Virginia School Consortium for Learning
(*formerly VSUP*)
Professional Development Conferences
2019-2020

Test & Task Bank Discount

Test and Task Bank Work Group Participants will receive a special discount on the registration fees for the professional learning opportunities listed below.

ONLINE REGISTRATION is AVAILABLE at www.vascl.org

Please put "TTB Discount" in the Purchase Order Box (at the bottom of the registration form), to help ensure that the invoice we send is for the proper amount.

Test & Task Bank Conferences (by Date) with Details

Developing High-Quality Performance Assessments as Part of a Balanced Assessment Plan (Grades K-12)
Date: Tuesday, September 17, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $85 (TEST and TASK BANK Discounted Registration Fee)
Presenters: VaSCL Task Bank Leads - Annie Evans (University of Richmond) and Kelley Aitken (Frederick)
Audience: K-12 Classroom Teachers, Curriculum Specialists, Instructional Leaders, and School Administrators
Description: Performance assessments offer teachers the opportunity to gather information about student understanding, knowledge, and skills in a more authentic and engaging manner than afforded by traditional standardized tests. However, high-quality tasks and rubrics can be a real challenge to create. This session will familiarize participants with the fundamentals of performance assessment development by exploring how to unpack standards to craft high-quality learning goals, develop tasks that measure deep understanding and transfer of learning, create instructions that reflect learning goals and communicate clear expectations for student performance, and develop scoring rubrics that provide informative instructional feedback and align with the standards delineated by the VDOE Quality Criteria Tool. This workshop will also help participants improve their "assessment literacy" by discussing the most recent VDOE guidelines for Balanced Assessment Plans, and by considering the different kinds of assessments which might be appropriate for evaluating specific skills and knowledge as part of a plan for encouraging deeper learning. All teachers and instructional leaders who are engaged in the challenging work of creating high-quality tasks and rubrics to use as part of their school division's Balanced Assessment Plan are encouraged to participate in this session, which will give them access to the resources and strategies that are available through the VaSCL Task Bank. All participants will be encouraged to continue to advance their understanding and implementation of what they have learned during this workshop by field-testing and providing feedback on tasks and rubrics that are created for the VaSCL Task Bank during the 2019-2020 school year. Anyone who is planning to participate in the five meetings of the VaSCL Task Bank for the first time this year is asked to register for this session, so that they can receive the training needed to be effective members of VaSCL Task Bank Work Groups.

Math Learning Progressions: Building Pathways for Mathematics Understanding for All Students
MLP Workshop I: Number Systems & Operations: Build Fluency through Number Sense (Grades 3-8)
Date: Thursday, September 19, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $139 OR $309 for ALL THREE Mathematics Learning Progressions Workshops (Number Systems & Operations on September 19, Rational Numbers on October 10, and Algebraic Thinking on December 10) (TEST and TASK BANK Discounted Registration Fee)
Presenters: Dr. Jennifer Suh, Professor (George Mason University); Dr. Kimberly Morrow-Leong (Fairfax County, GMU); Sara Birkhead (GMU); Larry Burner, Mathematics Specialist (Frederick County Schools); Dr. Deb Crawford, Mathematics Supervisor (Frederick County Schools, GMU); Amanda Rickard, K-12 Mathematics Coordinator (Rockingham County Schools)
Audience: Grades 3-8 Classroom Teachers, Vertical Teams, Instructional Coaches, and Curriculum Leaders
Description: Three workshops on Learning Progressions in Mathematics, which participants can choose to attend individually or as a package (at a discounted rate), are being offered by VaSCL this fall. These workshops will focus on how to build pathways for mathematical understanding for ALL students. All children follow natural developmental progressions in learning. Curriculum research has revealed sequences of activities that are effective in guiding learners through these levels of thinking. These developmental paths are the basis for math learning trajectories. The three workshops will address the following questions: How do students learn a topic?; What do equitable teaching practices look like?; How can we teach with visual tools within a learning progression?; What does math modeling look like at my grade level?; and, How can we systematically use evidence from formative assessment to monitor progress and guide instruction? The goal of these workshops is to help educators teach the way in which students learn, which will ensure that their programs offer equitable mathematics instructional practices. Participants will explore various hands-on activities for how to teach using visual tools, as well as learn how to develop a targeted learning sequence that differentiates learning for all students. Participants will also consider how to improve their use of formative assessment so that they can systematically employ evidence from student work to monitor progress toward mastery of the building blocks in a progression. There will be Break-Out Sessions during each workshop based on grade level. All three Math Progressions sessions are designed to guide the instruction of individual teachers or teams of teachers, as well as for coaches or instructional leaders to use when coaching teachers. Participants at each workshop will create a vertical action plan to bring back to their own classroom, school, or division. All participants in these three workshops will also receive all digital activities and videos aligned to the Virginia SOL, Grades 3-8, to use in their classrooms and schools this year.
During MLP Workshop I, presenters will engage teachers and coaches in mapping the learning progressions in number systems and operations using an instructional routine called the Math VAULT, which helps unpack the learning trajectories using rich mathematical tasks. We will use mathematical modeling tasks that encourage strategic thinking and flexibility in the computational methods, while reinforcing number sense. The goal of MLP Workshop I will be to map the curricular progression with the instructional sequence and conceptual strategies to better assess and understand the levels of sophistication in students' thinking around number systems and operations to develop number sense and to build fluency.

Desmos: Calculator + Instructional Tool (Grades 3-12)
Date: Thursday, September 26, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $139 (TEST and TASK BANK Discounted Registration Fee)
Presenters: Nolan Doyle, Virginia Desmos Fellow (Chesterfield County Schools); Mary Williams, Virginia Desmos Fellow (Chesterfield County Schools); Larry Burner, Mathematics Specialist (Frederick County Schools); Dr. Deb Crawford, Mathematics Supervisor (Frederick County Schools); Tara Bondi (Frederick County Schools); and Amanda Rickard, K-12 Mathematics Coordinator (Rockingham County Schools)
Audience: Grades 3-12 Classroom Teachers, Instructional Coaches, and Curriculum Leaders
Description: Spend a day with desmos, learning the new 2019-2020 features and how to integrate this interactive tool into your instruction! During this workshop you will be given the opportunity to explore this dynamic instructional tool in small groups according to your own level of prior experience as a user of desmos

and for the specific grade/course that you teach. Starting in the Spring of 2019, desmos calculators were available on Virginia's Standards of Learning mathematics assessments: Grade 4-Algebra II EOC testing. This workshop will prepare you to help your students feel confident using the desmos calculator on these SOL tests. In addition, during the workshop you will be able to examine the many different instructional features of this free, game-changing instructional tool. There will be a variety of Break-Out sessions offered which will allow you to explore the different desmos resources in small groups at your own individual comfort level (based on grade/subject band AND previous experience using desmos). You will be given the chance to investigate all of desmos' features, from animating objects and functions to creating lessons and activities. Throughout the day, you will also be networking with other classroom teachers and instructional leaders to share strategies that have been and/or might be successful in your classrooms and schools. For experienced users of desmos, there will be an additional Break-Out session offered for those who are coaching other educators in their division on the use of desmos in their classrooms. There will also be a Make It-Take It Break-Out session, in which participants with skill in using desmos are given the chance to spend rare, uninterrupted time using the activity builder to create desmos activities. During the workshop, all participants will access and use the VA Desmos K-Calculus Activity Bank to plan targeted and highly effective math instruction that builds mathematical discourse, elicits student thinking, and increases deeper learning, thereby building math competencies and mastery for all students.

EOC Writing Performance Assessments: Developing Writers, Not Prompts (Grades 5-12)
Date: Tuesday, October 1, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $139 (TEST and TASK BANK Discounted Registration Fee)
Presenters: Kim Tate, VaSCL Task Bank Lead (Rockingham County)
Audience: Grades 5-12 English Teachers, Curriculum Specialists, Instructional Leaders, and School Administrators
Description: As school divisions move toward using a body of evidence to verify EOC writing, teachers and leaders must shift their instructional focus and organization to ensure student success. This workshop will define the modes required in a student's body of evidence, dissect the new VDOE rubrics and guidelines, explore the instructional design most useful in creating EOC and classroom performance assessments, address the challenges of plagiarism, and offer a wealth of mentor text resources. While choice, voice, and authenticity can create potential hurdles in scoring and storing student products, the new system provides an opportunity for students to write authentically for both audience and purpose. This workshop will give participants practice using the state's Virginia Quality Criteria Review Tool for Performance Assessments, as well as provide a variety of mini-lessons that can be used to help grow authentic writing. During the workshop there will also be discussion regarding scoring integrity and how the process of collecting and scoring the portfolios of all students' work can be managed with as much efficiency as possible. The presenter will offer her suggestions, based on her own experiences, and share her honest responses to the obstacles that their school division faced in their implementation of this process in 2018-2019. The goal of the workshop is for teachers and division leaders to leave with a deeper understanding of Performance Assessments of writing, as well as a wealth of ideas and resources that they can adapt to best suit their own classroom and school division needs.

Math Learning Progressions: Building Pathways for Mathematics Understanding for All Students (Grades 3-8)
MLP Workshop II: Rational Numbers
Date: Thursday, October 10, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $139 OR $309 for ALL THREE Mathematics Learning Progressions Workshops (Number Systems & Operations on September 19, Rational Numbers on October 10, and Algebraic Thinking on December 10) (TEST and TASK BANK Discounted Registration Fee)
Presenters: Dr. Jennifer Suh, Professor (George Mason University); Dr. Kimberly Morrow-Leong (Fairfax County, GMU); Sara Birkhead (GMU); Larry Burner, Mathematics Specialist (Frederick County Schools); Dr. Deb Crawford, Mathematics Supervisor (Frederick County Schools, GMU); Amanda Rickard, K-12 Mathematics Coordinator (Rockingham County Schools);
Audience: Grades 3-8 Classroom Teachers, Vertical Teams, Instructional Coaches, and Curriculum Leaders

Description: Three workshops on Learning Progressions in Mathematics, which participants can choose to attend individually or as a package (at a discounted rate), are being offered by VaSCL this fall. These workshops will focus on how to build pathways for mathematical understanding for ALL students. All children follow natural developmental progressions in learning. Curriculum research has revealed sequences of activities that are effective in guiding learners through these levels of thinking. These developmental paths are the basis for math learning trajectories. The three workshops will address the following questions: How do students learn a topic?; What do equitable teaching practices look like?; How can we teach with visual tools within a learning progression?; What does math modeling look like at my grade level?; and, How can we systematically use evidence from formative assessment to monitor progress and guide instruction? The goal of these workshops is to help educators teach the way in which students learn, which will ensure that their programs offer equitable mathematics instructional practices. Participants will explore various hands-on activities for how to teach using visual tools, as well as learn how to develop a targeted learning sequence that differentiates learning for all students. Participants will also consider how to improve their use of formative assessment so that they can systematically employ evidence from student work to monitor progress toward mastery of the building blocks in a progression. There will be Break-Out Sessions during each workshop based on grade level. All three Math Progressions sessions are designed to guide the instruction of individual teachers or teams of teachers, as well as for coaches or instructional leaders to use when coaching teachers. Participants at each workshop will create a vertical action plan to bring back to their own classroom, school, or division. All participants in these three workshops will also receive all digital activities and videos aligned to the Virginia SOL, Grades 3-8, to use in their classrooms and schools this year.

During MLP Workshop II, presenters will engage teachers and coaches in mapping the learning progressions in number systems and operations using an instructional routine called the Math VAULT, which helps unpack the learning trajectories using rich mathematical tasks. We will examine concepts around equipartitioning, operations with fractions and ratios and proportionality. The goal of MLP Workshop II will be to map the curricular progression with the instructional sequence and conceptual strategies to better assess and guide instruction in supporting students' thinking around rational numbers.

Supporting Struggling Readers: The Role of Fluency (Grades 1-5)

Date: Tuesday, October 15, 2019

Location: Holiday Inn, Charlottesville, VA

Registration Fee: $139 (TEST and TASK BANK Discounted Registration Fee)

Registration Deadline: Friday, September 13, 2019

Presenter: Colleen Spano, Reading@Curry

Audience: Grades 1-5 Classroom Teachers, Instructional Coaches, Reading Specialists, and Curriculum Leaders

Description: Fluency plays an important role in literacy development; in fact, it is so essential that it is often referred to as the bridge between word recognition and comprehension. However, many students struggle with fluency. They read in a word-by-word fashion, stumble or guess at unknown words, lack expression and/or have difficulties with smooth phrasing. As a result, many of these students also struggle with comprehending what they are reading. This workshop is designed to explore the relationship between word recognition, fluency, and comprehension. The morning session will focus on defining fluency and examining what current research has to say about how to help students achieve fluency. In addition, participants will learn how to use fluency assessments to identify students' needs and monitor students' progress. During the afternoon session, participants will learn how to plan research-based fluency instruction that is differentiated according to students' needs. At the end of the workshop, participants will walk away with a "fluency toolbox" that will include a set of instructional materials and strategies to support fluency and comprehension development for struggling readers in grades 1-5.

Making Algebra I Content Accessible to ALL Students: A Visual / Functions Approach (Grades 8-12)

Date: Tuesday, October 29, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $139 (TEST and TASK BANK Discounted Registration Fee)
Registration Deadline: Friday, September 27, 2019
Presenter: Suzanne Bazak (Roanoke City Schools)
Audience: EOC Algebra I and Algebra I Part 1 Classroom Teachers (especially those who work with at risk and special education students), Mathematics Coaches, Curriculum Specialists, and Instructional Leaders.
Description: Many students, both those with disabilities and those without, find math in general, and Algebra I more specifically, to be quite challenging. Research has shown that students who pass Algebra I no later than the end of ninth grade are more likely to graduate from high school, but many students struggle to successfully master the content of Algebra I. Because Algebra I is a gateway course that predicts future academic and workforce success, making Algebra I accessible to all students is a goal that educators must embrace. This workshop will look at a non-traditional approach to teaching Algebra I content which utilizes a variety of strategies and resources to support all learners. Participants will explore a visual/functions approach to teaching algebra which can help students to develop a concrete understanding of abstract algebraic ideas. An emphasis will be placed on using the Desmos graphing calculator and manipulatives to help students explore and develop an understanding of the visual characteristics of linear and quadratic functions and their ability to model real world situations. During this highly interactive workshop, participants will take on the role of students, engaging in hands-on learning activities so they see for themselves how effective they can be. Participants will leave with ideas and resources they can use immediately in their classrooms and schools to help all students develop a deep, conceptual understanding of Algebra I.

Breaking Down Barriers to Integrated Project-Based Learning (Grades 4-8)

Date: Tuesday, November 12, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $139 (TEST and TASK BANK Discounted Registration Fee)
Registration Deadline: Friday, October 11, 2019
Presenter: Hailey Fenner, Manager of Digital Learning, and Maggie Creech, Group Tour Coordinator (Virginia Museum of History and Culture)
Audience: Grades 4-8 Social Studies Teachers, Instructional Coaches, Curriculum Specialists, Instructional Leaders, and Administrators
Description: This workshop will focus on how teachers can link deeper interdisciplinary learning and student project choice by employing National History Day project-based learning strategies. Participants will explore how National History Day research projects can incorporate SOLs for English and History, as well as other subject areas. The workshop will explore how NHD projects can build students' skills, with an emphasis on how the process can be scaffolded to incorporate younger students as well as learners of all different abilities. Participants will have a chance to learn about the typical project process, to provide them with the structure needed to feel confident encouraging students to undertake the challenges presented by project-based learning. They will also be provided with information about the National History Day Contest, so students who might be interested in pursuing any of the various options for entering their project in that competition will be well-prepared to do so. Going through the process of reviewing various sample projects during the workshop will give participants a good sense of what their students might be able to accomplish. Educators will also engage in several activities that are modeled on what their own students would do when working on their projects, putting into practice their own research skills by conducting guided online investigations and completing primary source analyses of documents from the Virginia Museum of History and Culture's collection. Participants will flex their own writing muscles as well, by drafting a thesis based on their research, so that they can see how this process can be successfully scaffolded for their students. During the workshop there will also be time devoted to allowing participants to develop a PBL plan of action and timeline which are tailored to their own class, course, school, or division.

Math Learning Progressions: Building Pathways for Mathematics Understanding for All Students (Grades 3-8)
MLP Workshop III: Algebraic Thinking
Date: Tuesday, December 10, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $139 OR $309 for ALL THREE Mathematics Learning Progressions Workshops (Number Systems & Operations on September 19, Rational Numbers on October 10, and Algebraic Thinking on December 10) (TEST and TASK BANK Discounted Registration Fee)
Registration Deadline: Friday, November 1, 2019
Presenters: Dr. Jennifer Suh, Professor (George Mason University); Dr. Kimberly Morrow-Leong (Fairfax County, GMU); Sara Birkhead (GMU); Larry Burner, Mathematics Specialist (Frederick County Schools); Dr. Deb Crawford, Mathematics Supervisor (Frederick County Schools, GMU); Amanda Rickard, K-12 Mathematics Coordinator (Rockingham County Schools);
Audience: Grades 3-8 Classroom Teachers, Vertical Teams, Instructional Coaches, and Curriculum Leaders
Description: Three workshops on Learning Progressions in Mathematics, which participants can choose to attend individually or as a package (at a discounted rate), are being offered by VaSCL this fall.
During MLP Workshop III, presenters will engage teachers and coaches in mapping the learning progressions in Algebra and Functions, which are central to Algebra-Readiness. Participants will use an instructional routine called the Math VAULT to help unpack the learning trajectories using rich mathematical tasks. We will examine concepts around patterns and sequences, while exploring equations through multiple representations to deepen students' algebraic habits of mind. The goal of MLP Workshop III will be to map the curricular progression with the instructional sequence and conceptual strategies to better assess and understand the levels of sophistication in students' algebraic thinking, to help prepare ALL of our learners to be "Algebra-Ready!"

Using Five Processes to Gain Deep Mathematical Understanding (Grades PreK-3)
Date: Tuesday, March 24, 2020
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $139 (TEST and TASK BANK Discounted Registration Fee)
Registration Deadline: Friday, February 21, 2020
Presenters: Kateri Thunder and Alisha Demchak (Charlottesville City Schools)
Audience: PreK-3 Teachers, Gifted Teachers, SPED Teachers, ESOL Teachers, Instructional Assistants, Instructional Coaches, Math Specialists and Coordinators, and Administrators
Description: In both literacy and mathematics, students need to make inferences, synthesize, and reflect on their thinking in order to build conceptual and procedural knowledge. In this workshop, participants will explore strategies for developing conceptual understanding and procedural knowledge in mathematics through the five processes: communication, representation, problem solving, reasoning, and connections. Participants will examine what each process is, and why each process is significant to learning in mathematics. The presenters will share a variety of evidence-based practices for engaging PreK-3 students in these five processes, including academic discourse, vocabulary instruction, the Concrete-Representational-Abstract (CRA) model, making conjectures, and self-monitoring strategies. Through personally participating in problem-solving with manipulatives, games, and truly problematic contexts, participants will analyze the mathematical processes students use as well as the mathematical concepts and procedures they learn. Throughout the workshop, participants will actively engage in and reflect on rich mathematics activities that can be used with PreK-3 students to enable them to gain deep mathematical understanding.