments, along with data review of items and creation of support materials for educators.

##### **Sabiha Klepk, Accessibility Specialist, Arizona Department of Education**

Sabiha Klepk is the Accessibility Specialist for the Arizona Department of Education. In her role, she strives to make statewide assessments accessible to all of Arizona's students. Her work focuses on guiding the development of accommodated forms, assessment accommodations, universal testing conditions, and content and bias reviews. Sabiha's previous experience includes teaching special education, adult education, and working with the community as a social worker in Arizona, Colorado, and Guatemala.

**Room:** Solana I

#### **Target Audience:**

- Special Education Leaders
- Elementary Teachers
- Secondary Teachers