2017

MICHIGAN SCHOOL TESTING CONFERENCE

FEBRUARY 14 – 16, 2017
KENSINGTON HOTEL
ANN ARBOR, MI

SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN

MIEM

MICHIGAN INSTITUTE
FOR EDUCATIONAL MANAGEMENT

CONFERENCE &
EVENT SERVICES
UNIVERSITY OF MICHIGAN

GENERAL CONFERENCE INFORMATION

REGISTRATION INFORMATION

Registration fees include all conference materials, access to MP3 audio recordings of your choice from the two-day conference, breaks, and lunches. Confirmation of your registration will be emailed.

REGISTRATION AND FEES

Early registration is highly recommended. Registrations for the MST Conference received on or before January 27, 2017 receive discounted fees. Registration received after January 27, 2017 must pay the regular fee.

EACH ½ DAY PRE-CONFERENCE WORKSHOP: February 14 $ 90.00

**You must attend the workshop for which you registered **

TWO-DAY CONFERENCE: February 15 and February 16

EARLY Two-Day Fee (received on or/before 1/27/17) $215.00

REGULAR Two-Day Fee (received after 1/27/17) $240.00

ONE-DAY CONFERENCE: February 15 or February 16

EARLY One-Day (received on or/before 1/27/17) $135.00

REGULAR One-Day Fee (received after 1/27/17) $160.00

STUDENT ATTENDEE: (Student ID# is required)

One-Day Fee for Full Time Student $50.00

Two-Day Fee for Full Time Student $100.00

Exhibit Hours:

Wednesday, February 15, 2017 - 8:00 am – 6:00 pm

Thursday, February 16, 2017 - 8:00 am – 3:45 pm

MEALS

Breaks and lunches are provided as part of your registration fee for both the conference workshops and the 2-day conference.

CANCELLATION/REFUNDS

A $25 service fee will be retained for cancellations. No refunds are given for cancellations within two weeks of the conference. Substitutions may be made at any time. If possible, please notify us in advance of the substitution. No refunds are given because of inclement weather, unless the weather results in the cancellation of the day(s) of the conference for which you are registered.

PAYMENT

Payment must be received by the date of the conference or a $25 billing fee will be assessed.

SUBSTITUTIONS

If you find that you are unable to attend the conference, you may send a substitute in your place. The substitute will be eligible to attend whatever days you originally registered for. If possible, please notify us in advance of the substitution.

LOCATION

All conference sessions and meals will be held at The Kensington Hotel, 3500 S. State St., Ann Arbor, MI, 48108, near the intersection of I-94 and State Street, adjacent to the Briarwood Shopping Center. (If you use I-94, then use State Street exit.) Kensington Hotel phone: 1.800.344.7829 or 734.761.7800.

LODGING

Kensington Hotel has overnight rooms that conference participants may reserve. Call The Kensington Hotel directly at 1.800.344.7829 or 734.761.7800 to make a reservation. A special rate of $106 (single or double) is available for those who make their reservations by January 15, 2017.

PARKING

Parking is available at The Kensington Hotel free of charge. Please note overflow parking is next to and behind the Holiday Inn, and in the parking area of Briarwood Mall, closest to The Kensington Hotel. A shuttle will be provided prior to the start and end of the conference each day.

CONTINUING EDUCATION CREDITS

SCECHs will be provided by MIEM

Workshops: 1/2 day Workshops — 3 SCECH credits*

Two-day conference: 3 – 10 SCECH credits*

*Approximate number, pending approval

For Further Conference Registration Information, Contact

MIEM Registrar, 1001 Centennial Way, Ste. 300, Lansing, MI 48917-9279

Phone: 517.327.2589; fax: 517.327.0771 or email: miem@gomiem.org

TUESDAY FEBRUARY 14, 2017

Six half-day workshops are being offered this year on Tuesday, February 14. These workshops deal with a variety of assessment issues that require "hands-on" experience and demand more than the 75 minutes available in our conference clinics. Registration for these workshops is separate from registration for the conference itself.

Meals are included in the workshop registration fees. Extensive materials are provided for workshop participants. Three SCECH credits are available for each workshop attended.

Following are brief descriptions of this year's workshops:

8:00 – 8:30 am
Continental Breakfast

8:30 – 11:45 am
AM Conference Workshops

WS 1 — Developing Performance Tasks for Classroom Assessment
This session will guide participants through the process of developing quality performance tasks for use in classroom assessment. Participants will learn how creating effective assessment tasks requires thinking through curriculum content to establish learning outcomes, the principals of designing performance activities that will allow students to demonstrate their achievement of those outcomes, and how to specify criteria by which they will be evaluated.
Ellen Vorenkamp, Wayne County RESA

WS 2 — Test Administration Basics for New (and Nearly New) Test Coordinators
In this Workshop, the Michigan Department of Education team will provide an overview of how to successfully plan and administer the Spring 2017 M-STEP test.
Phoebe Gohs, Michigan Department of Education

Tina Foote, Michigan Department of Education

WS 3 — Student Learning Objective (SLO) Made Simple!
SLOs are written in the Educator Evaluation Law (PA 173 of 2015) as a way to measure Student Growth for ALL teachers in a fair and equitable system. What if you could simplify the document by combining the components of a SLO into the IDP/PGP process? Learn how a S.M.A.R.T. PGP meets the criteria of a SLO, may be used for student growth, and more importantly, focus on a dialog to improve teaching and learning.
Doug Greer, Ottawa Area ISD

11:45 am – 12:45 pm
Lunch

12:45 – 4:00 pm
PM Conference Workshops

WS 4 — Grading — Standardizing, Aligning and Bringing Coherence to your System
Join this interactive session which will explore current research, interactive protocols, processes, and tools that will prompt a dialogue as to the strengths and challenges of your current system, and support your next steps in creating standardized, aligned and coherent grading practices.
Kristine Gullen, Spring Arbor University

WS 5 — Using Performance Tasks in the Content Areas
Using performance tasks in various content areas can be both challenging and rewarding. They can create a more authentic "snapshot" of what students know and are able to do with relevant information. They also encourage creativity and student engagement. Learn from experts in the field as they discuss the use of their performance tasks in content areas such as science, mathematics, the arts, and social studies.
Valerie Mills, Oakland Schools (Mathematics)

Greg Johnson and Rich Bacalor, Wayne County RESA (Science)

David Hales, Wayne County RESA (Social Studies)

Claudia Burns, Consultant (Arts)

WS 6 — Creating Local Assessment Systems that Build on Student Learning
This session will provide attendees with information and ideas that they can use to consider how to focus and streamline student assessment in their districts and schools, and how to use different types of assessment that will promote student learning and achievement.
Edward Roeber, Michigan Assessment Consortium

Ellen Vorenkamp, Wayne County RESA

Kimberly Young, Michigan Department of Education

Conference organizers retain the right to change the schedule without notice to participants.

8:00 am – 4:30 pm
Registration

8:00 am – 4:30 pm
Conference Exhibits

8:00 – 8:50 am
Continental Breakfast

9:00 – 10:05 am
Opening Keynote

Frank B. Womer Invitational Keynote

Assessment to Inform Learning: The Role of Formative Assessment in a Balanced Assessment System

Margaret Heritage, Senior Scientist, WestEd

Formative assessment is the term used to describe a type of assessment where the focus is on informing learning, rather than measuring it or summing it up. This presentation will address how formative assessment is situated within a balanced assessment system, how principles of learning underlie and are implemented in formative assessment practices, and how student involvement is integral to effective assessment.

10:05 – 10:20 am
Coffee Break/Visit Exhibits Grande Foyer

10:20 – 11:35 am
A Clinics

A1 — A Conversation with Margaret Heritage
Large group presentations seldom lend themselves to productive question and answer sessions. However, some conference participants want to ask questions that invite the speaker to clarify or comment in greater depth about portions of the presentation or to ask about issues the speaker did not address. Here's your chance to have an informal conversation with today's keynote speaker, Margaret Heritage.

A2 — Ethical Tensions in Educator Evaluation
States across the nation, including Michigan, have embraced the notion that teacher and administrator effectiveness should be determined on the basis of student growth in combination with evaluation of educator practice. Complying with current statute presents a number of tensions in educator evaluation that have ethical implications. For example, to what degree can it be principled and ethical to:

- Hold an educator responsible for a group goal in a subject that is not the educator's teaching assignment?
- Collect a sample of teacher practice small enough to make collection feasible?
- Conduct evaluations of teacher practice in subjects the evaluator is not familiar with?
- Use relatively unreliable metrics (of both growth and practice) for educator evaluation?
- Use data from non-randomized student assignment to make causal inferences about educator contributions to student learning?

These ethical considerations should be taken seriously, but are not prima facie justifications for abandoning educator evaluation on the basis of student outcomes and educator practice. The presenters (1) describe the ethical tensions in detail, and (2) offer potential practical approaches to satisfy the tensions.

Joseph Martineau, Center for the Improvement of Educational Assessment

Mark Reckase, Michigan State University

A3 — Getting MSSy: Designing New Assessments for the Michigan Science Standards (MSS)
The new three-dimensional Michigan Science Standards pose unique challenges for developing valid and reliable statewide assessments. This session will shed some light on the process MDE is using to design and validate the new science assessments for Michigan students.

T.J. Smolek, Michiga Department of Education

A4 — Assessment Accessibility Supports and Accommodations
This session will provide updates on MDE's efforts to improve access to the content of the state's assessments for all students, English learners (ELs), and students with disabilities. Participants will be able to review of the functionality of some of the most widely used and currently available online Universal Tools, Designated Supports, and Accommodations to aid in the administration of the spring assessments.

Jen Paul, Michigan Department of Education

John Jacquith, Michigan Department of Education

A5 — Accessing and Using MDE Secure Site for Managing Michigan's Assessments
Users will be walked through the Secure Site for the purpose of the state assessments. The session will include some helpful hints along with instruction to help user's navigate the site effectively.

Tina Foote, Michigan Department of Education

WEDNESDAY February 15, 2017

Conference organizers retain the right to change the schedule without notice to participants.

A6 — Assessment Learning Network

In 2016, the Michigan Assessment Consortium formed the Assessment Learning Network (ALN), a group comprised of Michigan professional education organizations, with the goal of helping educators as well as students to become assessment literate. Starting with MAC-provided assessment learning activities for the ALN members themselves to assist the ALN to become more assessment literate (including presentations from Jim Pellegrino and Margaret Heritage, and an upcoming session with Susan Brookhart), the group will next begin to discuss how such assessment learning activities and resources can be provided to all the members of their professional organizations next school years and become, with the ultimate goal of the ALN making Michigan the state of assessment literacy.

Moderator

Ed Roeber, Michigan Assessment Consortium

Presenters

Kathy Dewsbury-White, Michigan Assessment Consortium

James Gullen, Michigan Assessment Consortium

Linda Wacyk, Michigan Assessment Consortium

11:35 am – 12:00 pm

Visit Exhibits

12:00 – 1:30 pm

Luncheon and Speaker

Assessment, Accountability, and ESSA: Supporting Michigan's Top 10 in 10 Journey

This session will provide an overview of Michigan's approach to assessment and accountability as enacted through our Every Student Succeeds Act (ESSA) plan, and how these activities work in support of our overall Top 10 in 10 goals.

Venessa A. Keesler, Deputy Superintendent, Division of Educator, Student, and School Support, Michigan Department of Education

1:30 – 1:45 pm

Visit Exhibits

1:45 – 3:00 pm

B Clinics

B1 — A Conversation with Venessa Keesler

Large group presentations seldom lend themselves to productive question and answer sessions. However, some conference participants want to ask questions that invite the speaker to clarify or comment in greater depth about portions of the presentation or to ask about issues the speaker did not address. Here's your chance to have an informal conversation with today's luncheon speaker, Venessa Keesler.

B2 — Why Assessment Literacy Matters

Contemporary society's ambitions for students and their education are necessarily high. At the same time, for all students to meet high standards we have inequities to address, achievement gaps to narrow, dropout rates to eradicate, and struggling learners who must be supported and lifted up. There are no magic assessments that will contribute to better outcomes for all students, but building the capacity of the professionals in the field to develop and support quality assessment systems and practices is a viable strategy for Michigan and the nation to pursue. This session defines what it means to be assessment literate and highlights plans and opportunities in the state designed to engage adults in learning about the power of assessment to bring about meaningful changes in teaching and learning.

Kathy Dewsbury-White, Michigan Assessment Consortium

Jim Gullen, Michigan Assessment Consortium

B3 — Formative Assessment: Unseen and Unrealized Opportunities!

Join us as we explore the critical role that formative assessment (FA) plays inside popular instructional frameworks such as Discourse, Cognitively Guided Instruction, learning progressions, and so forth. We will also consider the use of FA as a cohering thread across diverse professional learning efforts to deepen teacher growth over time.

Valerie Mills, Oakland Schools

Ed Silver, University of Michigan

B4 - Assessment Overview and Updates — MI-Access

This workshop will focus on key issues related to Michigan's alternate assessment based on alternate achievement standards. ESSA updates and key assessment administration issues will be discussed as part of this session. This session is strongly suggested for those who are both new and experienced at giving the MI-Access assessments.

John Jaquith, Michigan Department of Education

Dan Evans, Michigan Department of Education

B5 — Assessment Overview — Social Studies

This session will provide you an update on the most recent developments on the social studies M-STEP. In addition, you will leave this session with information for practice on this assessment.

Scott Koenig, Michigan Department of Education

B6 — College Board Suite of Assessments: Reflections and Looking Forward

This session will review the first year of the College Board partnership, detailing highlights and plans for improvement for the second year and beyond.

Ted Gardella, College Board

Sarah Thaler, College Board

Jason Feig, College Board

Conference organizers retain the right to change the schedule without notice to participants.

3:00 – 3:15 PM
Break/Refreshments/Exhibits

3:15 – 4:30 PM
C Clinics

C1 — MI Learns Assessment Modules
This session will examine a comprehensive assessment-learning program designed for individuals who want or need to know more about how student assessments are developed and used. These modules, being developed by the Michigan Assessment Consortium, are intended to be used by students and their parents, teachers, building administrators, district administrators, and local and state policymakers. The goal of these modules is to help individuals understand the value and limitations of assessments in improving student learning and the instruction provided by educators. The session will provide an introduction to the modules and develop ideas on how to incorporate them into your district professional learning.
Ellen Vorenkamp, Wayne County RESA

Edward Roeber, Michigan Assessment Consortium

Kathy Dewsbury-White, Michigan Assessment Consortium

C2 — Maximizing Time in the Classroom by Collecting and Using Formative Assessment Data
In this highly-interactive session, participants will engage in whole-group interactive response techniques to learn how they can be used to gather formative assessment data with little or no time prepping and little or no time correcting/grading. We will also discuss how formative assessment data can and should be used to make in-the-moment instructional decisions.
Kristy Walters, Corunna Public Schools

C3 — Student Growth Percentiles…How Mature Are They?
In this session, the concepts underlying student growth percentiles (SGPs) will be reviewed. Issues encountered in the calculation of SGPs will also be presented. Finally, some analyses of Michigan's use of SGPs with M-STEP data will be shared.
Dave Treder, Genesee Intermediate School District

Jim Gullen, Macomb Intermediate School District

C4 — Update on the WIDA Assessments
This session will provide an overview of the structure of the WIDA assessment system as well as upcoming changes intended for the 2017-18 school year. Some limited research data will be shared from the Spring 2016 WIDA ACCESS for ELLs administration.
Jen Paul, Michigan Department of Education

Ji Zeng, Michigan Department of Education

Dan Evans, Michigan Department of Education

C5 — Self- and Peer-Assessment in the Formative Assessment Process
The use of the formative assessment process has been shown to improve student learning (e.g., Black & Wiliam, 1998) and student involvement (e.g., Brookhart, 2013). Self- and peer-assessment are key components of the formative assessment process. However, they are also complex practices in that they involve the implementation of several aspects of formative assessment to prepare students to effectively engage in self- and peer-assessment.
This session presents (1) a framework students, teachers, administrators, and researchers can use to guide self- and peer-assessment in the classroom as part of the formative assessment process; (2) examples, tools, and strategies from the implementation of self- and peer- assessment in the classroom as part of a comprehensive assessment system; (3) reflections and recommendations from teachers on their use of self- and peer-assessment resources.
Tara Kintz, Michigan Assessment Consortium/Michigan State University

C6 — Comprehensive Assessment Systems: Making Assessment Useful to Students, Teachers, Administrators, and Policymakers
Students typically take a crazy quilt of tests mandated by teachers, schools, districts, and states. Such collections of assessments no more make a system than a pile of bricks makes a house (see Coladarci, 2002). The assessments mandated at different levels tend to serve disconnected purposes, rely on unrelated theories of student learning, and are rarely analyzed in conjunction with one another to connect the needs of students, teachers, administrators, and policymakers. Comprehensive assessment systems connect the purposes of the various assessments to coherently serve the needs of various stakeholders using a single modern theory of learning.
This session presents (1) a framework districts can use to evaluate existing collections of assessments and build comprehensive assessment systems; and (2) a Michigan district's implementation of a comprehensive assessment system.
Joseph Martineau, Center for the Improvement of Educational Assessment

Terri Portice, Reeths-Puffer School District

4:30 – 6:00 PM
Reception

Evening — Dinner on Your Own
See the list of area restaurants located at http://www.visitannarbor.org

Conference organizers retain the right to change the schedule without notice to participants.

8:00 am – 4:30 pm
Registration

8:00 am – 4:30 pm
Conference Exhibits

8:00 – 8:50 am
Continental Breakfast

9:00 – 10:05 am
General Session

Evaluating the Design and Use of High-Quality Classroom Assessments Intended to Promote Learning and Teaching
Brian Gong, National Center for the Improvement of Educational Assessment

The Standards for Educational and Psychological Testing (AERA/APA/NCME, 2014) provide professional standards for many statewide tests and other testing practices. However, the Standards state that they are not intended to be applied to classroom assessments, which often are interim measures and formative assessment strategies intended to support instructional decisions rather than summative accountability. Is this because there are different standards that should be applied to classroom assessments? Or is it because local educators cannot (or should not) be expected to produce high quality assessment and assessment procedures that would meet the Standards for validity, reliability, and fairness? Perhaps there is some other reason?

This session will propose a framework and criteria for evaluating classroom assessments, and provide examples of how attending to the criteria can lead to better design and better use of assessments intended to promote learning and teaching in schools and districts.

10:05 – 10:20 am
Coffee Break/Visit Exhibits

10:20 – 11:35 am
D Clinics

D1 — A Conversation with Brian Gong
Large group presentations seldom lend themselves to productive question and answer sessions. However, some conference participants want to ask questions that invite the speaker to clarify or comment in greater depth about portions of the presentation or to ask about issues the speaker did not address. Here's your chance to have an informal conversation with today's keynote speaker, Brian Gong.

D2 — Assessment Overview — Mathematics
This presentation will provide updates to the mathematics portion of the Michigan Early Literacy and Mathematics Benchmarks Assessments. Also, updates to the Mathematics Michigan Student Test of Educational Progress (M-STEP) will be discussed.
Kyle Ward, Michigan Department of Education

D3 — M-STEP Reporting and Use of Results
Come join members of the Michigan Department of Education in a preview of the Spring 2017 M-STEP reports. We will discuss how these results might be best used in districts and schools and point you in the direction of additional resources.
Kate Cermak, Michigan Department of Education

Phoebe Gohs, Michigan Department of Education

D4 — Making Meaning: Setting Standards for Student Growth
How much growth is enough? This session will provide a brief overview of how to organize a standard setting process for establishing student growth in the context of educator evaluation.
Patricia Drake, Wayne County RESA

D5 — "Hands-On" Machine Scoring
This session introduces key concepts in how automated scoring systems work and how the performance of systems is evaluated. Attendees will be provided with access to a platform (CRASE™ Machine Scoring Tool) that will allow them to upload scored responses to calibrate and test an automated scoring model, to review results of their model, and to see how their model will score new responses. Attendees will leave the session with a solid knowledge of the basics of how these systems work so that they can be better informed when deciding when and how to use automated scoring.
Mark Shermis, University of Houston — Clear Lake

D6 — What's New in Public Assessment Reporting on MI School Data
MI School Data is the State of Michigan's official public portal for education data. We have been working collaboratively with the MDE, Division of Accountability Services, to enhance our student assessment reporting. Come and learn about the exciting new level of reporting for student assessment results on MI School Data.
Jessica Fenby, Center for Educational Performance and Information

12:00 – 12:45 pm
No-Speaker Lunch

12:45 – 1:00 pm
Visit Exhibits

THURSDAY February 16, 2017

1:00 – 2:15 PM
E CLINICS

E1 — Myth vs. Fact: Forks ESSA Creates in the Road Ahead for State Assessment and Accountability Systems

ESSA has been described by pundits as a repudiation of the Arne Duncan-era policies embodied in his signature Race to the Top and ESEA Flexibility initiatives. Yet, it has also been described by other pundits as a vindication of those policies. Similarly, ESSA has been interpreted by pundits as granting state education agencies considerably more flexibility in designing state assessment and accountability systems. Yet, it has also been described by other pundits as only appearing to do so. This session describes these apparent disconnects by separating fact from fiction, describes the decisions states must make based on new provisions of ESSA, and evaluates pros and cons of different potential paths forward.

Joseph Martineau, Center for the Improvement of Educational Assessment

E2 — Assessment Overview — English Language Arts

This session will provide information on any changes to the ELA M-STEP for spring 2017. In addition, a thorough review of the ELA item types and item specifications will be shared with attendees.

Suzanne Hindman, Michigan Department of Education

E3 — Test Ethics, Security, and Investigations

The importance of strong ethics and security practices during test administration cannot be emphasized enough. Join Michigan Department of Education team members in a discussion of the ethics and test security practices as outlined in the Assessment Integrity Guide and possible consequences of not having strong procedures and expectations in place at the local level.

Kate Cermak, Michigan Department of Education

Pietro Semifero, Michigan Department of Education

E4 — NAEP Advances in Technological Applications to Assessment

Overall results of NAEP assessment for the most recent National and State results will be discussed. The results from the 2014 Technology and Engineering Literacy Grade 8 Assessment were released at the Michigan Science Center in Detroit in May 2016. The approach is state of the art using simulation and gaming design and the results are intriguing. Discussions will ensue.

Paul Stemmer, Michigan Department of Education

E5 — What is College and Career Readiness and How Can it be Measured?

As a state, Michigan is committed to the goal of increasing the attainment rates of post-secondary degrees and certifications. Unfortunately, Michigan significantly lags behind other states in achieving this outcome. Early Middle College schools and programs across Michigan have embraced this challenge and are the leaders in creating "college and career ready" students. This session details how the pedagogy and structure of Early Middle College programs are designed to achieve student outcomes aligned with "college /career readiness" and how these outcomes are measured, assessed and determined within successful early college programs. Participants will hear from a panel of early middle college students, faculty, parents and administrators on how a radical pedagogical and structural re-design focused equally on academic skills and academic behaviors using non-traditional metrics creates successful college students who complete college courses and degrees at rates significantly higher than their non-early college peers.

David Dugger, Washtenaw Educational Options Consortium

Ellen Fischer, Early College Alliance, EMU

E6 — Early Literacy Development Informed by Assessment Literate Practices and a Balanced Assessment Framework

Michigan is committed to deep literacy learning as a state and, at the same time, is embracing assessment literacies as described in the Michigan Assessment Consortium's Assessment Literacy Standards. This session explores how a greater understanding of balanced assessment, with an emphasis on student-involvement and the formative assessment process, will likely serve as the linchpin for literacy growth and making a measureable difference for children in the State of Michigan. Participants will: receive a crosswalk document that maps important overlap between Essential Instructional Practices for Early Literacy K-3 and the SBE-endorsed, MAC-developed, Assessment Literacy Standards; learn about statewide learning opportunities focused on the development of early literacy and sound assessment practices.

Erin Brown, Muskegon ISD

Kathy Dewsbury-White, Michigan Assessment Consortium

2:15 – 2:30 PM
Break/Beverages/Exhibits

2:30 – 3:45 PM
F CLINICS

F1 — Assessment Overview — M-STEP

Join members of the Office of Standards and Assessment in a discussion of the Spring 2017 M-STEP. As the spring administration is quickly approaching, this session will focus on activities, procedures and resources that will help prepare you for a trouble-free test administration.

Kate Cermak, Michigan Department of Education

Phoebe Groh, Michigan Department of Education

Conference organizers retain the right to change the schedule without notice to participants.

F2 — Assessment Overview — Early Learning Assessment

Michigan's Early Literacy and Mathematics Benchmark Assessments are online assessments that are fully aligned to Michigan's academic standards, and may be used as one measure of student growth. The Early Literacy and Mathematics assessments (also referred to as the K-2s) were developed in cooperation with Michigan educators beginning with item writing and continuing through item data review. The K-2 assessments currently offered by Michigan are for students in Kindergarten, First Grade, and Second Grade, in both English language arts (ELA) and mathematics.

Suzanne Hindman, Michigan Department of Education

Kyle Ward, Michigan Department of Education

Tim Tahaney, Michigan Department of Education

Julie Murphy, Michigan Department of Education

F3 — Top 10 in 10—What That Really Means!

This session will update attendees on the systemic plan to make Michigan a "Top 10" education state, and will address the specifics of what this might look like in a variety of areas around assessment. The session will specifically look at what stakeholders in different roles, including teachers, district administration, higher education, and regional supports can be doing to support the Top 10 and to align our educational initiatives in the most productive and innovative ways moving forward.

Stephen Best, Michigan Department of Education

F4 — Teacher Evaluation Reform and the Teacher Labor Market

In this session, the empirical evidence thus far available for the effects of changes to teacher evaluation laws on teacher retention and attrition from public schools will be presented. This will include a discussion of reforms here in Michigan, as well as other state contexts.

Joshua Cowen, Michigan State University

F5 — Update on MDE's Accountability Plans

The passage of the Every Student Succeeds Act, along with the adoption of strategies and goals of making Michigan a Top 10 education state in 10 years makes a new accountability system necessary. This session will provide a detailed overview of Michigan's new accountability system.

Chris Janzer, Michigan Department of Education

Chad Bailey, Michigan Department of Education

F6 — Assessment Practices in Competency-Based Systems

Learn about one district's journey in developing a Competency Based Learning model using a systemic and strategic approach for school redesign. This session will (1) provide a framework for understanding Competency Based Learning and (2) explore how assessments are being designed to align to clearly defined learning bands and district competency statements. Participants will: understand the link between CBL and customizing learning for students; obtain samples of assessments that provide students opportunity to "own" their learning and self-assess their work and receive digital resources and tools to develop their own CBL model.

Dr. Michael Lonze, Fraser Public Schools

Carrie Wozniak, Fraser Public Schools

3:45 PM

Conference Adjourns

2017 Michigan School Testing Conference
February 14 – 16, 2017 at Kensington Hotel, Ann Arbor

Register online at: www.gomiem.org

Participant Information (Please print)

☐ Ms.   ☐ Mr.

PIC _____

Name: _____

Position: _____

District/Company: _____

Address: _____

City/State/Zip: _____

Email (required): _____

Phone number: _____

Student ID# (if applicable): _____

Special requests (vegetarian meals, food allergies, interpreter, wheelchair, etc.) _____

Tuesday Pre-Conference Registration & Session Selection

Pre-Conference Workshops • Tuesday, February 14

Space is limited and if space requirements are not met, the workshops may be cancelled.

Morning Workshops • 8:30 – 11:45 am ($90) $_____
WS 1 ____   WS 2 ____   WS 3 ____

Afternoon Workshops • 12:45 – 4:00 pm ($90) $_____
WS 4 ____   WS 5 ____   WS 6 ____

Main Conf. Registration • Wed. – Thu. February 15 – 16 $_____
☐ Attending Wednesday and Thursday $240.00 ($215)*

☐ One-Day Fee $160.00 ($135)*

  ○ Wednesday only ○ Thursday only

* Register and pay by 1/27/17 and save $25

Full Time Student Fees *(Student ID # required below)* $_____
☐ One-Day Fee $50

  ○ Wednesday only ○ Thursday only

☐ Two-Day Fee $100 (Wednesday-Thursday)

Registration fees include breakfasts, breaks and lunches plus Reception on Thursday afternoon.

SCECHs
☐ I would like SCECHs for an additional fee of **$25.00** $_____

Grand Total: $_____

Main Conference Session Selection

Wednesday, February 15, 2017

10:20 – 11:35 am • A Clinics
A1 ____   A2 ____   A3 ____   A4 ____   A5 ____   A6 ____

1:45 – 3:00 pm • B Clinics
B1 ____   B2 ____   B3 ____   B4 ____   B5 ____   B6 ____

3:15 – 4:30 pm • C Clinics
C1 ____   C2 ____   C3 ____   C4 ____   C5 ____   C6 ____

Thursday, February 16, 2017

10:20 – 11:35 am • D Clinics
D1 ____   D2 ____   D3 ____   D4 ____   D5 ____   D6 ____

1:00 pm – 2:15 pm • E Clinics
E1 ____   E2 ____   E3 ____   E4 ____   E5 ____   E6 ____

2:30 pm – 3:45 pm • F Clinics
F1 ____   F2 ____   F3 ____   F4 ____   F5 ____   F6 ____

Payment Information

☐ Check enclosed payable to MIEM

☐ Purchase Order # :_____
(a PO is not payment)

○ Visa ○ MasterCard ○ American Express ○ Discover

Name on card: _____

Card #: _____

Expiration date: _____ CSV: _____

Signature: _____

A $25 service fee will be retained for cancellations. No refunds are given for cancellations within two weeks of the event or because of inclement weather, unless the weather results in the cancellation of the day(s) of the conference for which you are registered. If you find that you are unable to attend the conference, you may send a substitute in your place. Payment must be received by the date of the event or an invoice including the $25 late fee will be assessed. Pre-registration is strongly recommended. Drop in registration will be accepted only on space availability basis.

MIEM

MIEM
1001 Centennial Way, Suite 300 • Lansing, MI 48917
Phone: 517.327.2589 • Fax: 517.327.0771