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Attachment 1
57 Pages

2019 California Assessment Conference

Post-Conference Report

January 2020

Sacramento County Office of Education

CN180112

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Introduction

In past years, the Assessment Development and Administration Division (ADAD) of the California Department of Education (CDE) has held a number of separate trainings on a variety of assessment topics, including the following:

- California Assessment of Student Performance and Progress (CAASPP) Institute
- English Language Proficiency Assessments for California (ELPAC) Academy
- California Science Test (CAST) Academy

In reviewing post-training reports from previous years, the CDE and outreach and communication contractor Sacramento County Office of Education (SCOE) determined that many topics were repeated between the individual trainings—such as assessment 101, accessibility, and the formative assessment process. This created redundancy for attendees of multiple trainings. In addition, educators who wished to attend more than one training were required to be away from the classroom or school site for multiple days, which posed a burden and increased the cost of receiving high-quality professional development from the CDE.

With that information in mind, the CDE launched the first annual California Assessment Conference (CAC) in 2019. This conference, themed “Bringing It All Together: Building Connections Between Assessments and the Classroom,” aimed to gather hundreds of classroom educators from throughout the state for three days of learning, sharing, and building a greater understanding of the use of assessment to improve teaching and learning.

Conference Content

The 2019 CAC was a structured conference, at which information from one session flowed into the learning of the next, yet attendees could miss a session and still benefit from the learning. Content included topics presented at previous CDE trainings, such as accessibility and formative assessment practices, along with brand-new areas of focus, such as working with assessment data and the various assessment tools that support teaching and learning.

The 2019 California Assessment Conference schedule is available in Appendix A.

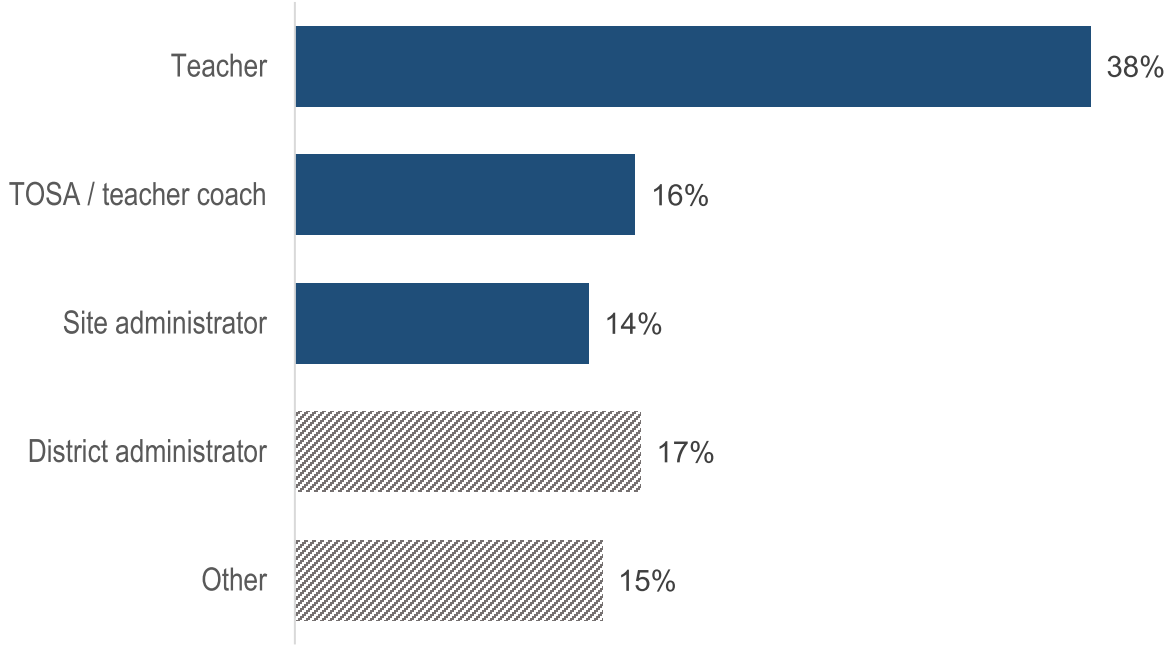
Conference Attendance

The first annual CAC boasted 768 conference registrants, 706 of whom attended the conference.

Attendee Demographic Information

The CAC was billed as a training opportunity for educators with a connection to classroom instruction—teachers, teachers on special assignment (TOSAs), teacher coaches, and site administrators. While registration was open to all educators at any level, the content of the conference sessions was intended to affect classroom instruction. All demographic questions on pages two and three are based on responses from the 768 registered attendees.

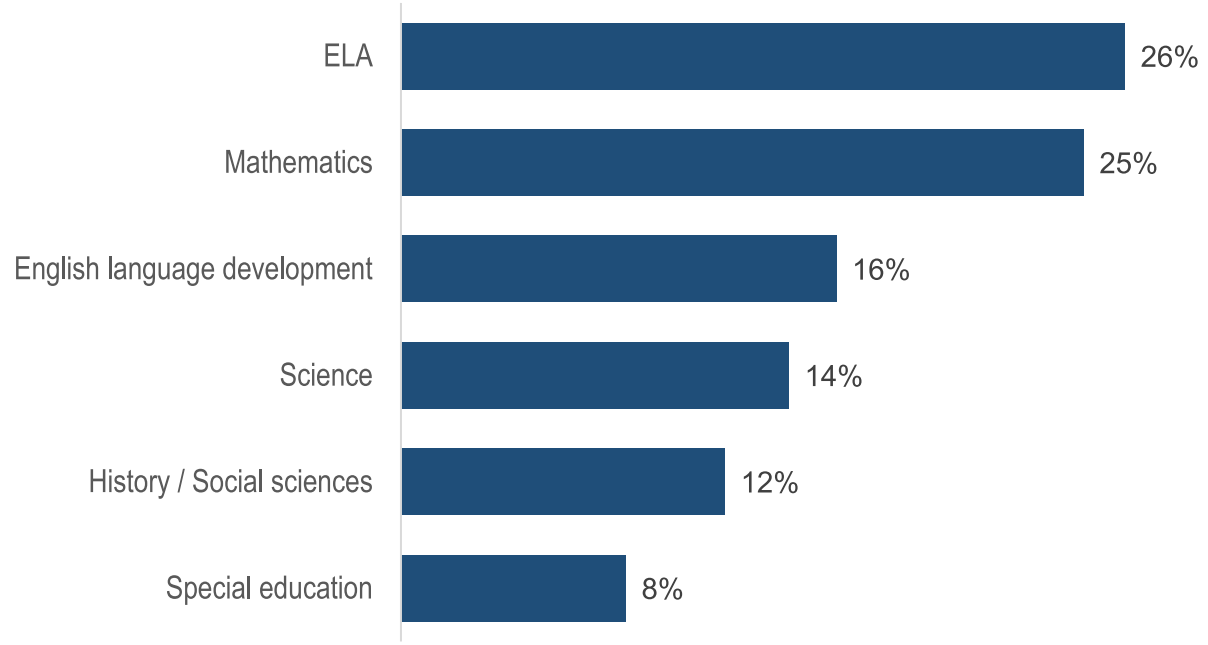
The majority of registered attendees (68 percent) were classroom educators.



A complete list of responses can be found in Appendix B.

Attendees who were classroom educators or site administrators were asked which subject areas they taught or supported; they were asked to select more than one option if applicable.

English language arts/literacy (ELA) and mathematics were the subject areas most commonly selected by attendees.



Summary of Survey Participants

The post-training survey was delivered to conference registrants via direct email. Attendees received a follow-up email reminding them to fill out the survey one week prior to the closing of the survey closing as well as on the day before the survey closed. These reminders helped yield a response rate of 7.5 percent. This response rate is lower than the average rate of 10 percent for CDE post-training surveys.

56 Survey Respondents
7.5 Percent Response Rate

Post-CAC Survey Responses

Findings

All findings on pages 5 through 11 are based on survey answers from the 56 survey respondents. Findings are organized into the following categories:

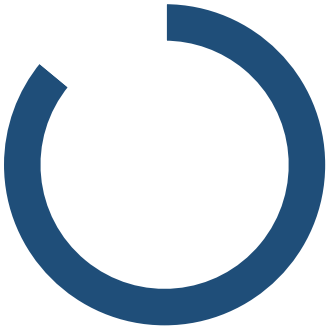
- Overall conference feedback
- Conference logistics
    - Conference registration
    - Location
    - Conference website
    - Conference app
    - Conference timing
- Training team and materials
    - Training team
    - Training materials
- Conference session content
    - Summary questions
    - Individual conference session surveys
- Keynote speakers and panel discussion
- Shared practices sessions
- Networking and social hour
- CDE office hours and partner hours

Overall Conference Feedback

The conference attendees were asked several general questions about their overall experience. In general, the vast majority of survey respondents reported a positive learning experience and would recommend this professional development opportunity to their peers and colleagues.

86% of respondents agreed that they could immediately apply the things they learned at the CAC to their work

86% of respondents agreed that attending the CAC helped them better meet the needs of their students



75% of respondents agreed that the conference was a productive use of their time

82% of respondents would recommend the CAC to their colleagues

Conference Logistics

Conference Registration

Of the survey respondents, 44 percent indicated that they did not register themselves but were registered by someone else.

Of the respondents who registered themselves, **100%** agreed that **registering for the conference was easy**.

Location

The 2019 CAC was held in Northern California at the Oakland Convention Center in Oakland. This location was selected on the basis of several factors, such as:

- Its size and layout could accommodate all conference attendees.
- It is conveniently located adjacent to a hotel that offered special room pricing for conference attendees and in close proximity to several other hotels.
- It is located close to several major freeways, airports, and railway stations.

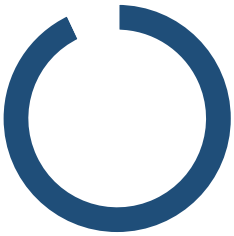
86% of respondents agreed **the location was easy to access**.

Conference Website

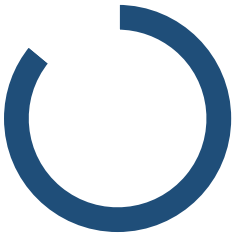
To provide conference attendees with the best possible learning experience from the outset, the CAC website was launched in March 2019. It contained relevant conference information, such as the schedule of sessions and detailed descriptions, information about the venue and travel directions, the link to conference registration, and information about pricing.

Immediately after the conference, the website was updated to show that the event had taken place and to share photos from the 2019 CAC. The conference website can be accessed at https://www.cdecac.org/.

93% of respondents agreed that the website was easy to navigate



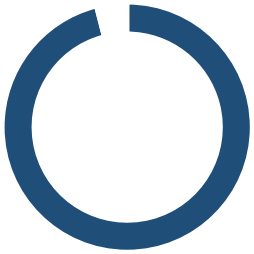
86% of respondents agreed that the website contained helpful information



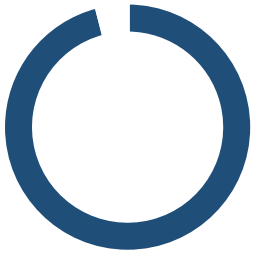
Conference App

A custom CAC application was developed for both the iOS app store and the Google Play store. The app provided attendees with the schedule, presenter information, venue maps, and the ability to provide immediate feedback about each session they attended.

96% of respondents indicated that they used the CAC app



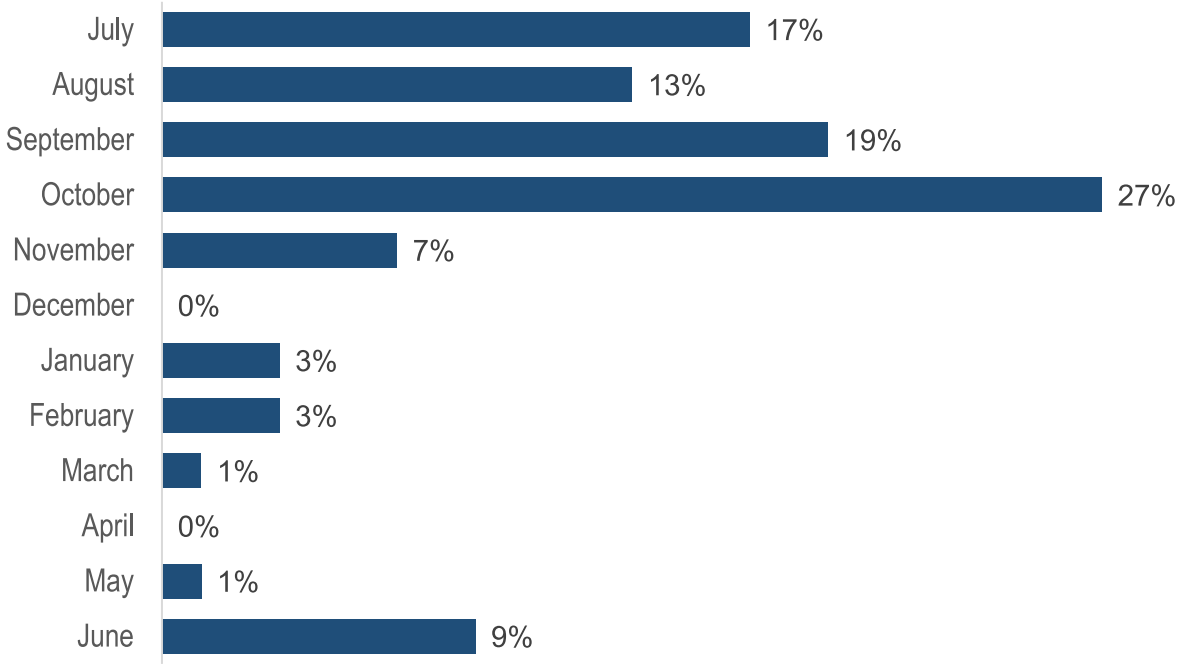
96% of respondents used the app to create a personal conference schedule



Conference Timing

Survey respondents were asked which month would be ideal to hold a conference such as the CAC. This question was asked so the CDE can plan future conferences at a time of the year most convenient for potential attendees.

October was identified as the best month for future conferences.

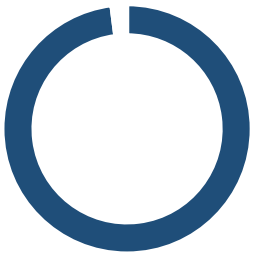


Training Team and Materials

Training Team

All sessions offered during the 2019 CAC were presented by a set of experienced and knowledgeable trainers proposed by the SCOE and approved by the CDE. Most of the trainers had previously collaborated with the CDE on providing professional development in the form of the CAASPP Institutes and the ELPAC Academies. The trainers represented a number of school districts and county offices of education across the state. They brought to the table years of curriculum and assessment experience they had gained through their various roles—teachers, site administrators, district and county-level assessment and curriculum specialists, assessment fellows, and so forth.

98% of respondents agreed that the trainers were knowledgeable



91% of respondents agreed that the trainers offered real-life examples from their experience

75% of respondents agreed that the trainers addressed all of their questions

Training Materials

Attendees were given access to training materials electronically through the conference app and a Google drive folder. In addition, materials that attendees would engage with hands-on during the conference were printed and provided in paper format. In an effort to reduce the carbon footprint of the event and exercise environmental responsibility, all other materials were provided in an electronic format.

Of the survey respondents, **82%** agreed that the **training materials supported their learning**.

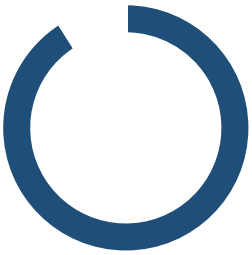
Conference Session Content

Summary Questions

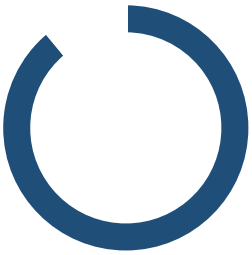
Survey respondents were asked a number of questions about each strand of conference sessions. In general, attendees were very satisfied with the content of the various sessions and reported gaining a better understanding of the various assessment-related topics as a result of attending the sessions.

81% of respondents agreed that they were better equipped to use summative assessment results to target instruction

91% of respondents agreed that they could access the practice tests to help students become more familiar with the assessments

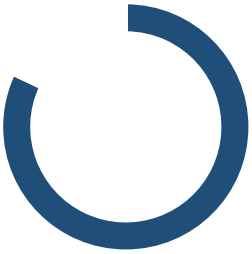


89% of respondents agreed that they had a stronger understanding about how the Smarter Balanced Interim Assessments can be used



85% of respondents agreed that they had a better understanding of how to use accessibility resources

82% of respondents agreed that they could better support the English learners in their classrooms



80% of respondents agreed that they felt more confident navigating the Smarter Balanced Digital Library

Individual Conference Session Surveys

The CAC online app provided attendees with the ability to complete a short survey about each session they attended. The surveys had attendees assign a one- to five-star rating to each session based on content, presenters, materials, and format.

The results of the in-app surveys are listed in Appendix C.

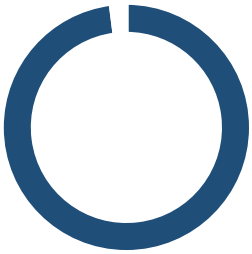
Keynote Speakers and Panel Discussion

In addition to breakout sessions on specific assessment-related topics, attendees had an opportunity to attend several plenary sessions intended to inspire and inform them on topics closely related to the theme of 2019 CAC.

The conference was opened by 2019 Teacher of the Year Rosie Reid, who provided a keynote address on the topic of using assessment data to improve teaching and learning in her high school classroom. The conference was closed by Professor Douglas Fisher, who spoke on the importance of helping students become assessment capable.

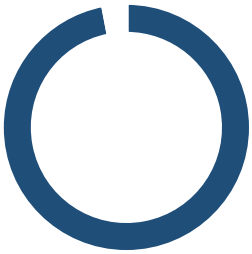
In addition to the two keynote addresses, the conference featured a panel discussion of the five finalists of the "Science: It's Elementary!" contest. These panelists apply the formative assessment process to science instruction in their early elementary classrooms.

98% of respondents agreed that Rosie Reed's keynote was relevant

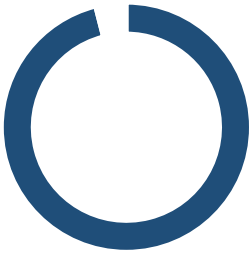


68% of respondents agreed that the "Science: It's Elementary!" panel was relevant

97% of respondents agreed that Doug Fisher's keynote was relevant

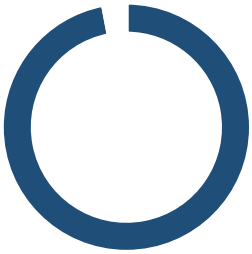


96% of respondents agreed that Rosie Reed's keynote was inspiring



73% of respondents agreed that the "Science: It's Elementary!" panel was inspiring

97% of respondents agreed that Doug Fisher's keynote was inspiring



Shared Practices Sessions

In addition to the conference sessions vetted by the CDE and delivered by the members of the training team or keynote speakers, the 2019 CAC included a number of sessions provided by representatives of local educational agencies (LEAs). These sessions, billed as "shared practices sessions," were a result of a limited call for proposals issued to a group of LEAs known by the CDE to be engaged in and early adopters of the various components of the CAASPP System.

LEA representatives invited to provide shared practice session discussed their local experiences in implementation of the CAASPP System, including any challenges they experienced and best practices they discovered in the process. Based on the survey feedback and attendance, these sessions were by far the most popular sessions at 2019 CAC.

Of the 56 survey respondents who attended a shared practice session, **100 percent** agreed that they enjoyed learning from other LEAs.

Networking and Social Hour

Almost three-quarters (72 percent) of the survey respondents did not attend the networking and social hour. Of those who did, **90 percent** agreed that it was a great addition to the conference.

CDE Office Hours and Partner Hours

In addition to attending the various conference sessions, attendees had an opportunity to visit the several CDE divisions and other partner organizations at their respective informational tables. These informational tables were set up to provide participants with an opportunity to ask and receive answers to burning questions on a variety of topics.

Based on their responses, 74 percent of the survey respondents did not utilize the CDE office hours, and 78 percent did not visit any partner organization tables.

Of those who took advantage of the office hours, **85 percent** agreed that the CDE office hours were helpful, and **82 percent** agreed that having the partner organizations available was also helpful.

SCOE Recommendations

The SCOE has reviewed the 2019 meeting costs as well as the feedback obtained from the CDE and SCOE staff, trainers, and conference attendees. For the 2020 meeting, the SCOE proposes continuing some practices from previous years in addition to implementing some changes.

Recommendations for Continued Practices

- Alternate conference locations between Northern California and Southern California, with a southern location for the 2020 CAC.
- Continue to hold the conference in October.
- Seat participants at round tables to allow for discussion and collaboration.
- Provide Wi-Fi to all attendees.
- Provide coffee service all day.
- Provide power stations at tables for participants to charge their devices.
- Continue to offer a conference schedule that allows travel time on the days of the conference.
- Continue to offer 101 sessions for those attendees who can benefit from solidifying their basic assessment knowledge.
- Continue to provide attendees with an opportunity to network in an unstructured environment.

Recommendations for Changes

Logistics:

- Increase the functionality of the app by enhancing the personal schedule feature and adding partner information.

Training Team and Materials:

- Recruit additional members for the training team, particularly with a background in science education.
- Provide session materials in an easy-to-access electronic format, via the app.

Conference Session Content:

- Differentiate session offerings by attendee category, such as teachers, site administrators, novice and expert assessment professionals, and so forth.
- Expand the shared practices sessions offering.

Networking and Social Hour:

- Encourage participation by coupling the networking event with another enticing event, such as earning points for attending, participating in raffles or drawings, and so forth.

CDE and Educational Association Partners Office Hours:

- Expand CDE office hours so more attendees have an opportunity to connect with CDE representatives.
- Advertise CDE and partner organization office hours so more attendees are aware of the opportunity and can take advantage of it.
- Couple the educational association office hours with a networking and social hour event to increase engagement.

Appendix A

Appendix A contains the full three-day schedule, session descriptions, and room counts for all breakout sessions.

Day 1

11:30–1:00 p.m. | Keynote Speaker: Teacher of the Year Rosie Reid

A self-professed agent for social justice, the 2019 California Teacher of the Year Rosie Reid will share her inspiring strategies for achieving success in the classroom. Ms. Reid's guiding principle is that "by helping our most marginalized students develop literacy (and numeracy) skills we may achieve social equity."

1:00–1:45 p.m. | 101 Sessions

This series of introductory sessions on varying assessment topics will allow attendees to gain foundational knowledge in areas of their choosing, before engaging in two days of deeper learning. These sessions will provide an overview of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessment for California (ELPAC).

Session Name	Attendees
Formative / Digital Library 101	76
Interim 101	125
Smarter Summative 101	52
CAST 101	48
ELPAC 101	56
CAA 101 ELA, Math, & Science	28
Shared Practices: Goal-getters! Leveraging IABs to Supporting Teaching and Learning (Val Verde)	210
Lab Session: Digging into the Digital Library	29
Total	629

2:00–2:45 p.m. | 101 Sessions

This series of introductory sessions on varying assessment topics will allow attendees to gain foundational knowledge in areas of their choosing, before engaging in two days of deeper learning. These sessions will provide an overview of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessment for California (ELPAC).

Session Name	Attendees
Formative / Digital Library 101	110
Interim 101	86

Session Name	Attendees
Smarter Summative 101	59
CAST 101	49
ELPAC 101	53
CAA 101 ELA, Math, & Science	27
Shared Practices: Inquiry-Driven Assessment: Moving Beyond Measurement (Natomas USD)	155
Lab Session: Exploring the Interim Assessments	28
Total	567

3:00–4:30 p.m. | Connecting Summative Results to Improved Teaching and Learning

One of the most important uses of assessment data is that it can help drive instruction. End day one with a deep dive into the possible uses of assessment results, and consider how those results may be used to improve teaching and learning in one of the following content areas: ELA, mathematics, science, or English language development..

Session Name	Attendees
Connecting summative results to improved teaching and learning: ELA	78
Connecting summative results to improved teaching and learning: Math	140
Connecting summative results to teaching and learning: ELPAC	78
Connecting results to improved teaching and learning: Interims	54
Connecting summative results to improved teaching and learning: CAST	36
Connecting summative results to improved teaching and learning: ELA	49
Using Smarter Balanced Interim Assessments to Improve Teaching and Learning (Woodland USD)	128
Lab Session: Digging into the Digital Library	28
Total	591

Day 2

8:00–9:20 a.m. | Science? It's Elementary! Video Contest Finalists Panel Discussion

Hear from the winners of the Science: It's Elementary! Contest as they discuss the importance of science education at all grade levels.

9:30–11:00 a.m. | Connecting Standards Sessions

Dig deeper to bolster your understanding of the connections between assessment reporting elements such as claims, targets and the standards in a content area of your choosing. This session will focus on understanding student expectations and provide you with tools that will improve student success.

Session Name	Attendees
Connecting claims, targets and Standards: ELA	129
Connecting claims, targets and Standards: Math	138
Connecting DCIs, SEPs, and CCCs: CA NGSS	42

Session Name	Attendees
ELD Standards: Connecting the parts to content standards	72
Making connections across content areas	100
Making connections across content areas	78
Using Teacher-Created NGSS Performance Assessments (Val Verde USD)	58
Lab Session: Exploring the Interim Assessments	32
Total	649

11:00–11:30 a.m. | CDE Partner Hours and Team Planning Time

11:30–1:00 p.m. | Plenary Session—Practice Tests

1:00–1:45 p.m. | Practice Test Sessions

Practice tests are a powerful way to acquaint educators, students, and their families with the expectations and rigor of California's assessments. This session will begin as a plenary session with everyone learning together about the availability and purpose of the practices tests before making a selection in a content area of your choice. In the content specific sessions, you will discover how to harness the power of practice tests to improve teaching and learning in your classroom. This session will also focus on exploring the item types, identifying skills and knowledge required of students, and highlighting the rigorous academic language.

Session Name	Attendees
Digging into the Practice Tests: ELA	67
Digging into the Practice Tests: ELA	35
Digging into the Practice Tests: Math	92
Digging into the Practice Tests: Science	58
Digging into the Practice Tests: ELPAC	70
Digging into the Practice Tests: Math	65
Watch Learning Soar! Navigating the Formative Assessment Process with Students as your Co-pilots (El Rancho USD)	147
Lab Session: Digging into the Digital Library	34
Total	568

2:00–3:00 p.m. | Deconstruct a Task Sessions

Deconstruct an assessment task to understand the academic and language demands, as well as classroom implications. Working in the content area of your choosing, break down task types into their aligned standards (and targets if applicable), the knowledge, skills, and abilities (KSAs) students need to have to successfully complete each task type, and the classroom implications of those KSAs.

Session Name	Attendees
Deconstruct a task: ELA	113
Deconstruct a task: ELA	78

Session Name	Attendees
Deconstruct a task: Math	125
Deconstruct a task: Science	45
Deconstruct a task: ELPAC	73
Deconstruct a task: Math	73
Science for Our Youngest Kindergartners (Tracy USD)	25
Lab Session: Exploring the Interim Assessments	50
Total	582

3:00–3:30 p.m. | CDE Partner Hours and Team Planning Time

3:30–4:30 p.m. | Tools to Support Teaching and Learning Sessions

Expand your knowledge by learning more about the resources available to support teaching and learning in a content area of your choice. Review the available tools as well as learn how to create your own based on existing resources.

Session Name	Attendees
Tools to support learning: ELA	51
Tools to support learning: Math	39
Tools to support learning: Math	71
Tools to support learning: Science	40
Tools to support learning: ELPAC	50
Tools to support learning: ELA	38
Using data to Inform Student Progress (CDE)	157
Lab Session: Digging into the Digital Library	31
Total	477

Day 3

8:00–9:10 a.m. | Plenary Session—Accessibility 101

Equity in the classroom is one of the most important underpinnings of public education. Join us to learn about the different types of accessibility resources available to students in their classrooms and on the assessments. This session will explore the importance of an equitable process for selecting appropriate resources that are matched with individual student needs.

9:15–10:15 a.m. | Accessibility Sessions

Engage in an in-depth exploration of one of many accessibility topics. Create a systematic process for matching students with appropriate accessibility resources. Consider the many aspects of evaluating individual student accessibility needs. Ensure that your students are familiar with the appropriate accessibility tools by exploring how accessibility resources can transition from classroom instruction to assessment.

Session Name	Attendees
Matching supports from classroom to assessment	123
Matching supports from classroom to assessment	42
Matching supports from classroom to assessment	63
Understanding the process	55
Understanding the process	41
Matching supports from classroom to assessment	37
A Networked Improvement Community to Support the NGSS (Region 10)	30
Lab Session: Exploring the Interim Assessments	46
Total	437

10:30–11:15 a.m. | Plenary Session—Supporting ELs in all Classrooms

Expand your capacity for supporting all students in your classroom. Learn about the ELPAC task types by grade level, in all content areas, by exploring the ELPAC task your English learner students are presented on assessments.

11:30–12:15 p.m. | Supporting English Learners in Your Classroom Session

Explore how you can best support English learner students in all environments and across all proficiency levels. This session will provide an opportunity to examine the various ELPAC task types and the role they play in different content areas. Examples of methods to integrate ELPAC task types into other content areas such as science will be provided.

Session Name	Attendees
Supporting English Learners in ELA	41
Supporting English Learners in Math	50
Supporting English Learners in Science	30
Supporting English Learners in Designated ELD	55
Supporting English Learners in all classrooms	62
What Parents Ask About Assessments (And What They Really Want to Know!) (CA PTA)	45
Lab Session: Digging into the Digital Library	35
Total	318

12:30–2:00 p.m. | Keynote: Professor Doug Fisher

Collective efficacy is the new number one influence on students' learning and there is good reason for that part. In part, efficacious teachers ensure that their student are assessment-capable, which means that students understand their current level of performance and compare that with the desired level of learning. Assessment-capable learners and educators select direct, dialogic, and independent learning approaches they know will help attain their shared learning goals. In his keynote address, Dr. Fisher will explain what it means to be assessment-capable and will show examples of how educators can foster and encourage assessment-capable dispositions and actions in the students they work with.

Appendix B

Attendee Role—Other Responses:

- Academic Technology Coordinator
- Assessment Coordinator
- Assessment & Accountability Consultant
- Assistant Principal
- Assistant Superintendent, Student Services Division
- COE Coordinator
- Content Specialist
- Continuous Improvement Specialist
- Coordinator - Academic Services
- Coordinator ELD
- Coordinator Instructional Program
- Coordinator of Data & Assessment
- Coordinator of Instructional Integration
- Coordinator Secondary Education
- Counselor
- County Office Administrator
- County Office of Education- Executive Director
- Data Analyst
- Data Management Technician
- Director of Curriculum
- Director of Data & Assessment
- Director of Education Support Services
- Director, Reporting Assessment Systems
- Education Specialist
- El & Biliteracy Program Manager
- ELA/ELD Content Specialist
- ELD Coordinator
- ELD Program Specialist
- Executive Leadership Coach
- Independent Study
- Instructional Specialist
- Intervention Services Coordinator
- IT Director
- Management Analyst
- MTSS Instructional Coach
- Program Director, District and School Renewal

- Program Specialist
- Specialist, State and Local Assessments
- Superintendent

What suggestions do you have for improving the Networking Social Hour?

- Having areas labeled in grade level strands might help us to connect with teachers that have interests in common, but it still was a pleasant experience.
- It would have been nice to have a few more tables out for people to congregate around in a general area. It seemed like people got food and then left.
- Some structure that would allow us to find out who is who so that we can ask questions. The presenters were easy to find but there were many attendees that would have been good to talk to as well.
- More standing tables...maybe photo opportunities to bring in more fun- food was great!
- More ways to use interim data to drive assessment
- Use this opportunity to showcase what districts are doing to improve the NGSS knowledge-base in the form of a "poster" session.
- I went to the Oakland zoo after the conference. I would have went earlier in the week if there was a tripped plan through the conference.
- I liked having the social hour on the second day as opposed to the first day.
- Perhaps have "team activities" or "ice breakers" at the beginning
- Having stations/areas of focus so people could go and network. If I know that people wanted to network on the same information, it would have been more of a social hour. It seemed like a lot of people were just standing around with their own peers.

What suggestions do you have for improving the Shared Practices Sessions?

- These were one of my favorite sessions to attend. Even more real life examples and applications. We need some to address Special Ed. Or students with disabilities.
- More of them please!
- These were my favorite session and they filled up fast. You responded well by bringing in more chairs to accommodate.
- It would have been nice to have leveled sessions. We felt a bit over-prepared for some sessions. It would be good to have sessions for those who have more experience with the content to help sharpen our skills.
- More time to collaborate with other districts/sites to share ideas, strategies, etc.
- Offer more times.
- More shared practices sessions

- If you do this again, PLEASE add a strand for either district or systems admin! These sessions were the most valuable of the conference for me. I love the opportunity to do PLC-type of sharing best practices with other districts!
- More of them. Applications of assessments to inform learning are the most relevant.
- Provide more of these sessions for attendees that have knowledge beyond the basics
- I believe there should be more of these sessions. I like hearing from others that are able to share what is working well.
- I would like to have additional shared practices sessions at future CACs. For the most part, these sessions were quite valuable and informative. Learning from other LEAs is helpful in refining practice and inspiring innovation.
- Have more of these sessions. I feel that my district's assessment office has done a great job in training me on the use of assessments to drive instruction. Even though I learned some, it was information that I had already been given a chance to explore. By having more shared practice sessions, I think I would have come back with a better plan moving forward in my district.
- The conference could offer support for CSI schools and provide schools to share what they are doing to address the CSI status.
- Offer more
- Add more of these opportunities! Some of the sessions were very basic. These sessions added some differentiated learning opportunities
- LOVED hearing from Val Verde. It was a great, relevant offering. Wanted time to process what that could look like in our context. The Dashboard/DataQuest session missed the mark and potentially had the wrong audience in mind. In general, these sessions could have been 15-30 minutes longer to allow to application time.
- Bring in more shared practice sessions.
- Hearing ideas that are not just from one teacher, but how they implement ideas/assessment as a site.
- Offer leveled sessions. We have been using the interims and digital library for a few years so would appreciate next level implementation. No one shared the use of data, referenced the Sandbox.

What suggestions do you have for improving the Partner Organizations "office hours"?

- I think I missed that on the schedule. I would have enjoyed that.
- It was very clear where or who these people were. I saw a table but no one was talking to them and it didn't seem like they were available for this purpose. I'd rather have a session of two in a room where we could go for questions rather than at a table in the lobby.

- Great!
- I did not know ahead of time (didn't see this in the materials sent ahead of time). Would help to know they will be open for business.
- I really like the concept and appreciate the commitment to make CDE more accessible. For folks who don't interact with CDE often, it was difficult to know who was who. Maybe they wear some kind of identifying clothing or they could stand near giant posters with their content areas labeled.
- Have more CDE representatives
- Did not know this was available
- I would like to see more partners. Also, the signage made it difficult to determine who was representing what group.
- Continue having these organizations available to answer questions the presenters could not.

What suggestions do you have for using the conference website?

- You can't just Google it. So you need to add words or the right words that makes it easy to Google.
- It was great!
- Website was good for basic information and getting registered. The app was more helpful during the conference.

What suggestions do you have for improving the conference app?

- It was a very user friendly app!!!
- Very attractive and easy to use! I loved the app
- Allow multiple sessions to be selected with over lapping times.
- There seemed to be some hiccups in the scheduling for some sessions. It would not let me select certain cessions if there was an overlap.
- Have each session on a different tab.
- It doesn't allow you to book over sessions. I could not book lunch starting at 12 if I had a session ending at 12 or 1215. I should be able to put as many sessions as I want in case one is bad and I decide to go to a different one.
- Love It!
- Have it open to correct day
- When opening, it always defaulted to the first day. Very annoying when opening the app on Thursday and Friday.
- The app had a clear format and good structure. It did not occur to me to switch to the survey tab until the end of the second day, so making that clear would be helpful. Notification messages seemed to be delayed, as some of the notes didn't appear until well after they were sent or the next day.

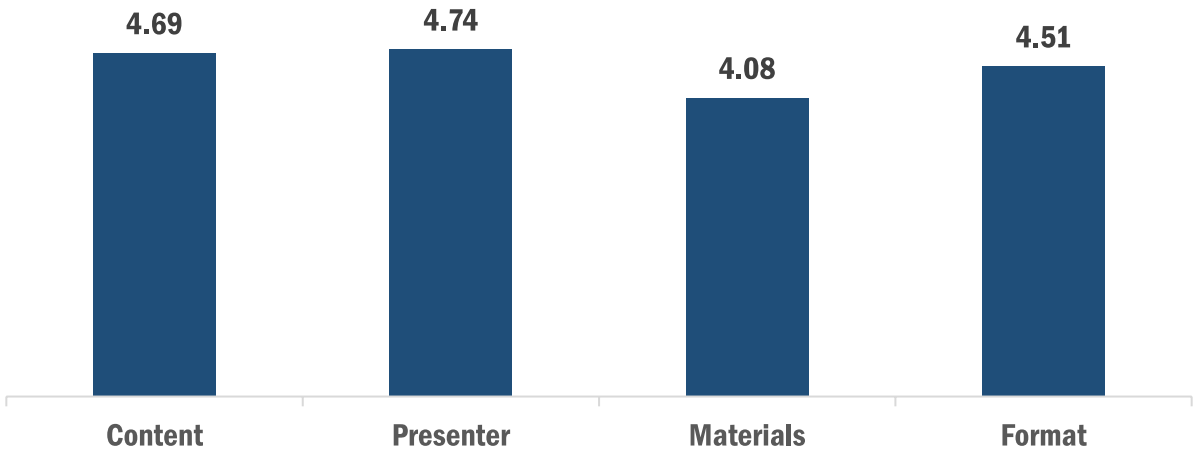
- Love the app. It was tricky to visually see when the offerings from one time slot ended and the next time slot started. Maybe a big dark line or some other kind of break could be helpful.
- I have an older iPhone (iPhone SE) and I couldn't download the app even though I wanted to.
- Set the survey page to start from where you previously left off. I had to scroll down after every survey.

Appendix C

Within the conference app, participants were asked to rate several aspects of each session on a scale of 1 to 5.

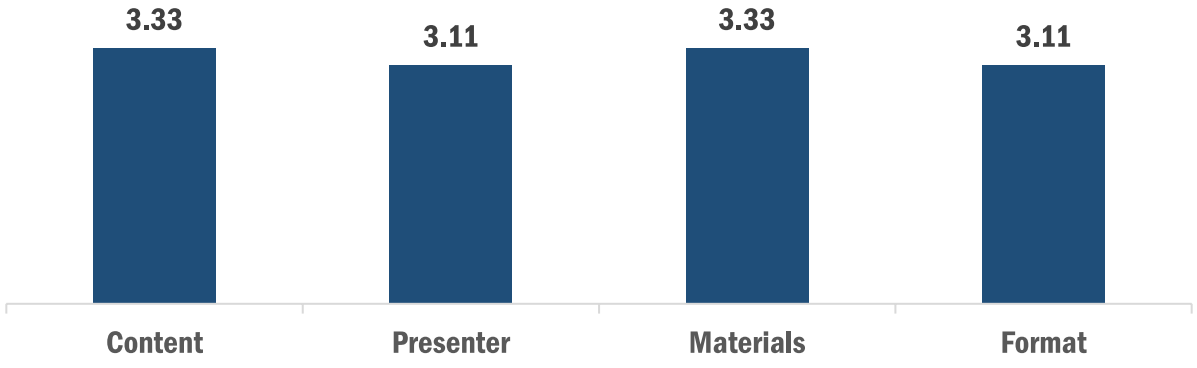
Day 1

11:30–1:00 p.m. | Keynote Speaker: Teacher of the Year Rosie Reid (n=39)

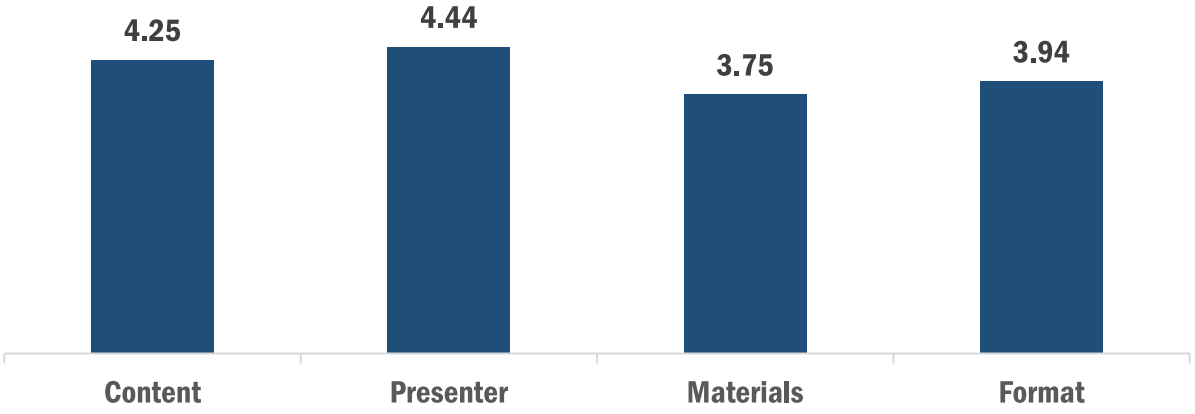


1:00–1:45 p.m. | 101 Sessions

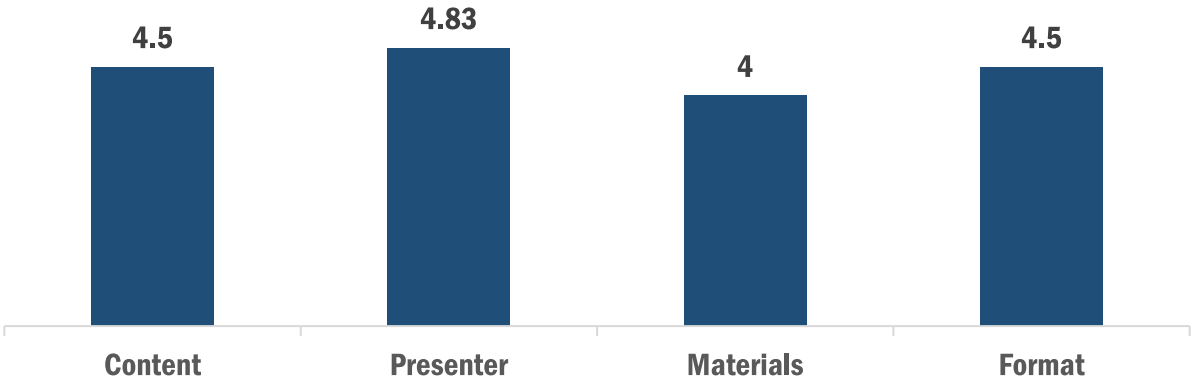
Formative/Digital Library 101 (n=9)



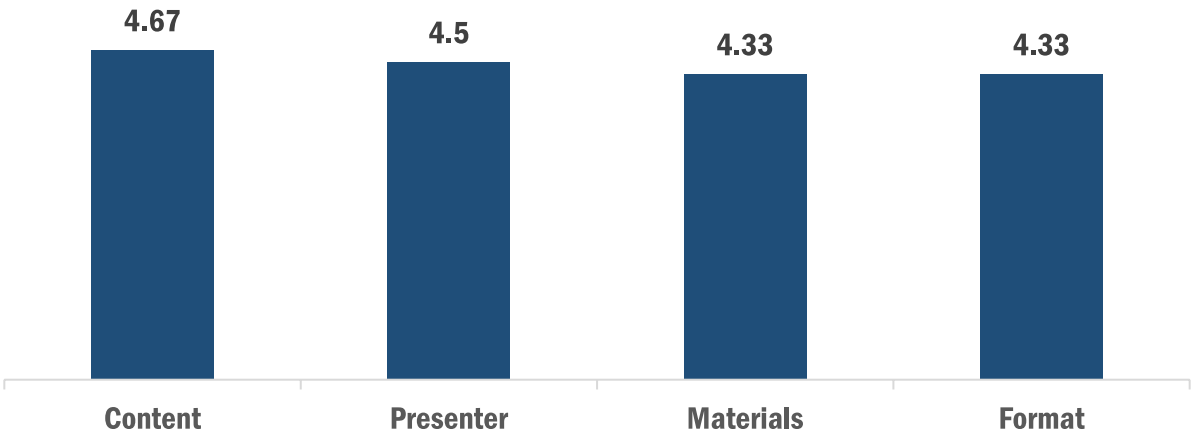
Interim 101 (n=16)



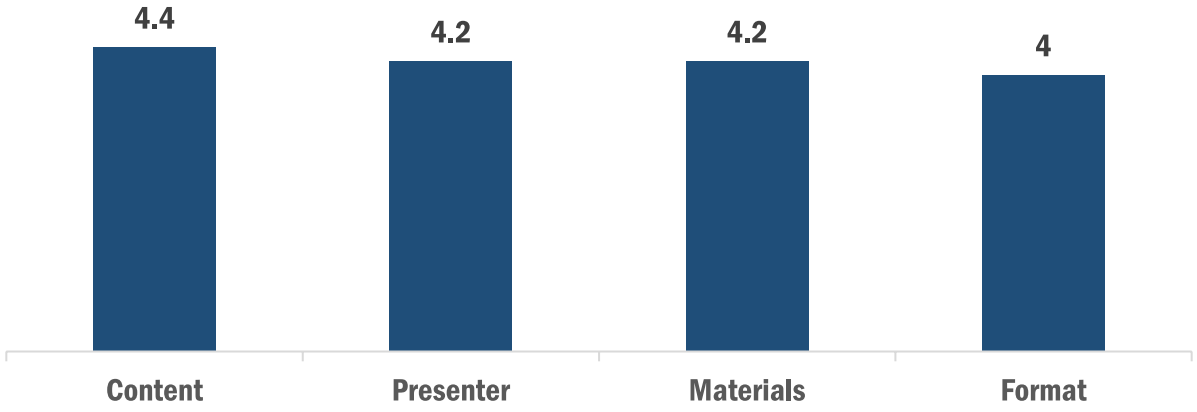
Smarter Summative 101 (n=6)



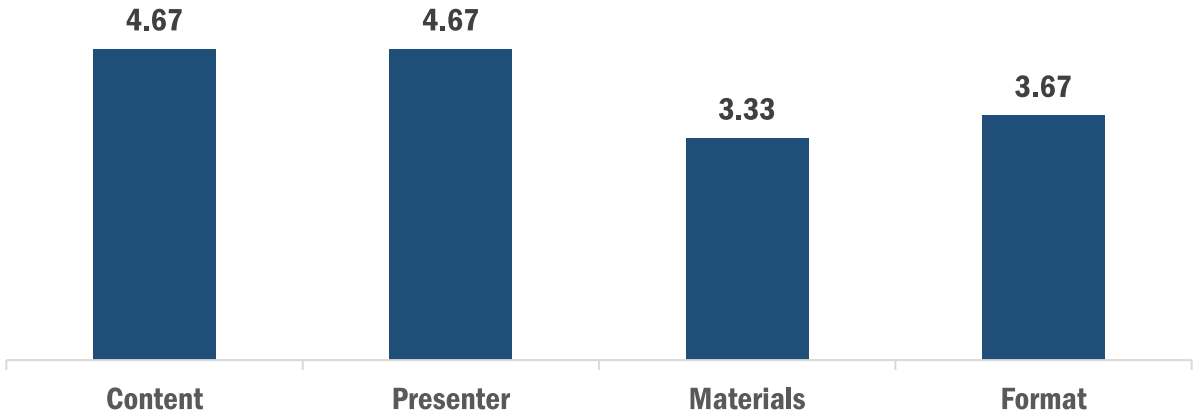
CAST 101 (n=6)



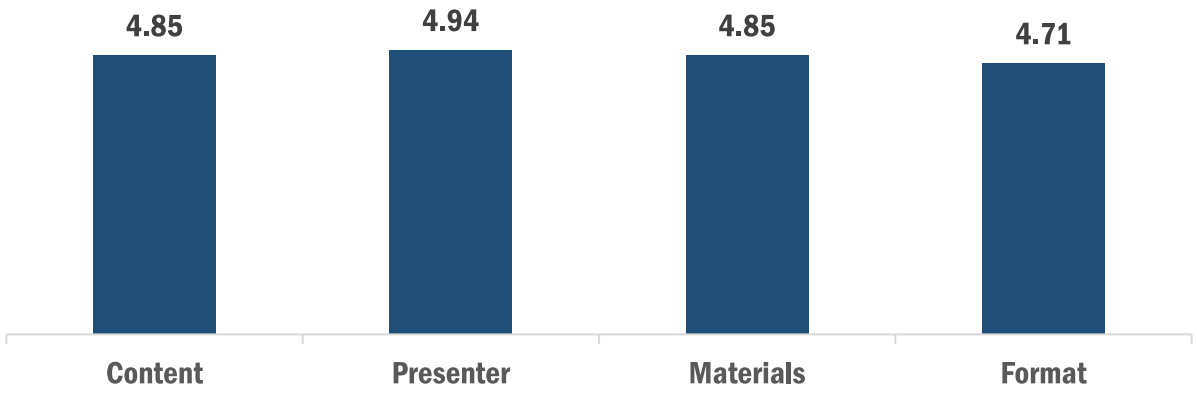
ELPAC 101 (n=5)



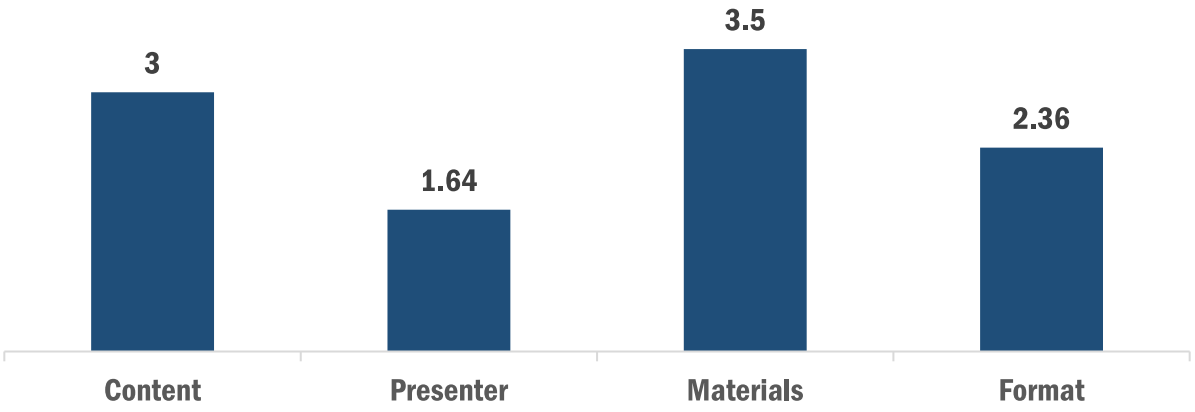
CAA 101 ELA, Math, & Science (n=3)



Shared Practices: Goal-getters! Leveraging IABs to Supporting Teaching and Learning (Val Verde) (n=34)

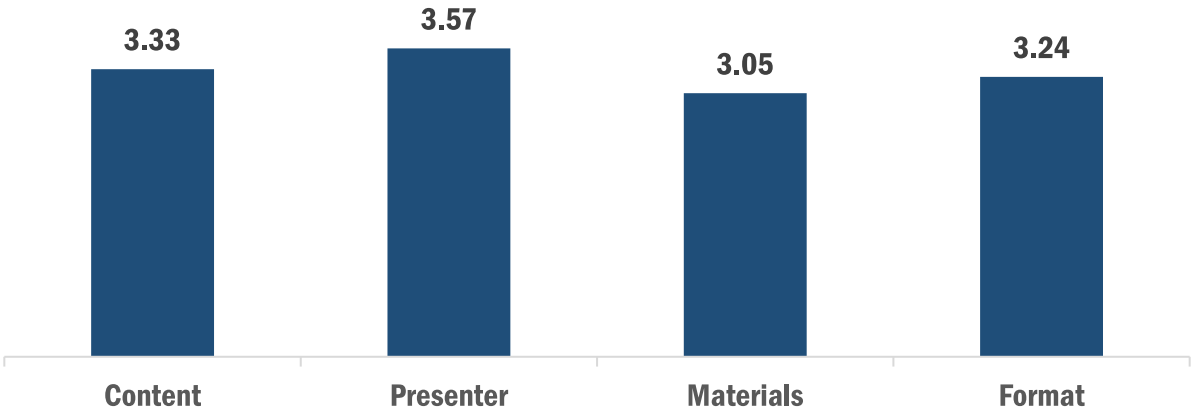


Lab Session: Digging into the Digital Library (n=14)

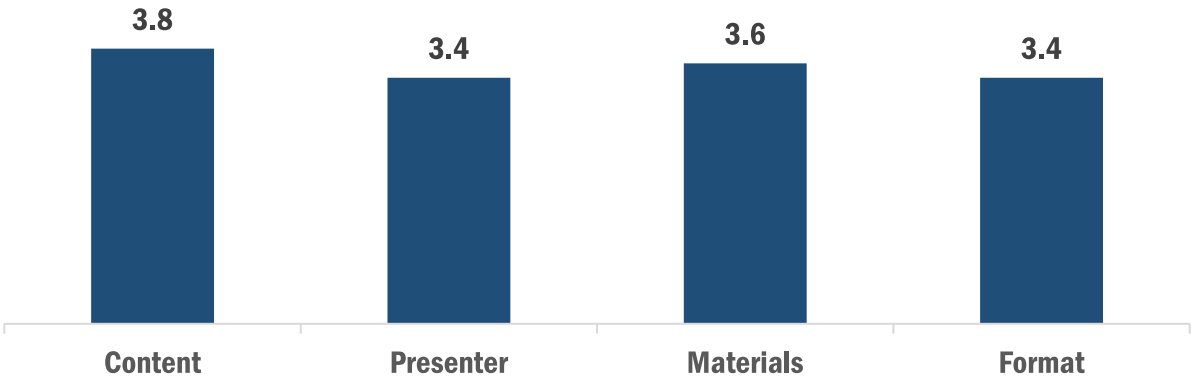


2:00–2:45 p.m. | 101 Sessions

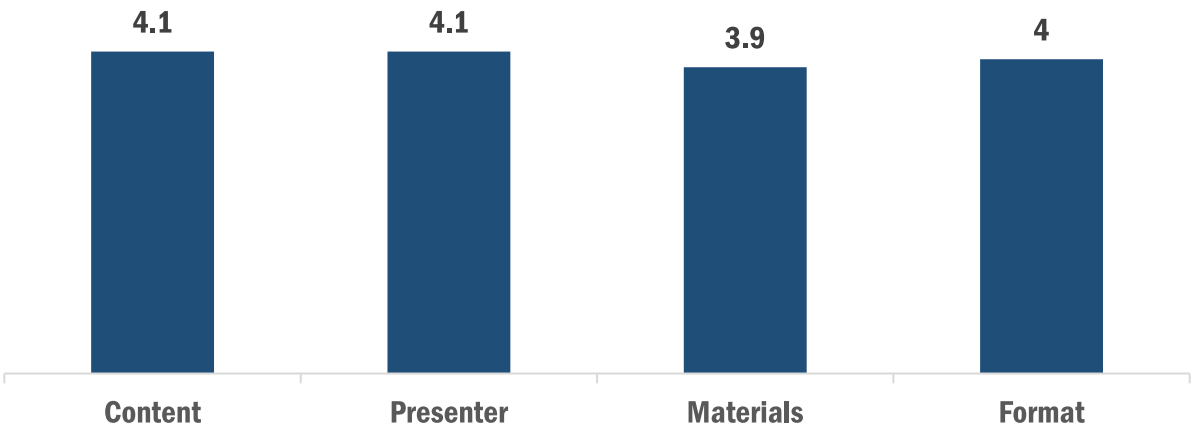
Formative/Digital Library 101 (n=21)



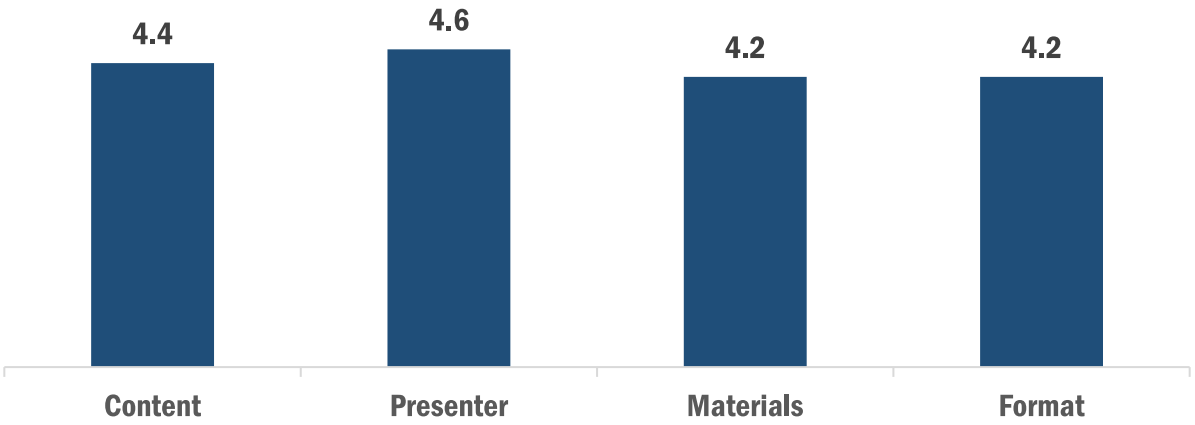
Interim 101 (n=5)



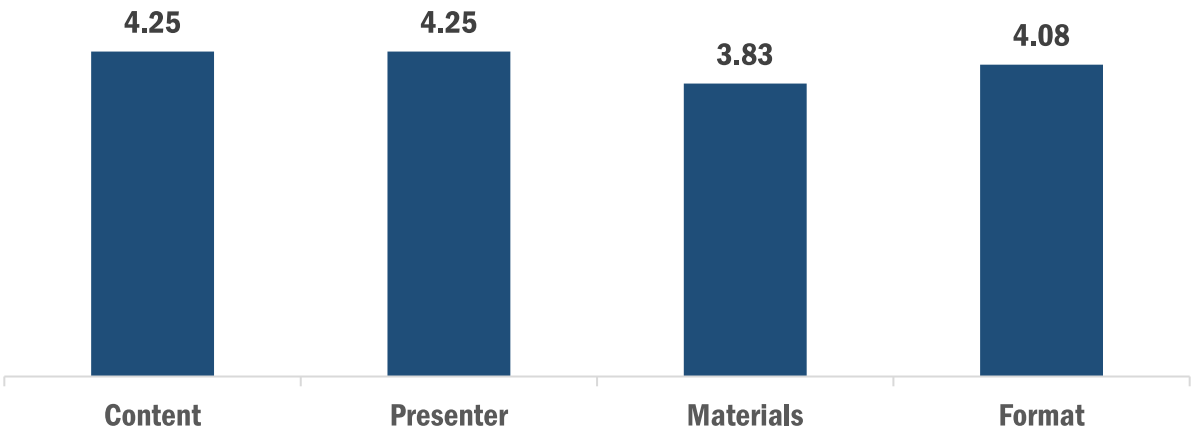
Smarter Summative 101 (n=10)



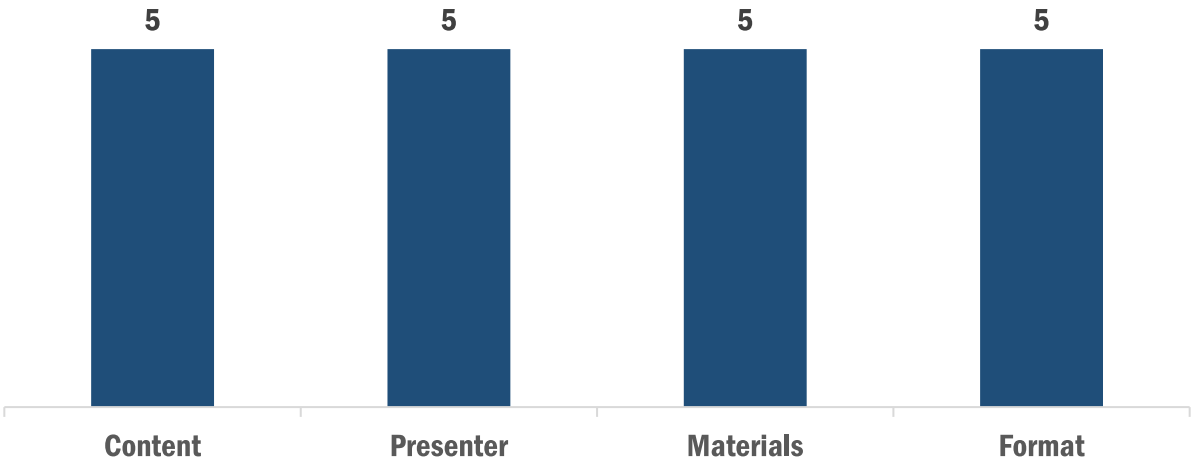
CAST 101 (n=5)



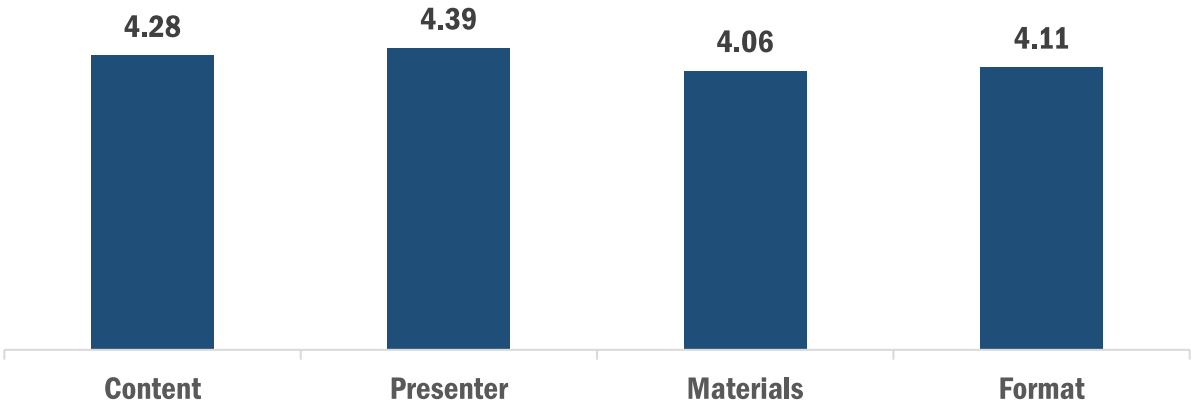
ELPAC 101 (n=12)



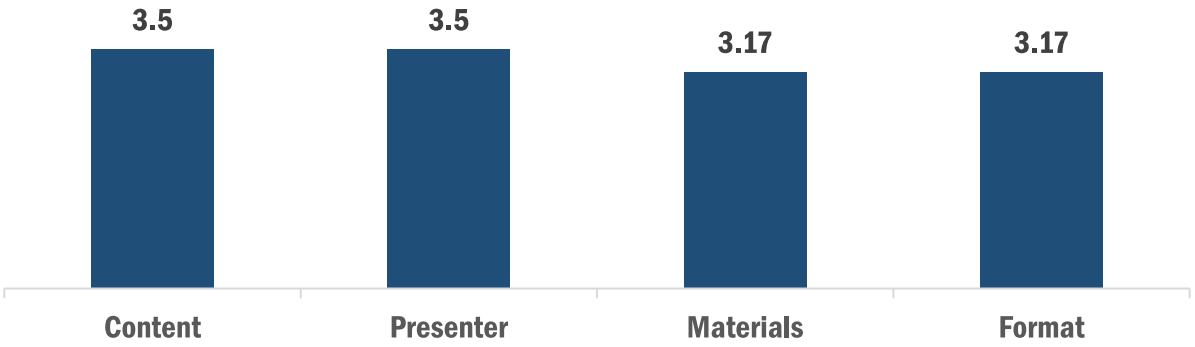
CAA 101 ELA, Math, & Science (n=1)



Shared Practices: Inquiry-Driven Assessment: Moving Beyond Measurement (Natomas USD) (n=18)

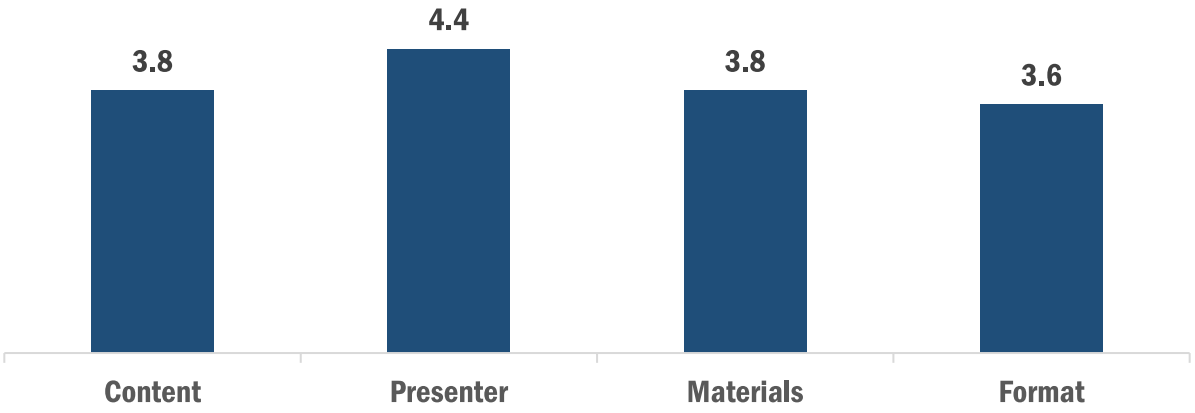


Lab Session: Exploring the Interim Assessments (n=6)

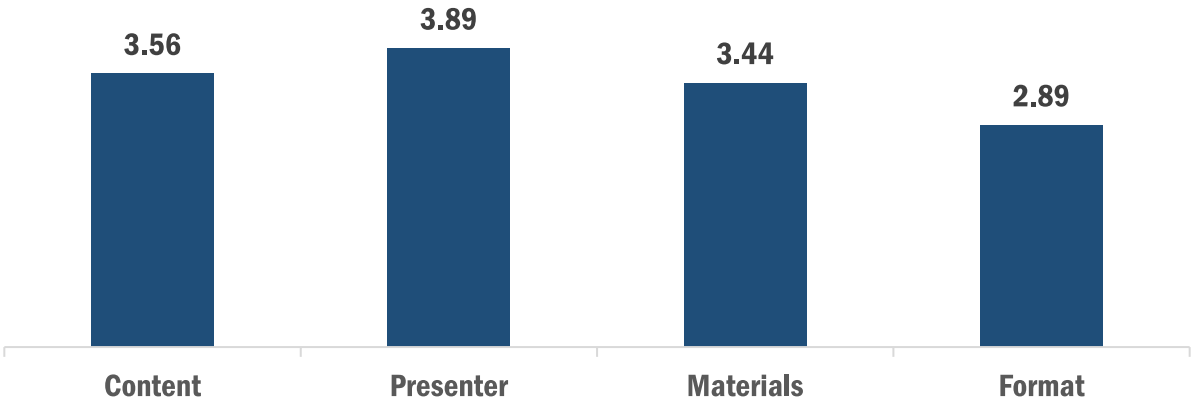


3:00–4:30 p.m. | Connecting Summative Results to Improved Teaching and Learning

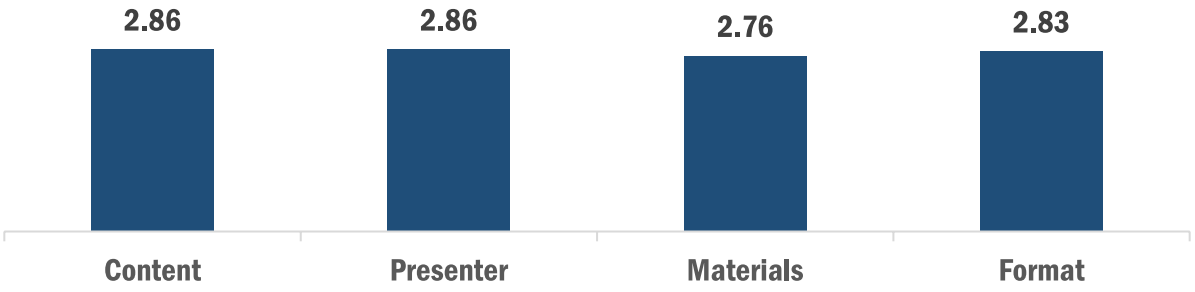
Connecting Summative Results to Improved Teaching and Learning: ELA (Group 1) (n=5)



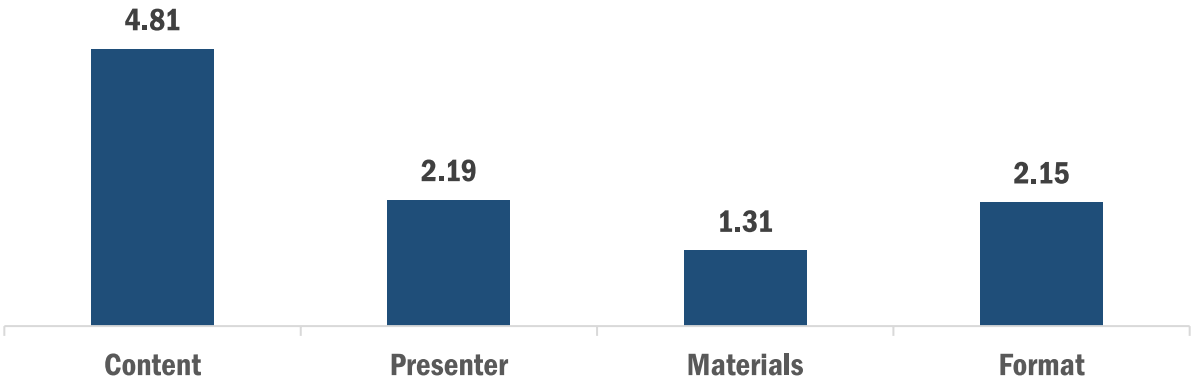
Connecting Summative Results to Improved Teaching and Learning: Math (n=9)



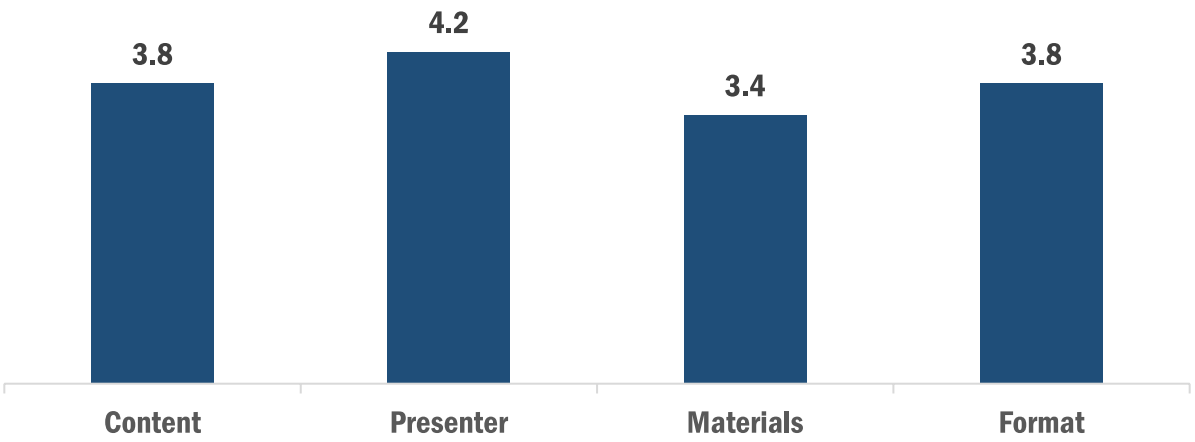
Connecting Summative Results to Improved Teaching and Learning: ELPAC (n=29)



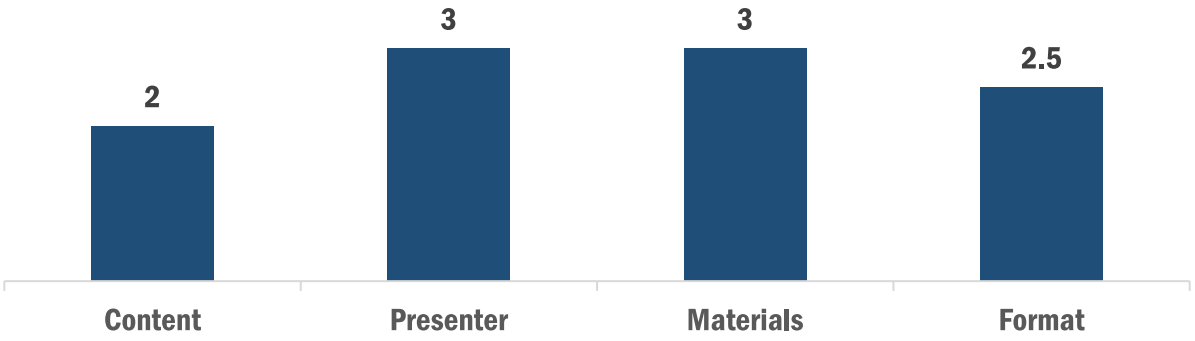
Connecting Summative Results to Improved Teaching and Learning: Interims (n=26)



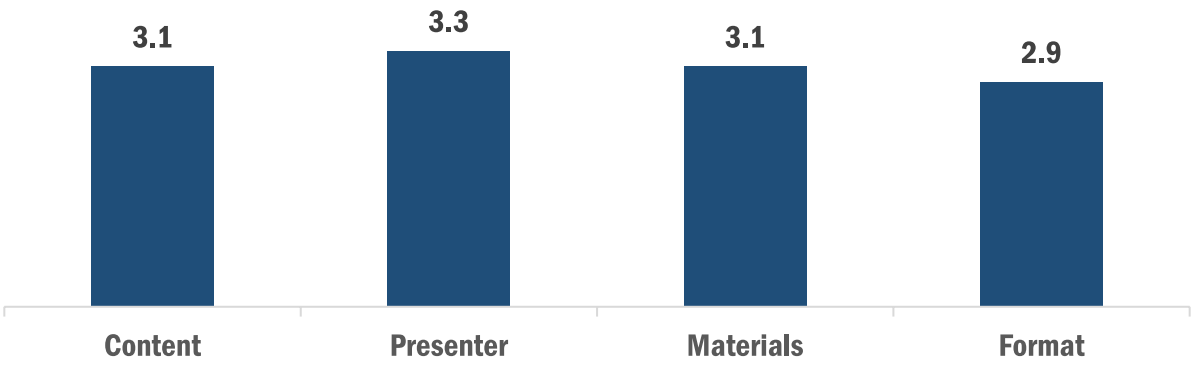
Connecting Summative Results to Improved Teaching and Learning: CAST (n=5)



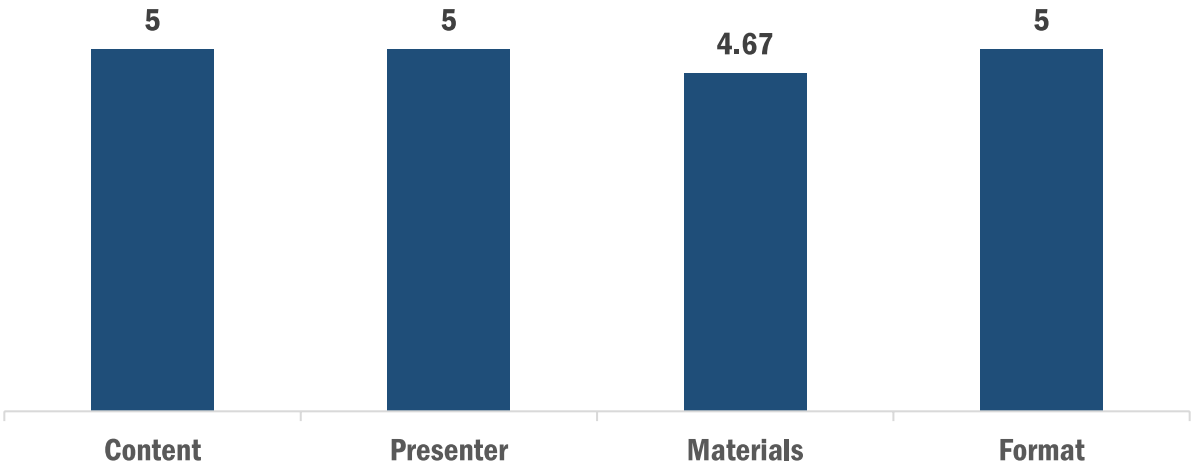
Connecting Summative Results to Improved Teaching and Learning: ELA (Group 2) (n=2)



Using Smarter Balanced Interim Assessments to Improve Teaching and Learning (Woodland USD) (n=10)

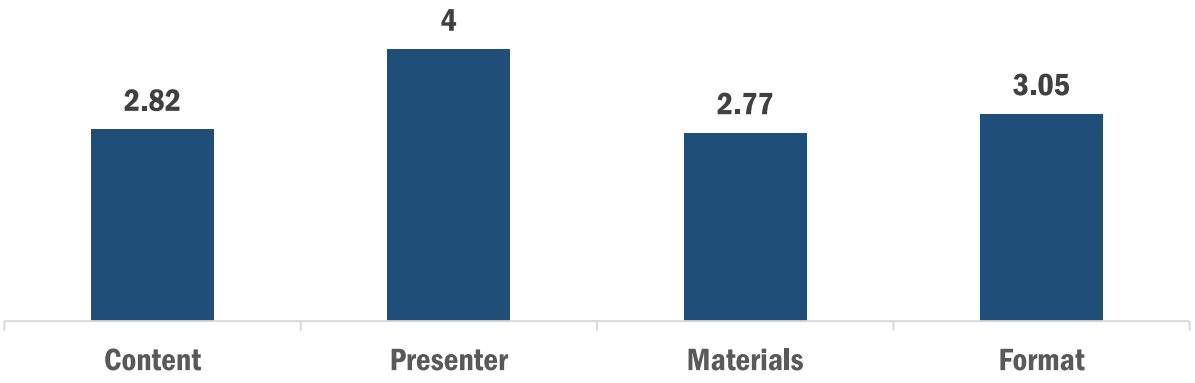


Lab Session: Digging into the Digital Library (n=3)



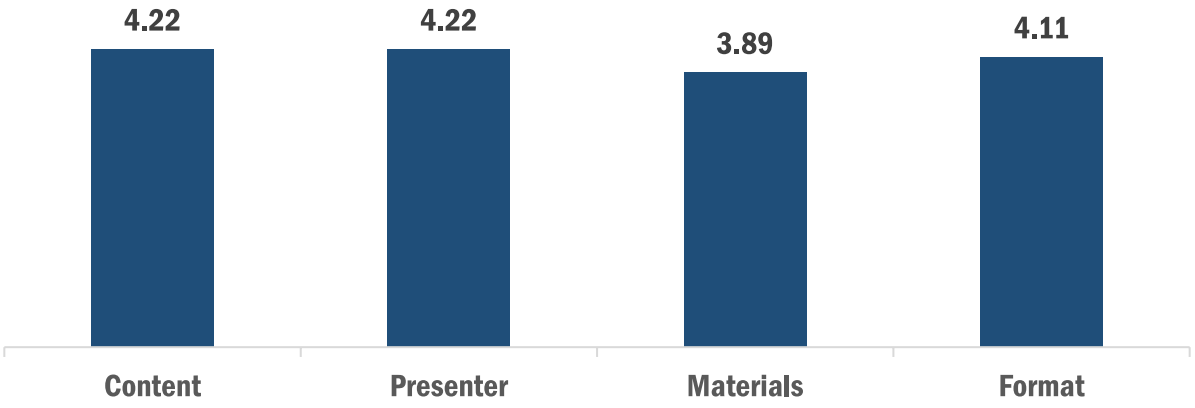
Day 2

8:00–9:20 a.m. | Science? It's Elementary! Video Contest Finalists Panel Discussion (n=22)

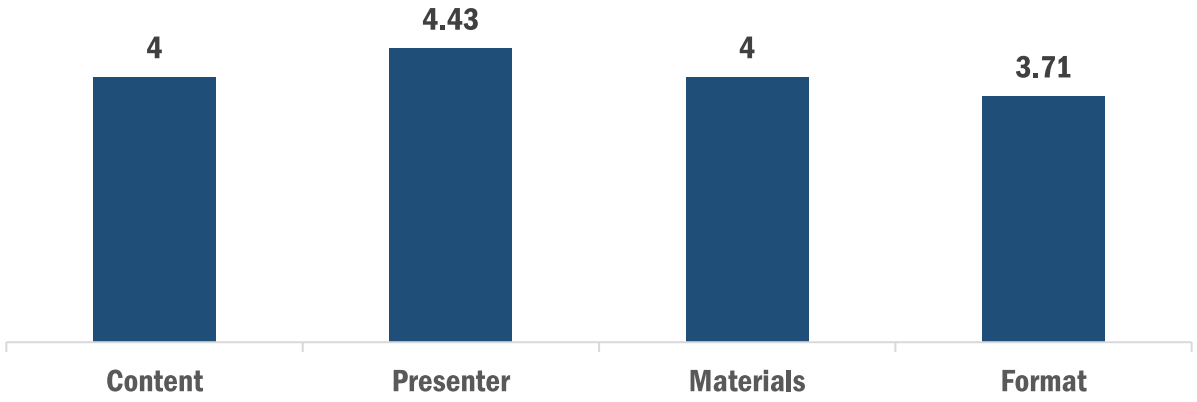


9:30–11:00 a.m. | Connecting Standards Sessions

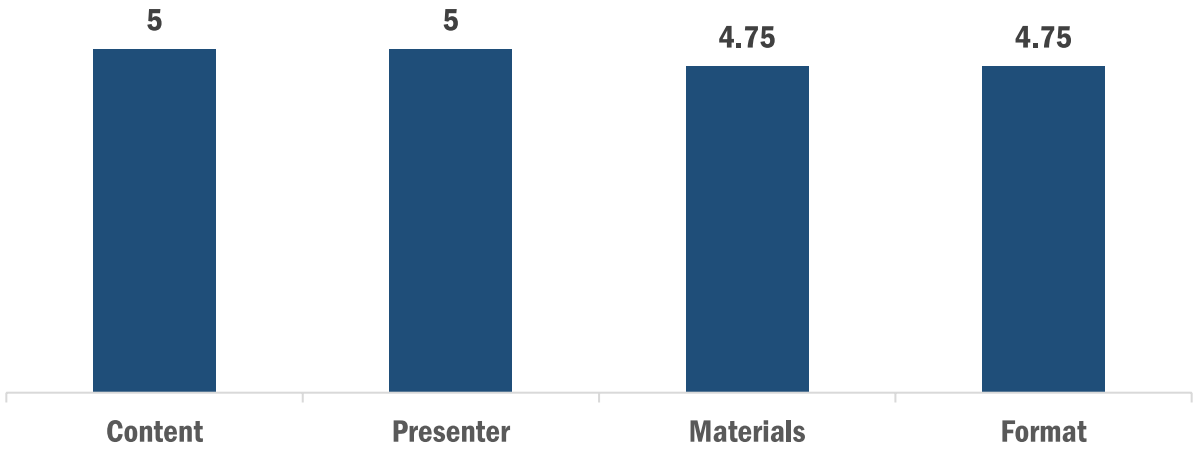
Connecting claims, targets, and standards: ELA (n=9)



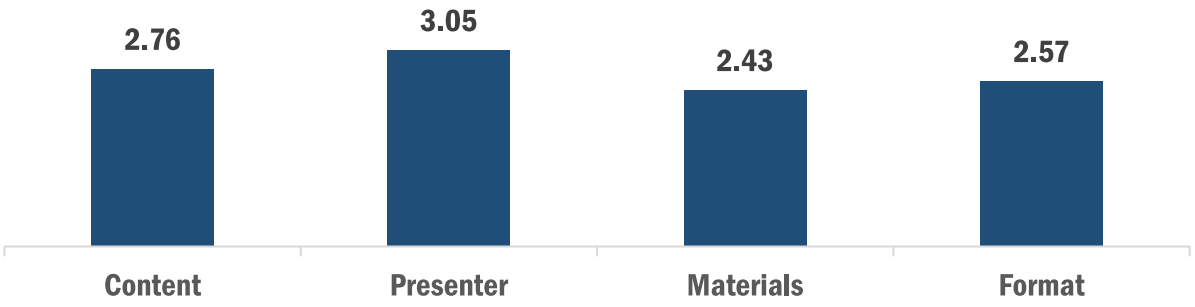
Connecting claims, targets, and standards: Math (n=7)



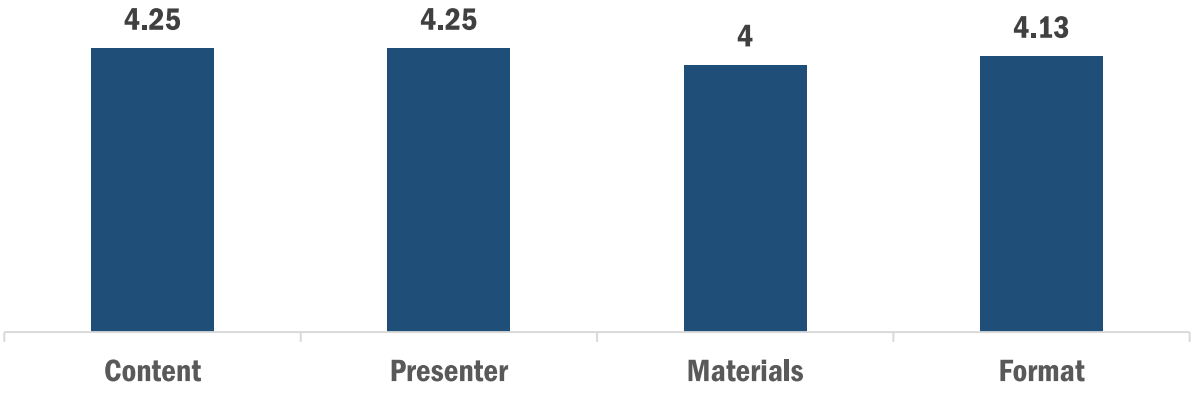
Connecting DCIs, SEPs, and CCCs: CA NGSS (n=4)



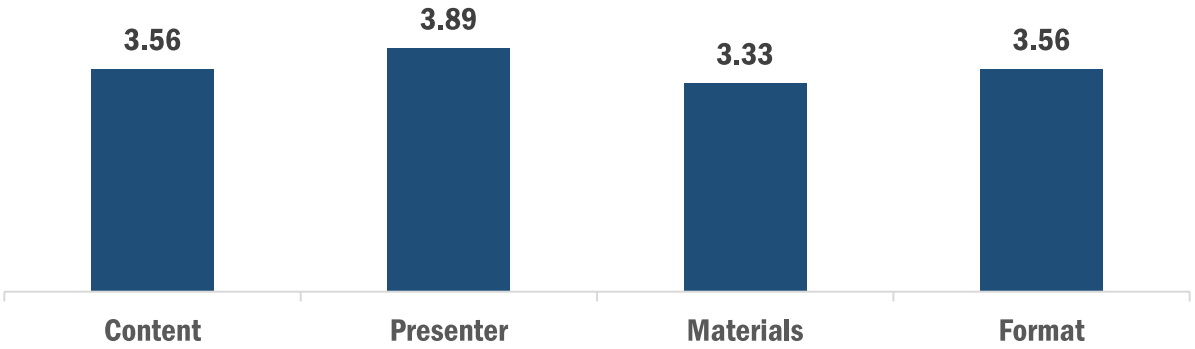
ELD Standards: Connecting the parts to content standards (n=21)



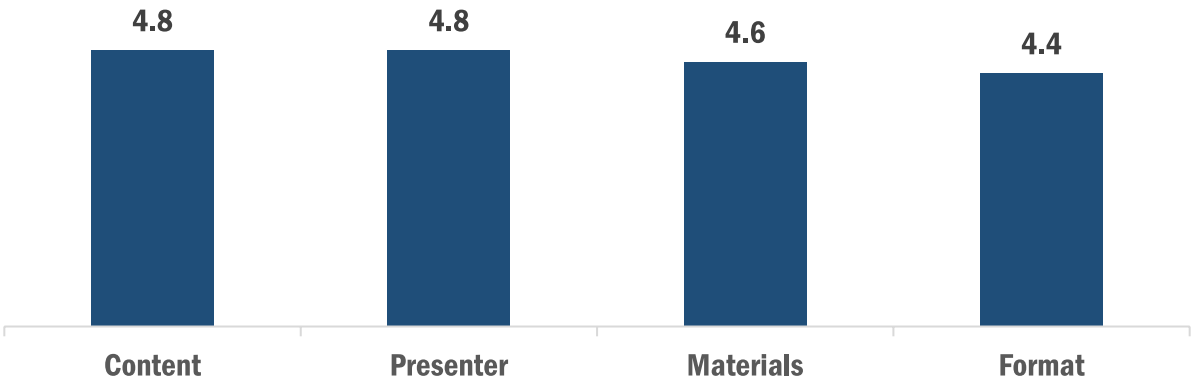
Making connections across content areas (Group 1) (n=8)



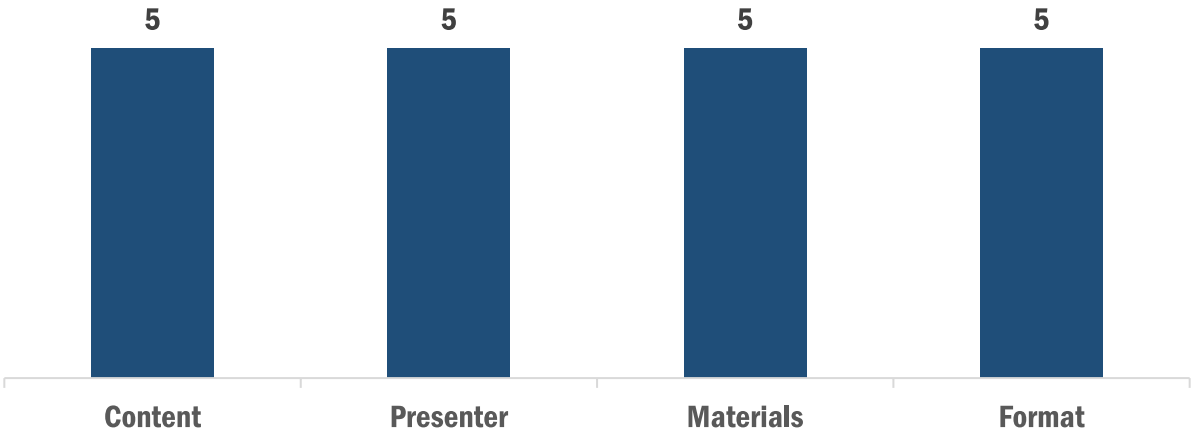
Making connections across content areas (Group 2) (n=9)



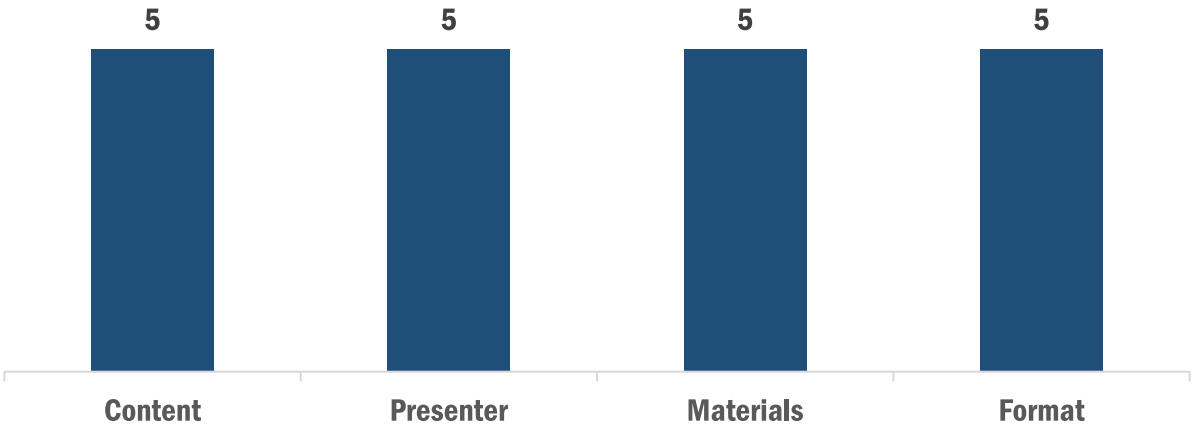
Using Teacher-Created NGSS Performance Assessments (Val Verde USD) (n=5)



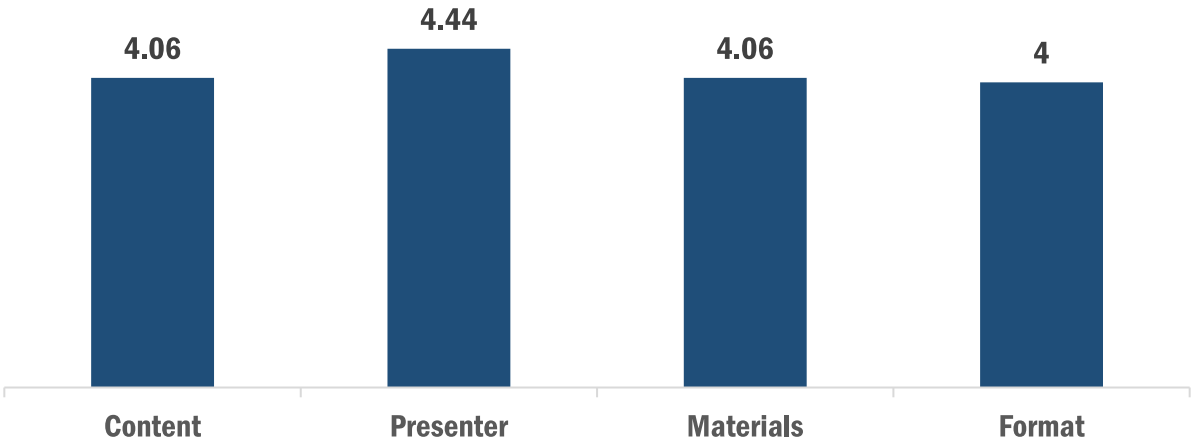
Lab Session: Exploring the Interim Assessments (n=3)



11:00–11:30 a.m. | CDE Partner Hours and Team Planning Time (n=10)

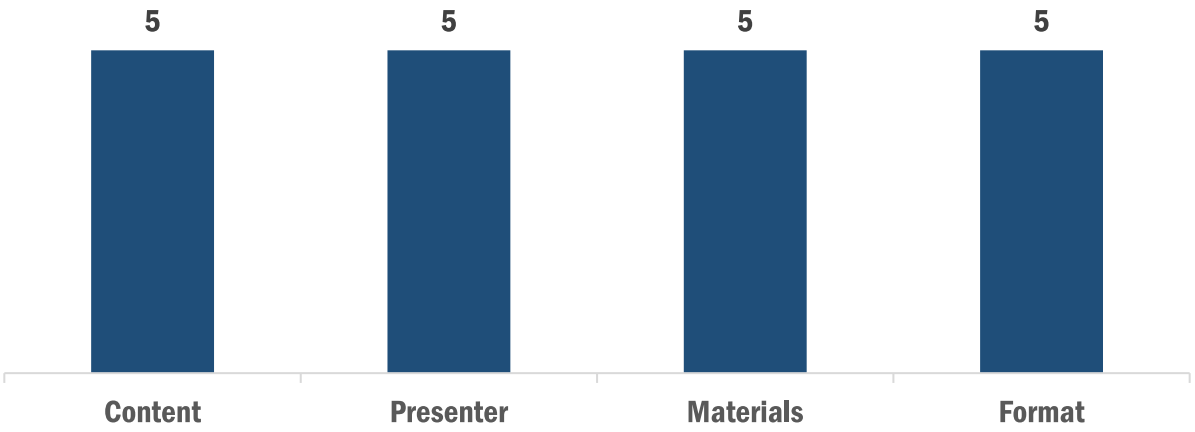


11:30–1:00 p.m. | Plenary Session—Practice Tests (n=18)

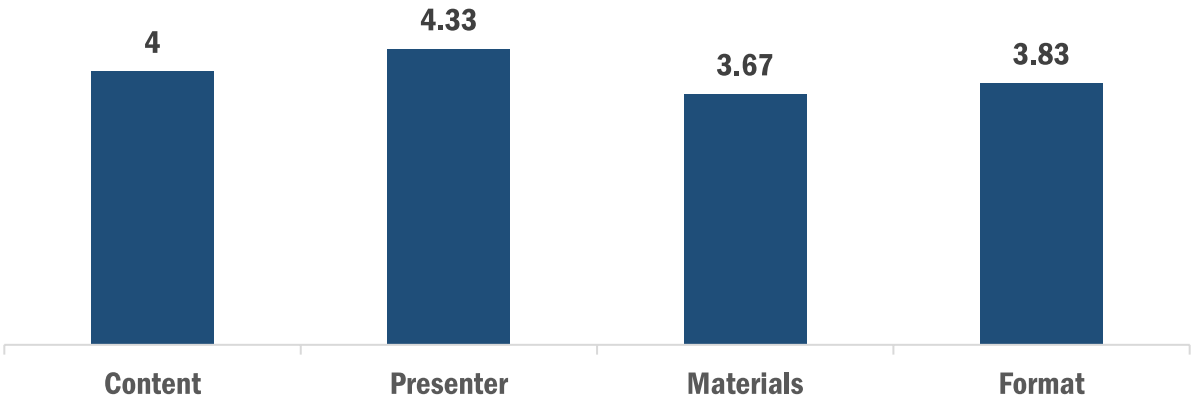


1:00–1:45 p.m. | Practice Test Sessions

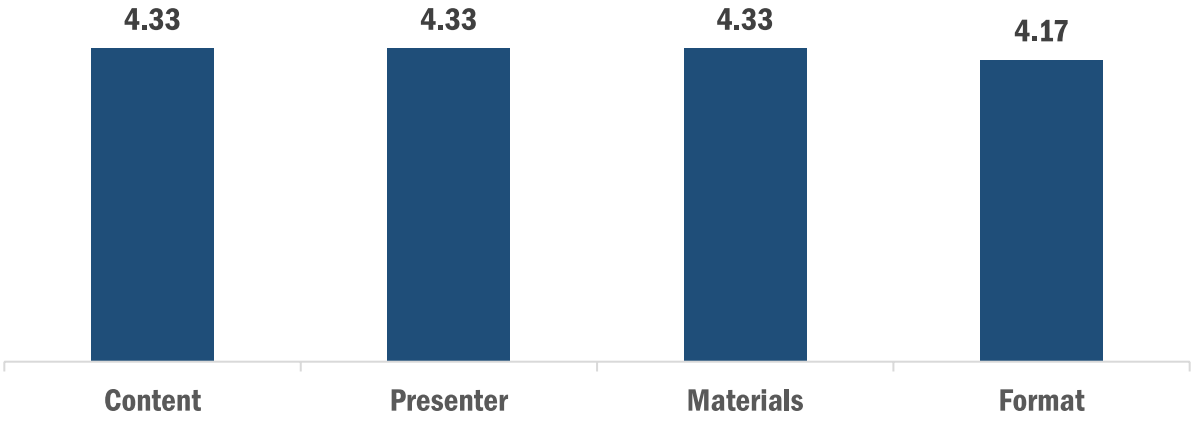
Digging into the Practice Tests: ELA (Group 1) (n=3)



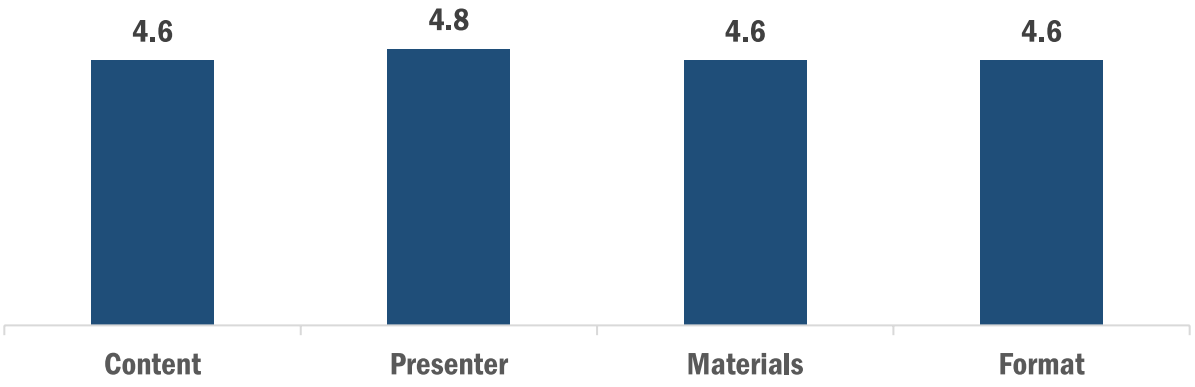
Digging into the Practice Tests: ELA (Group 2) (n=6)



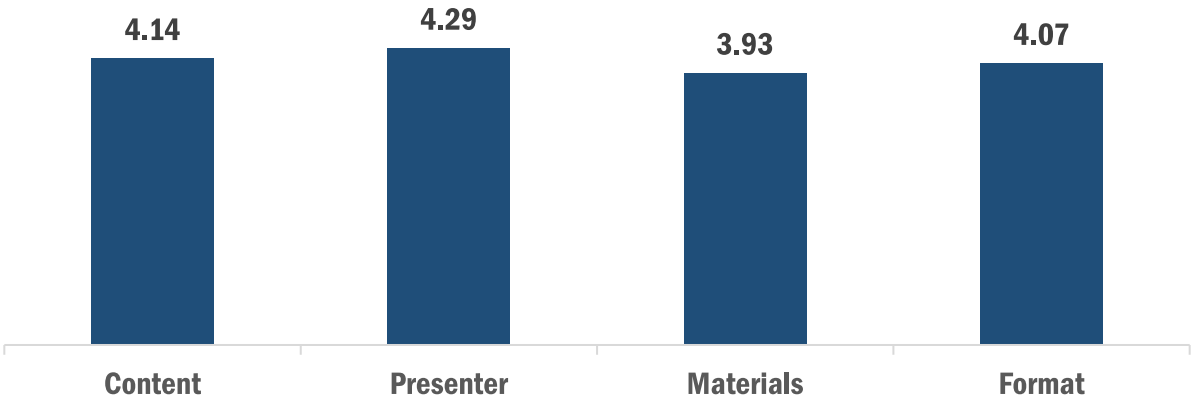
Digging into the Practice Tests: Math (Group 1) (n=6)



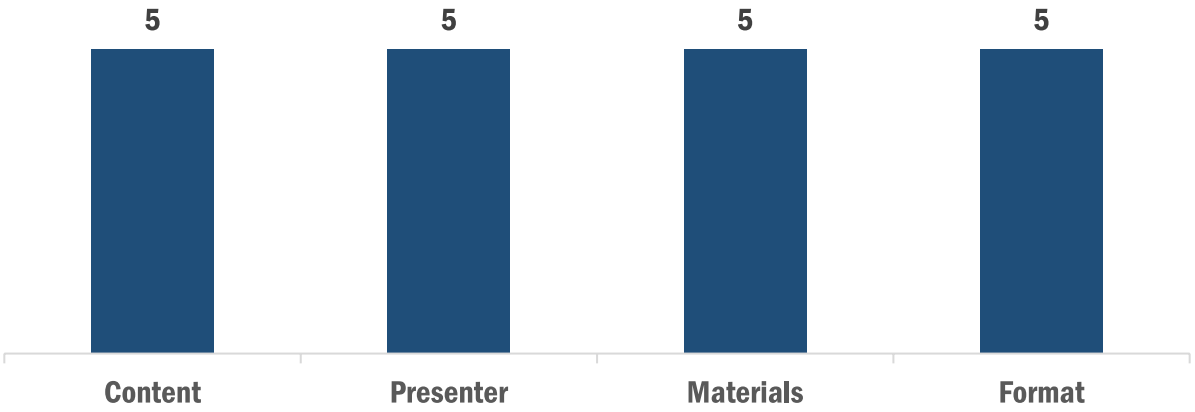
Digging into the Practice Tests: Science (n=5)



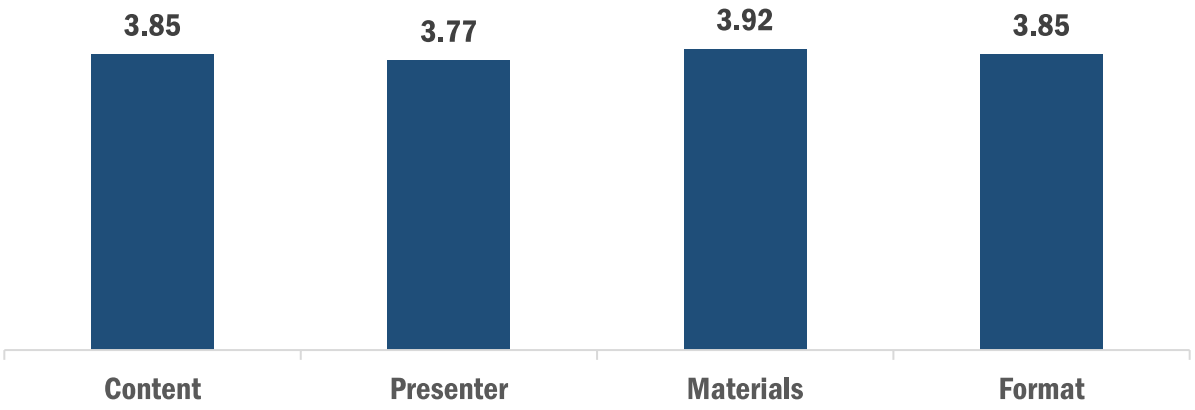
Digging into the Practice Tests: ELPAC (n=14)



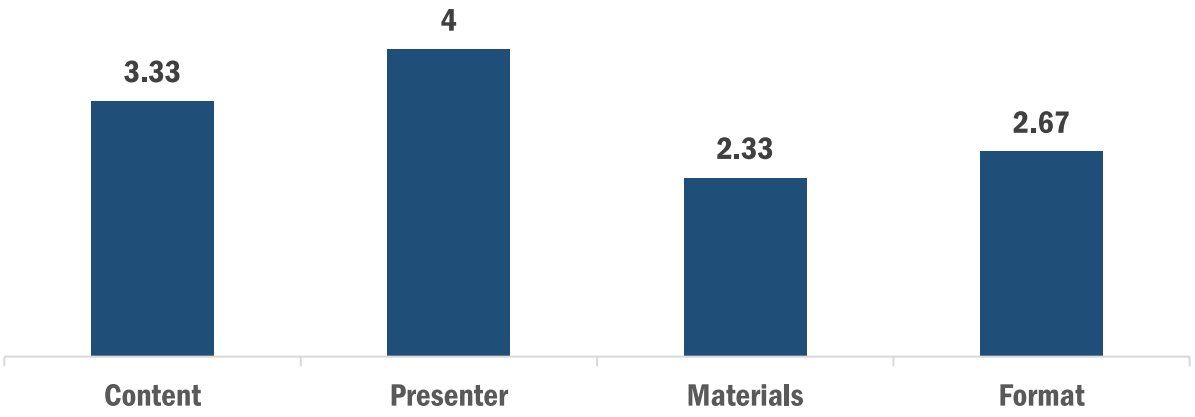
Digging into the Practice Tests: Math (Group 2) (n=1)



Watch Learning Soar! Navigating the Formative Assessment Process with Students as your Co-pilots (El Rancho USD) (n=13)

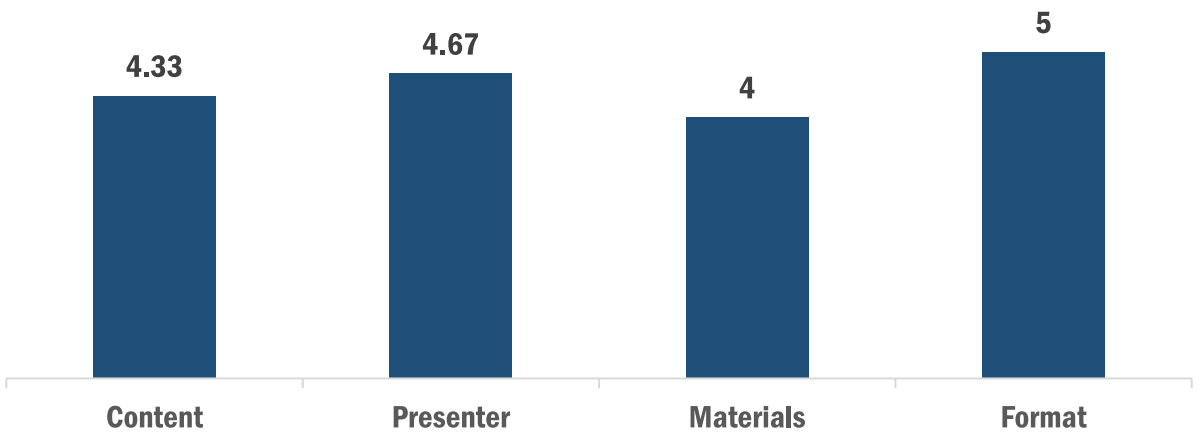


Lab Session: Digging into the Digital Library (n=3)

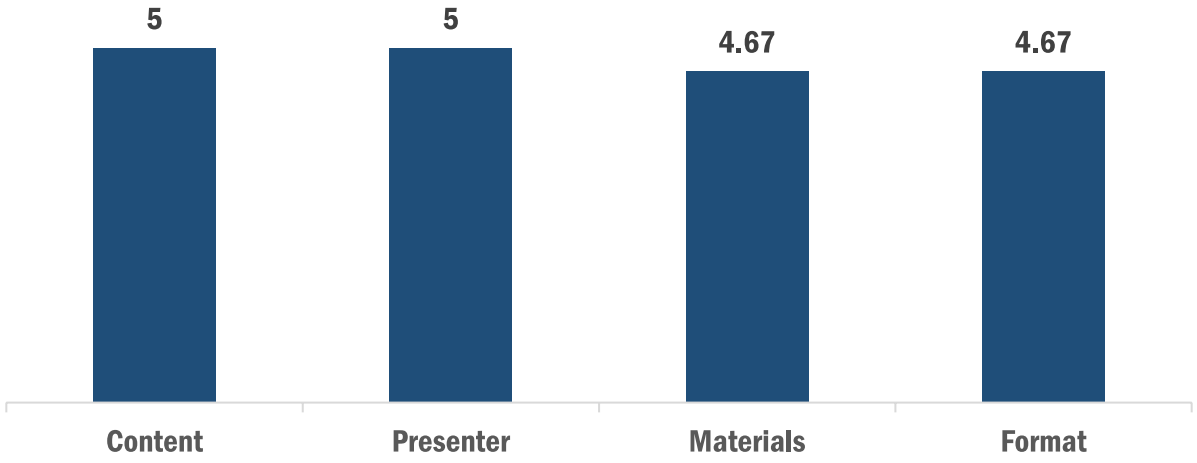


2:00–3:00 p.m. | Deconstruct a Task Sessions

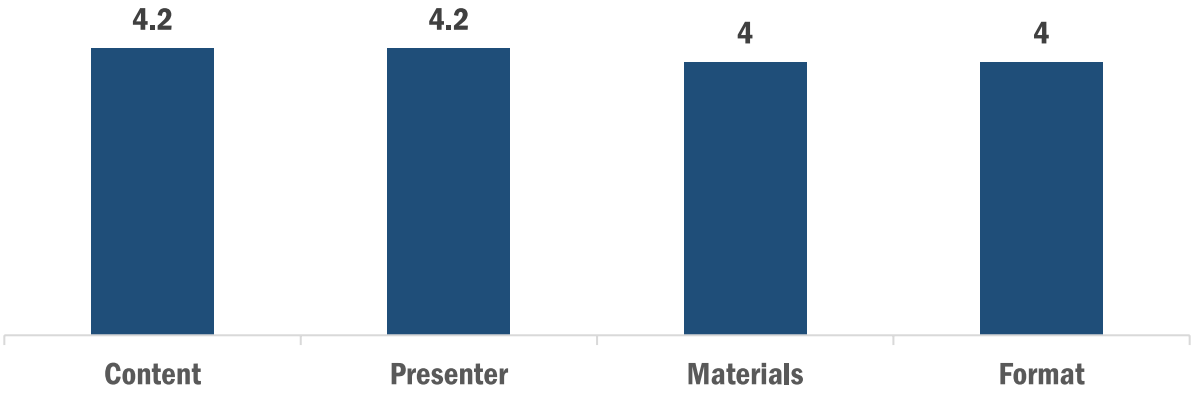
Deconstruct a task: ELA (Group 1) (n=3)



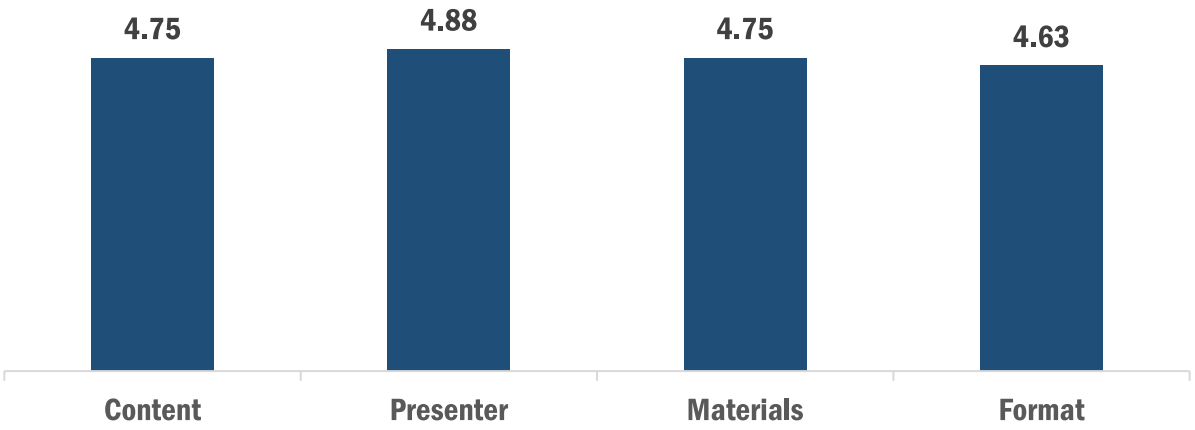
Deconstruct a task: ELA (Group 2) (n=3)



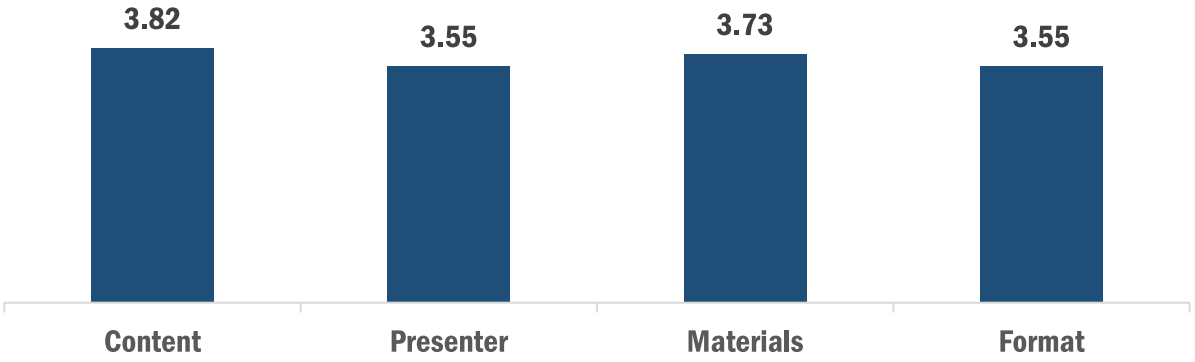
Deconstruct a task: Math (Group 1) (n=10)



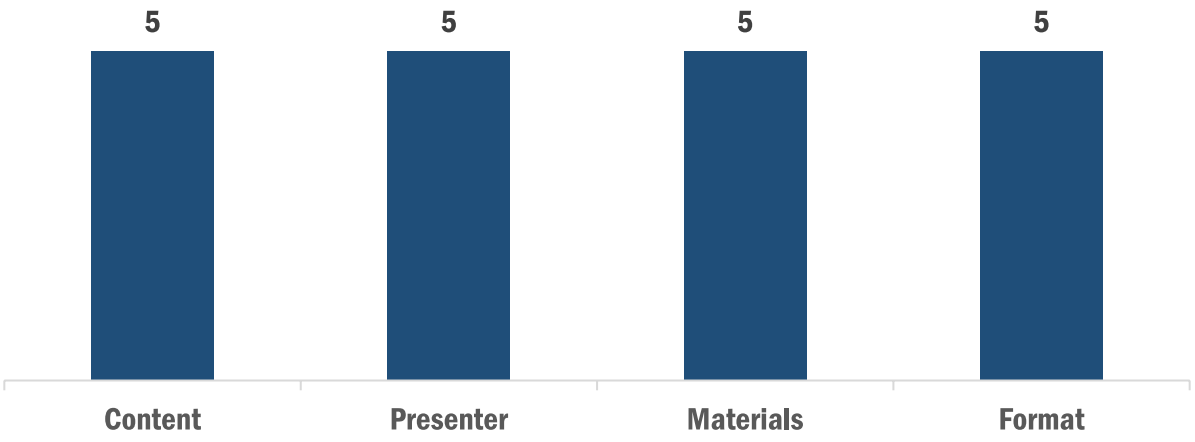
Deconstruct a task: Science (n=8)



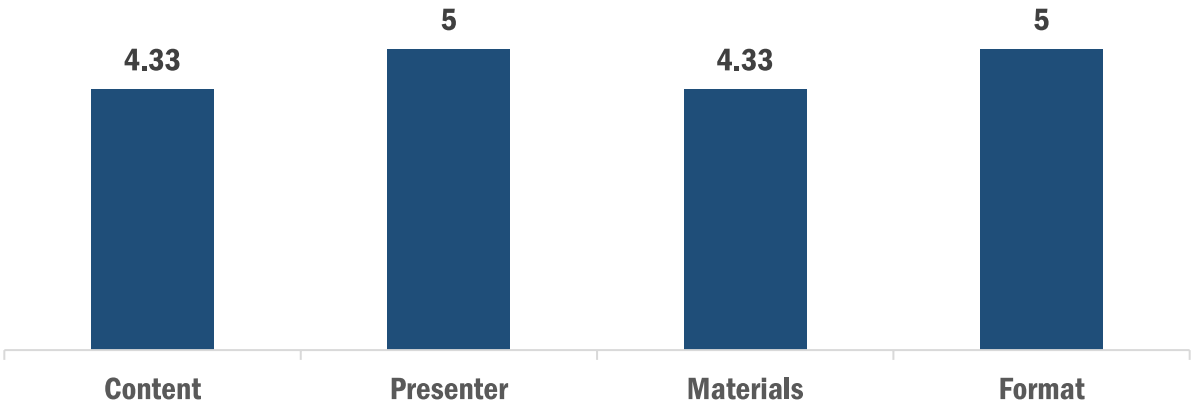
Deconstruct a task: ELPAC (n=11)



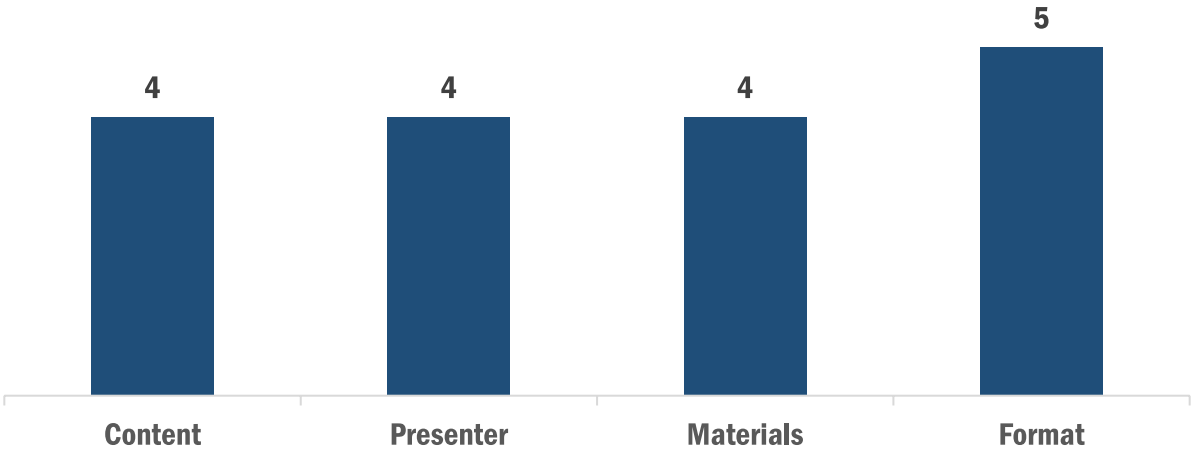
Deconstruct a task: Math (Group 2) (n=2)



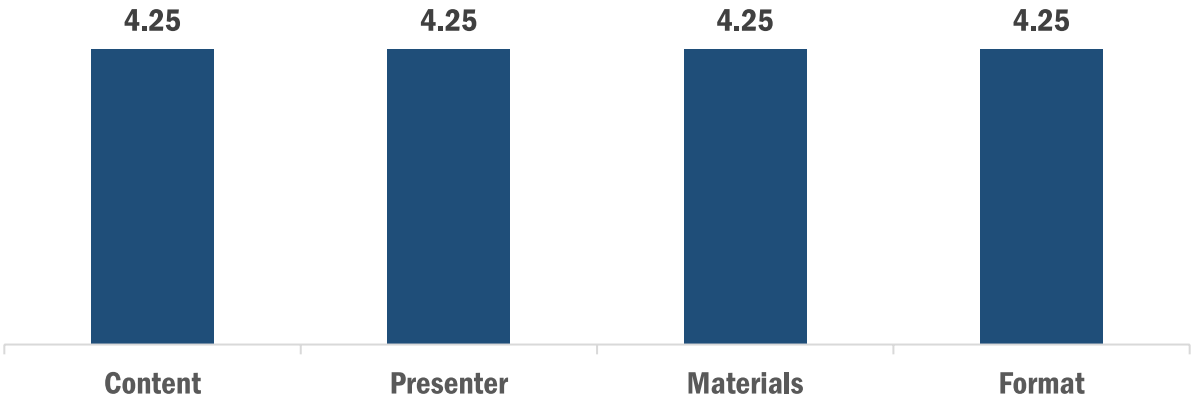
Science for Our Youngest Kindergartners (Tracy USD) (n=3)



Lab Session: Exploring the Interim Assessments (n=2)

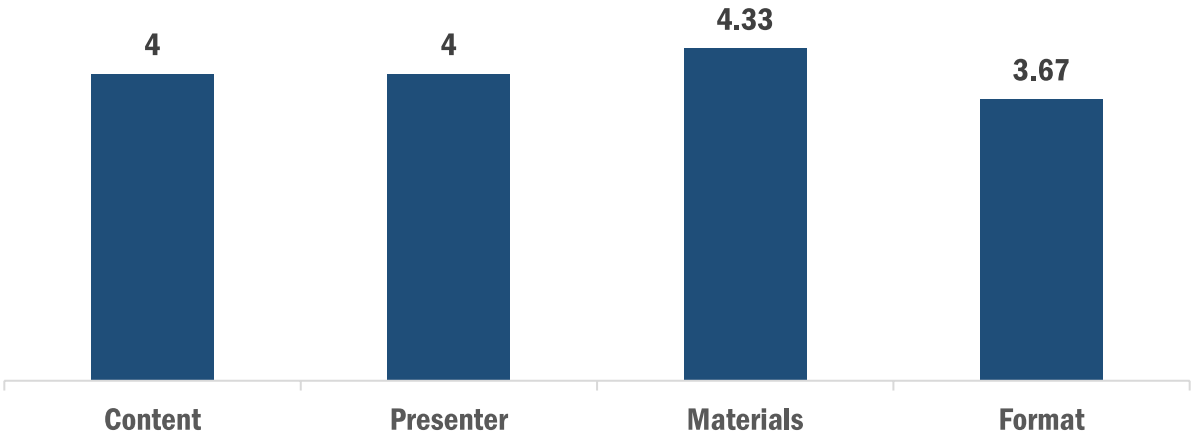


3:00–3:30 p.m. | CDE Partner Hours and Team Planning Time (n=4)

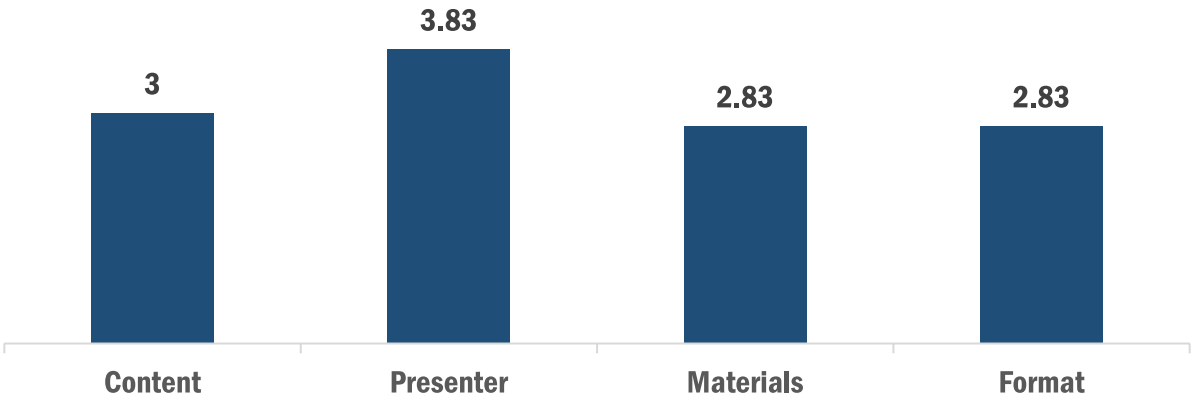


3:30–4:30 p.m. | Tools to Support Teaching and Learning Sessions

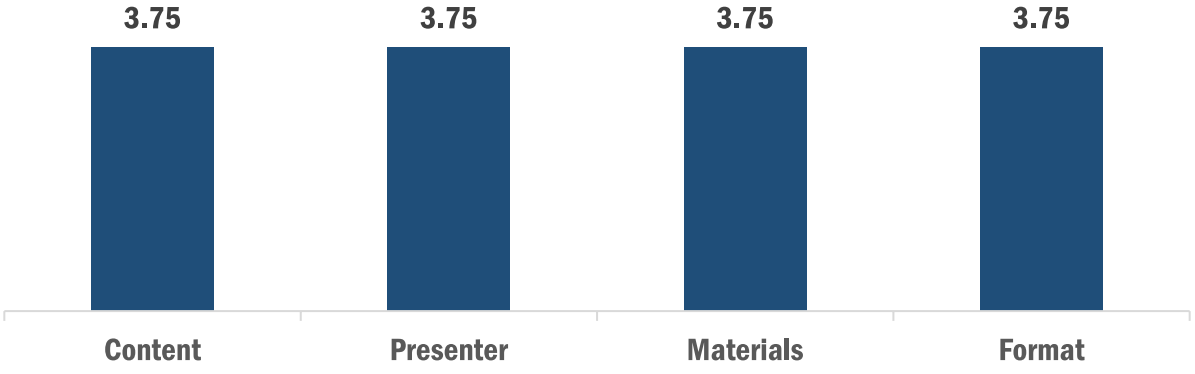
Tools to support learning: ELA (Group 1) (n=3)



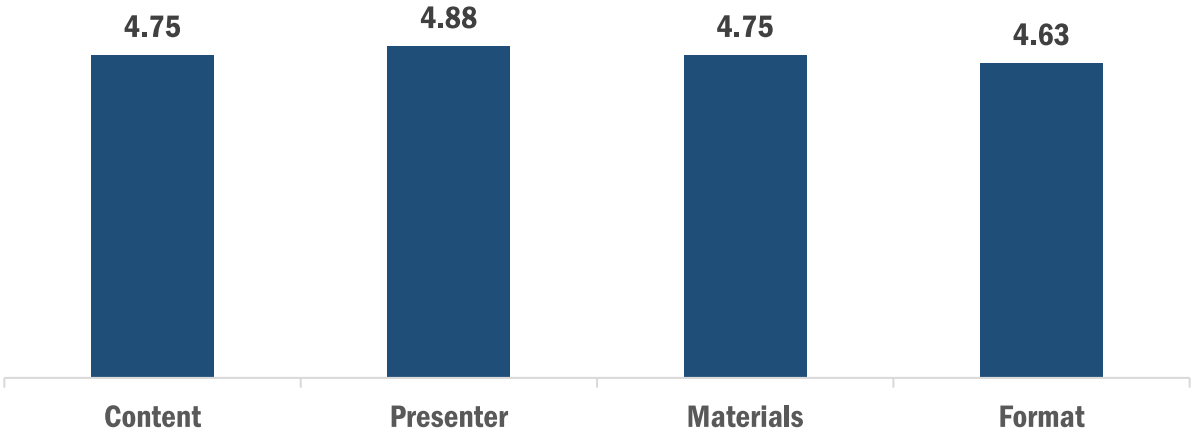
Tools to support learning: Math (Group 1) (n=6)



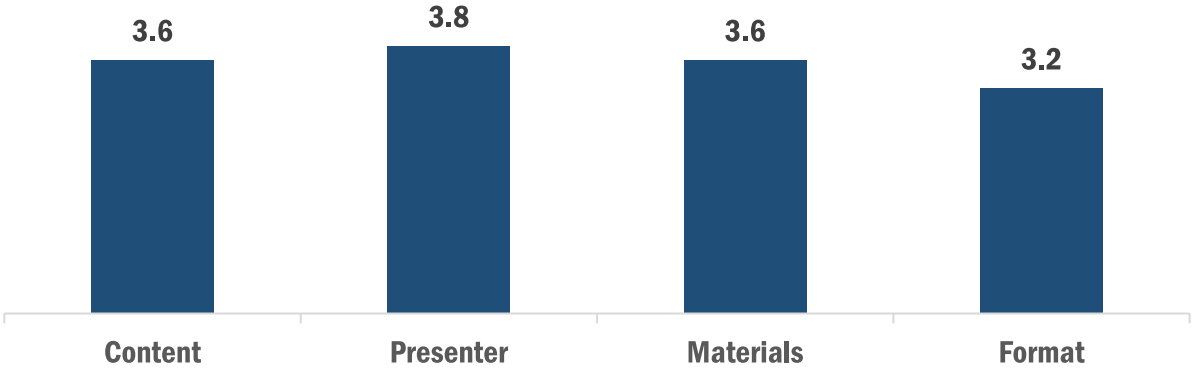
Tools to support learning: Math (Group 2) (n=4)



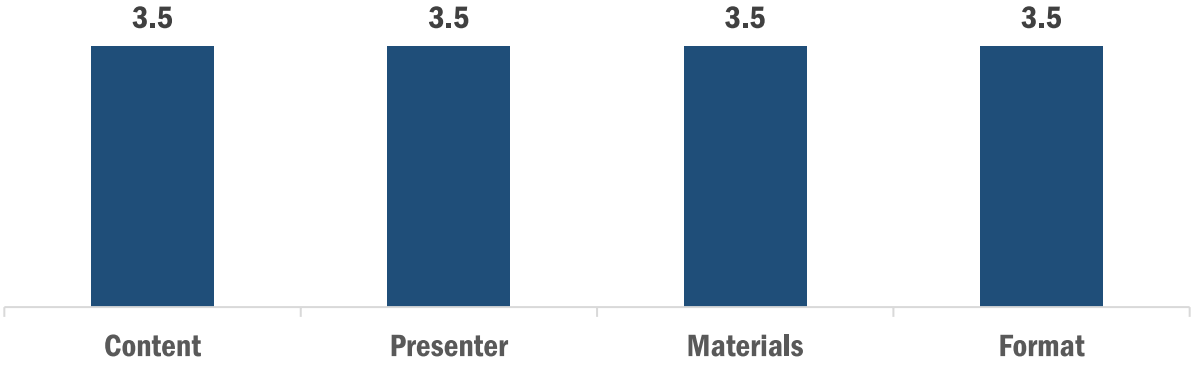
Tools to support learning: Science (n=3)



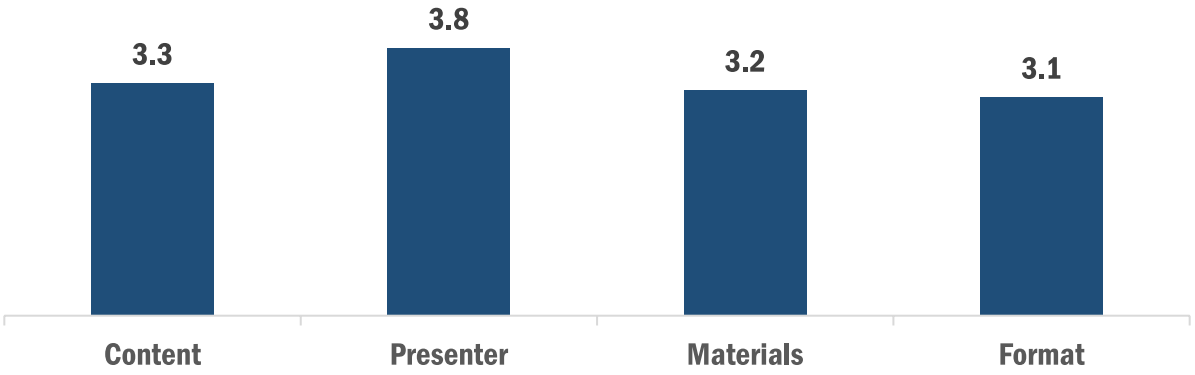
Tools to support learning: ELPAC (n=5)



Tools to support learning: ELA (Group 2) (n=2)



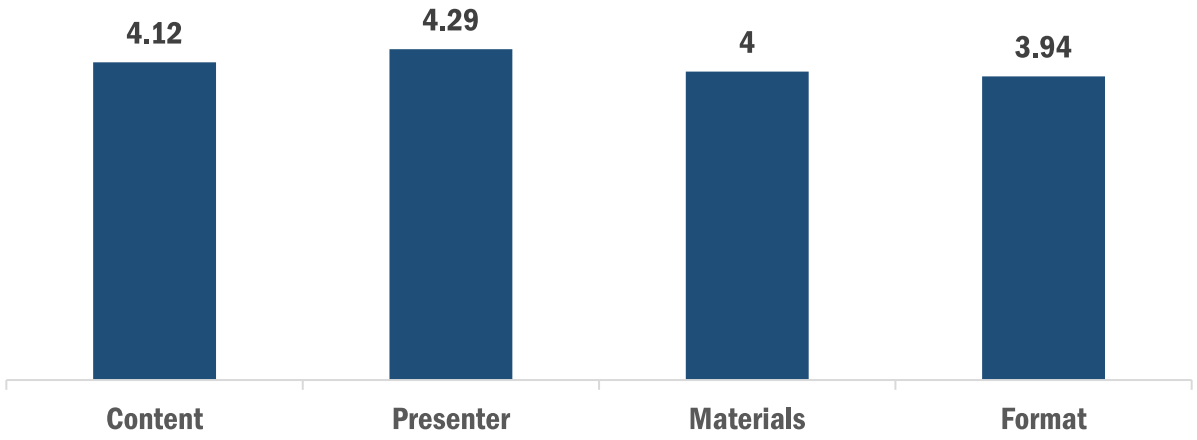
Using data to inform student progress (CDE) (n=10)



No responses were received for Lab Session: Digging into the Digital Library.

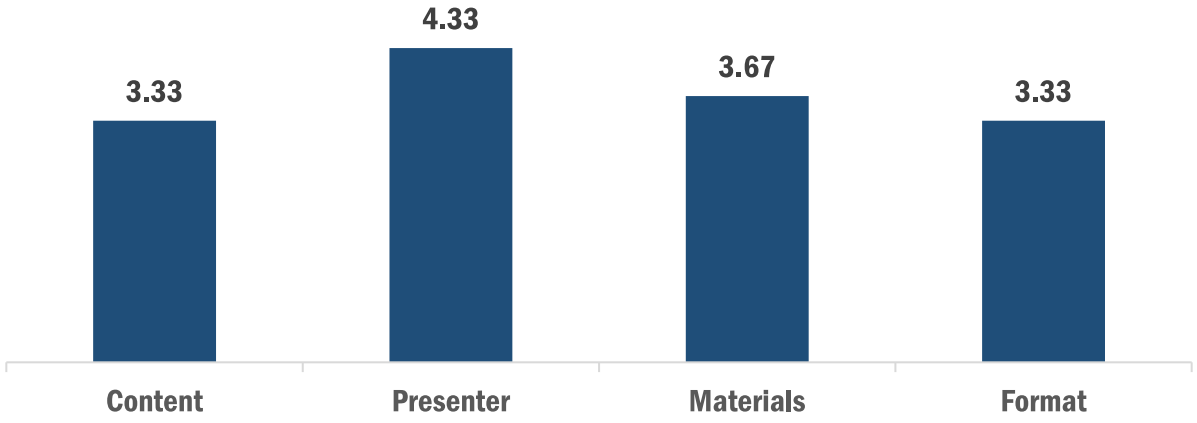
Day 3

8:00–9:10 a.m. | Plenary Session—Accessibility 101 (n=17)

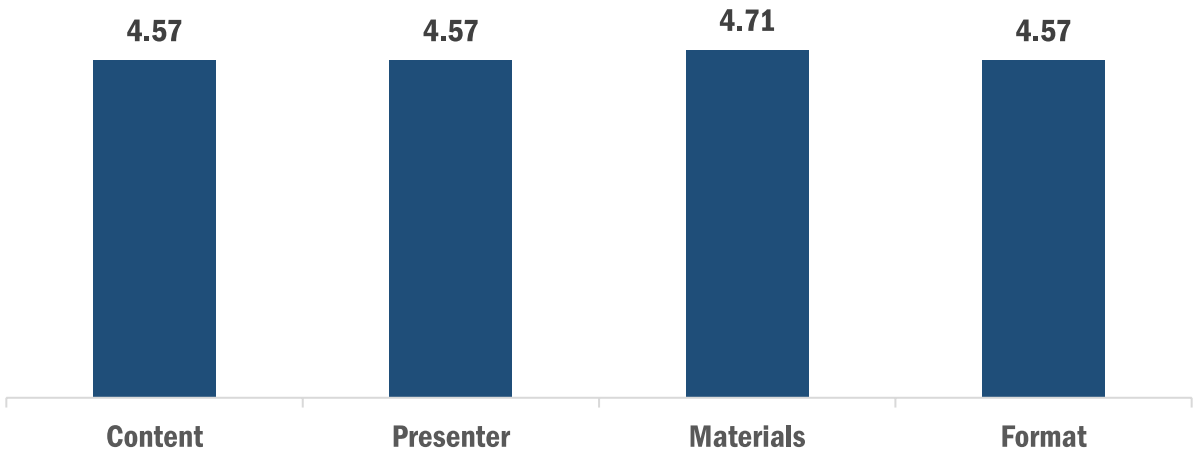


9:15–10:15 a.m. | Accessibility Sessions

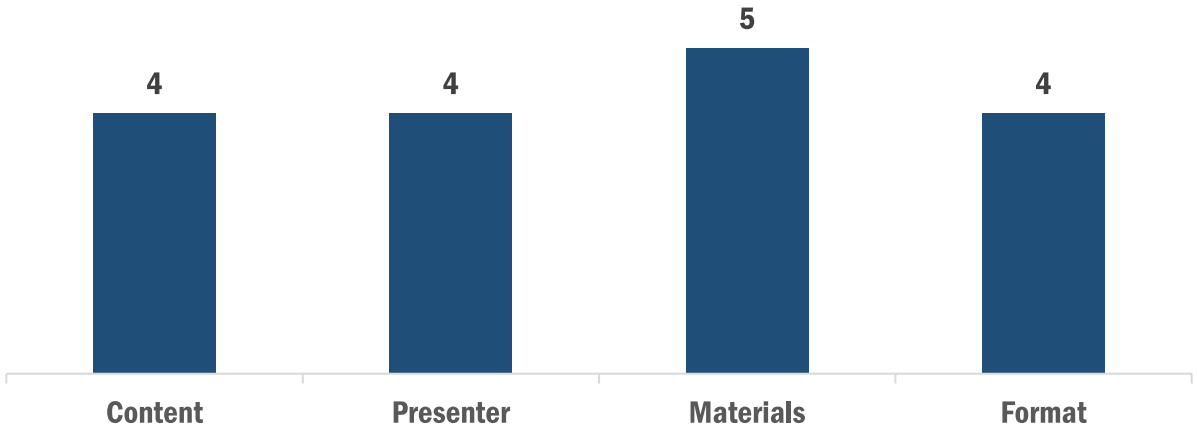
Matching supports from classroom to assessment (Group 1) (n=3)



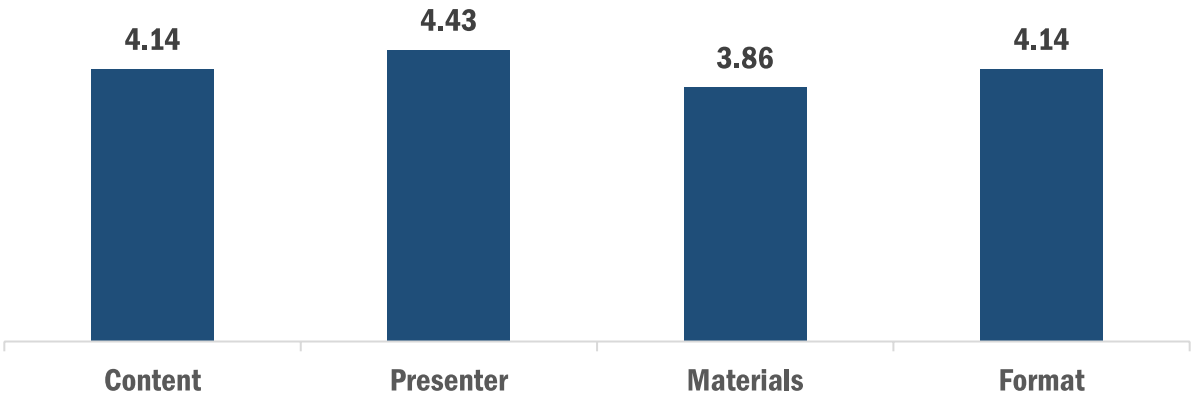
Matching supports from classroom to assessment (Group 2) (n=7)



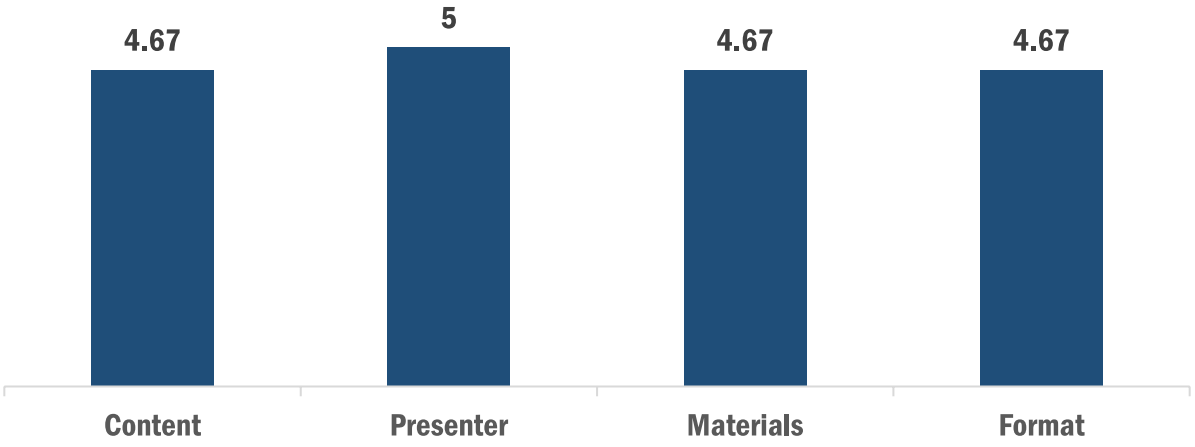
Matching supports from classroom to assessment (Group 3) (n=2)



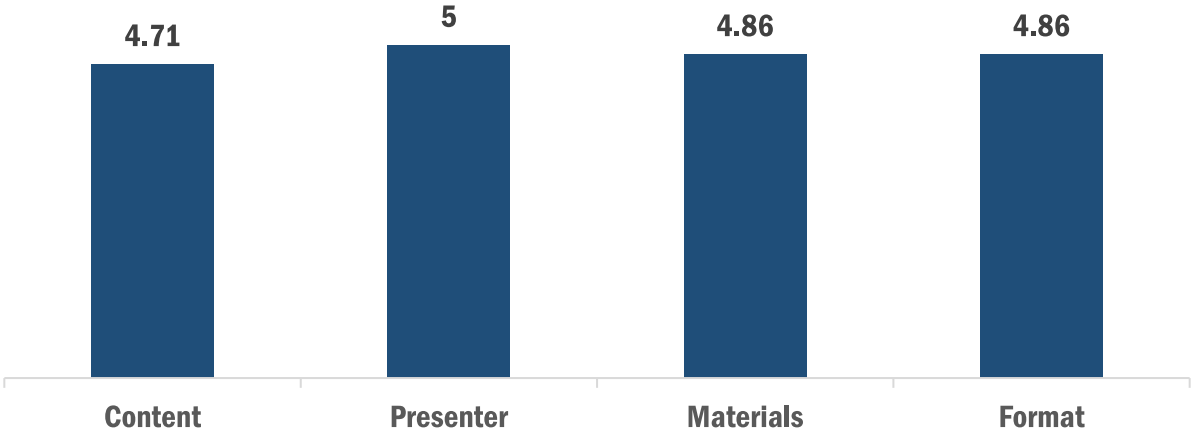
Understanding the process (Group 1) (n=7)



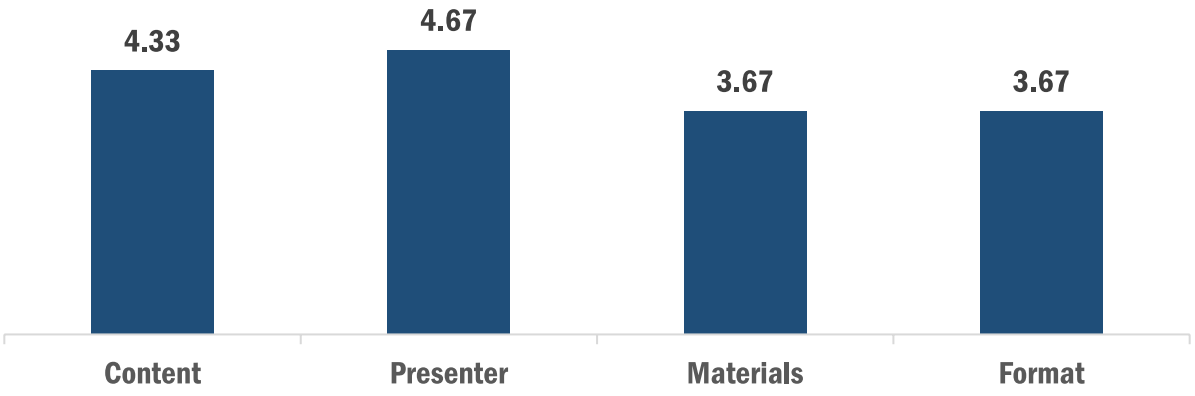
Understanding the process (Group 2) (n=3)



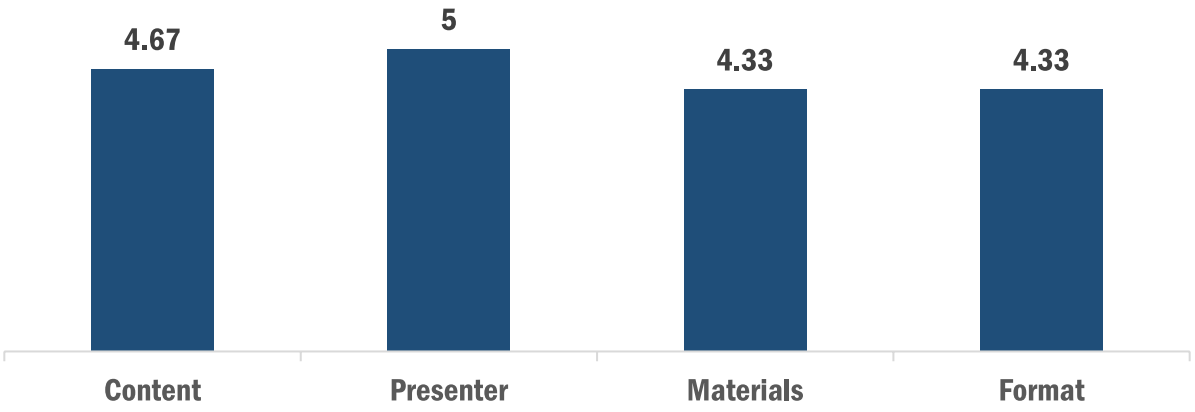
Matching supports from classroom to assessment (Group 4) (n=7)



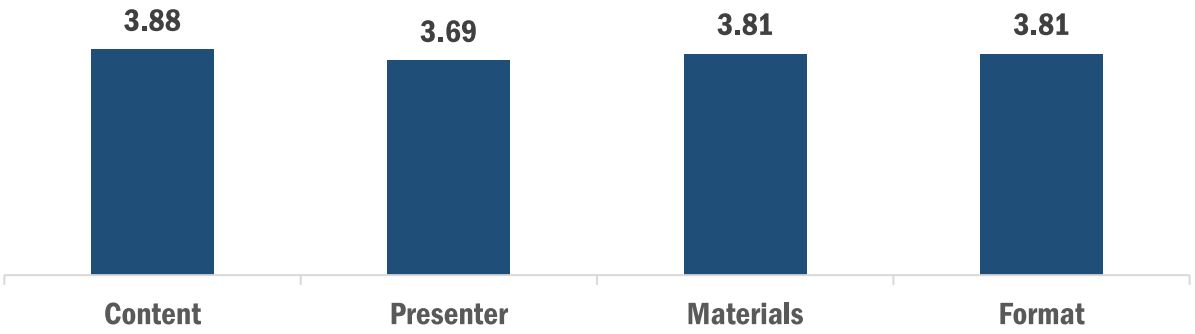
A Networked Improvement Community to Support the NGSS (Region 10) (n=6)



Lab Session: Exploring the Interim Assessments (n=3)

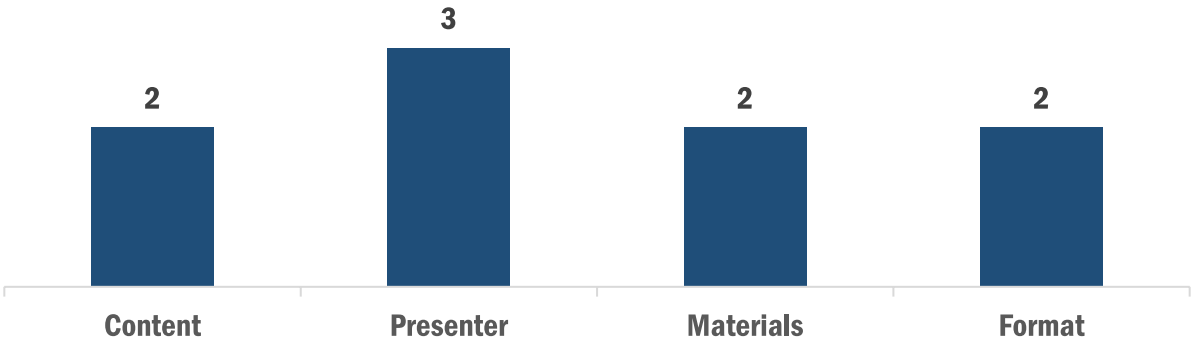


10:30–11:15 a.m. | Plenary Session—Supporting ELs in all Classrooms (n=16)

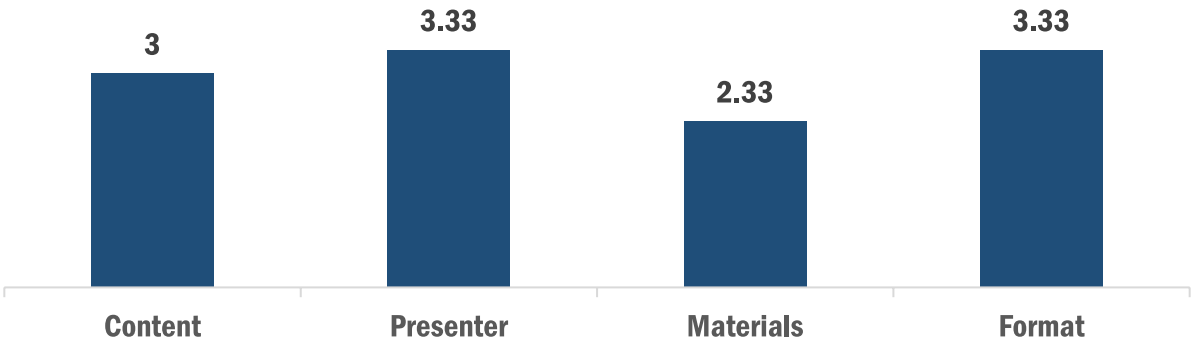


11:30–12:15 p.m. | Supporting English Learners in Your Classroom Session

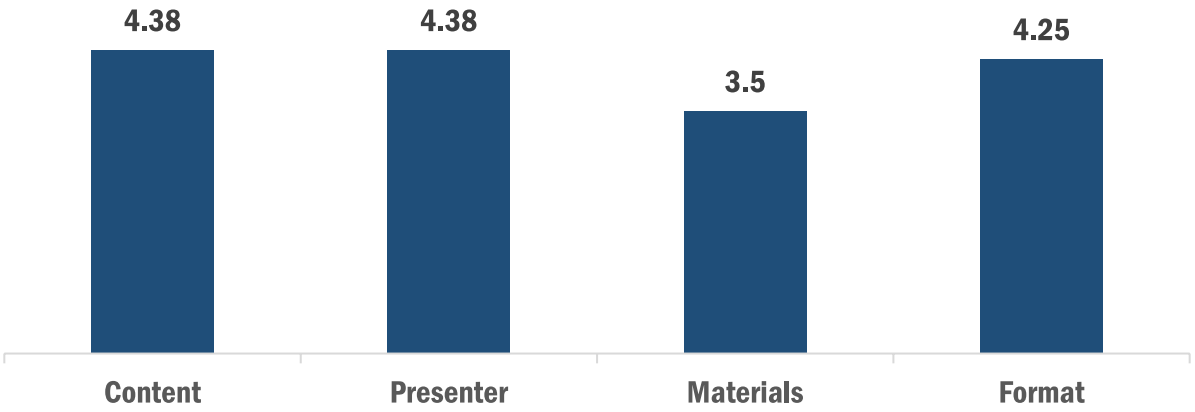
Supporting English Learners in ELA (n=2)



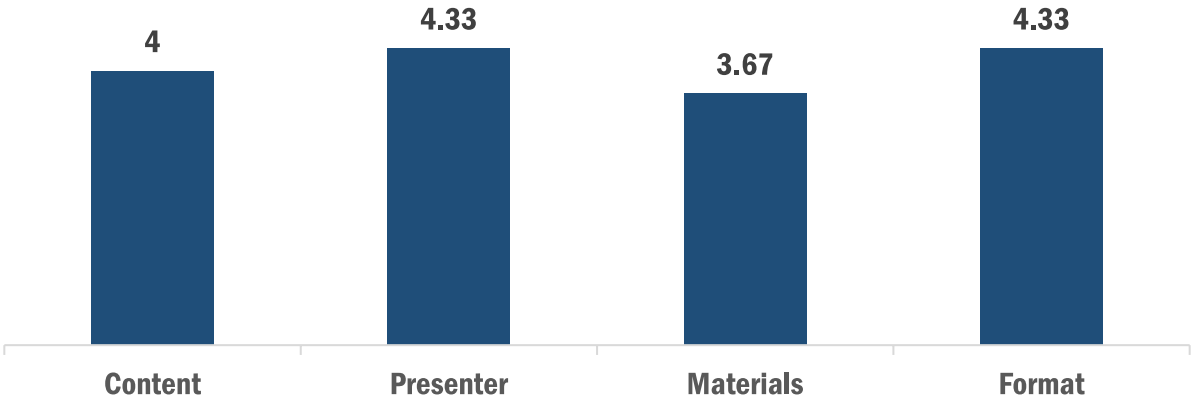
Supporting English Learners in Math (n=3)



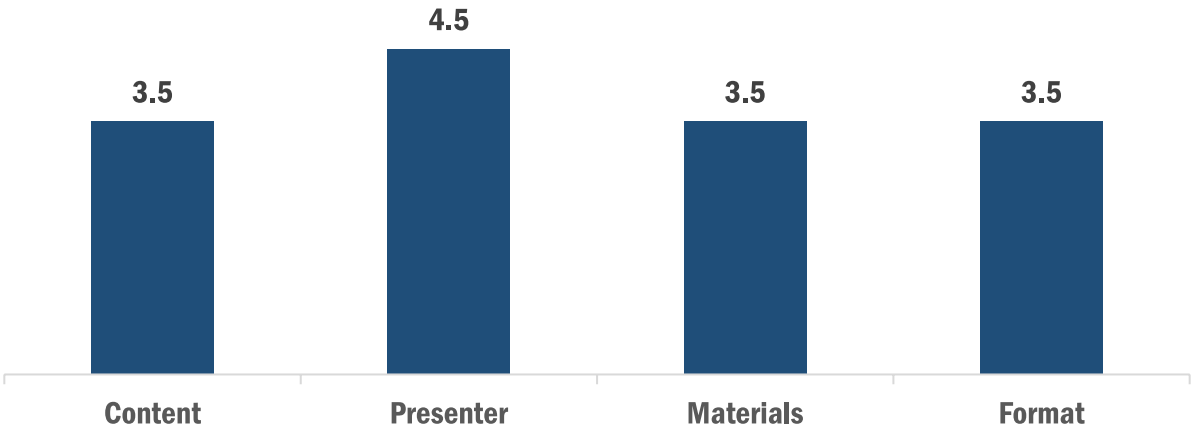
Supporting English Learners in Science (n=8)



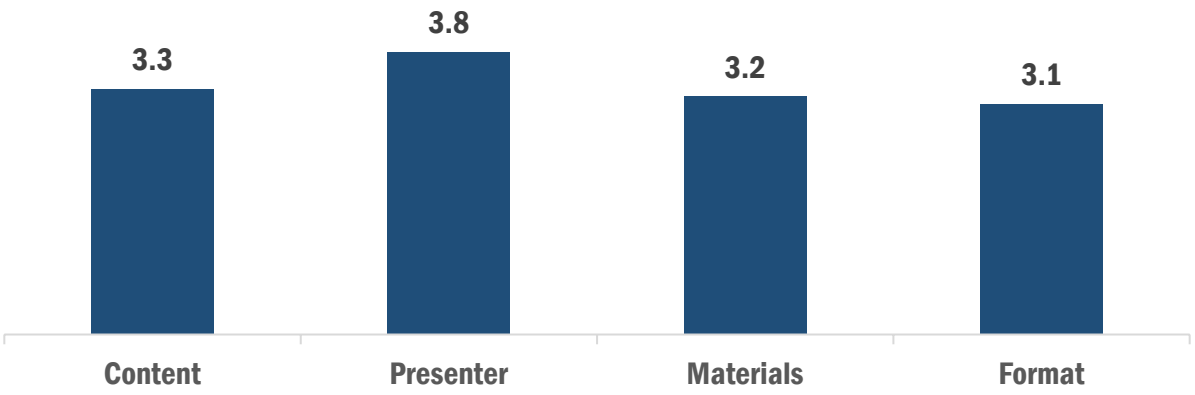
Supporting English Learners in Designated ELD (n=3)



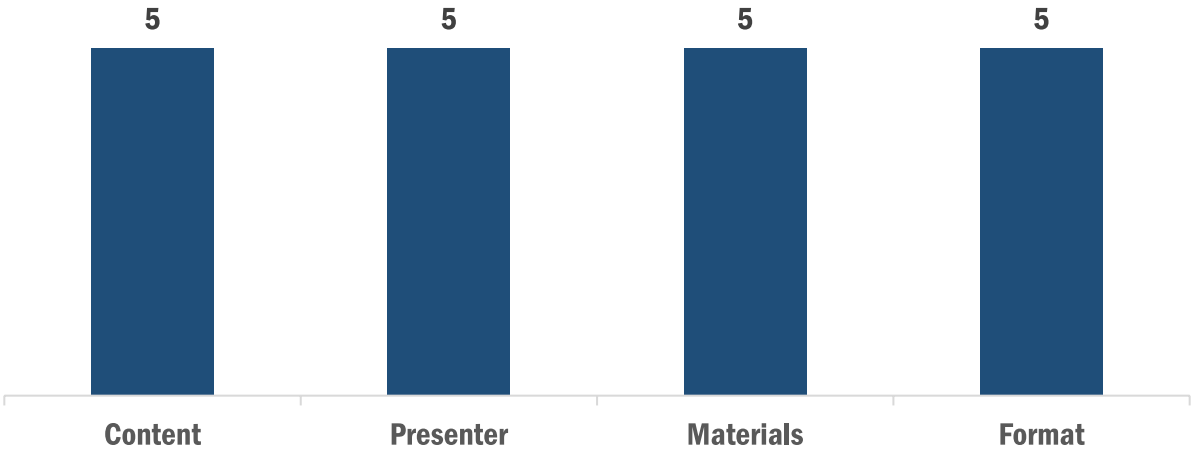
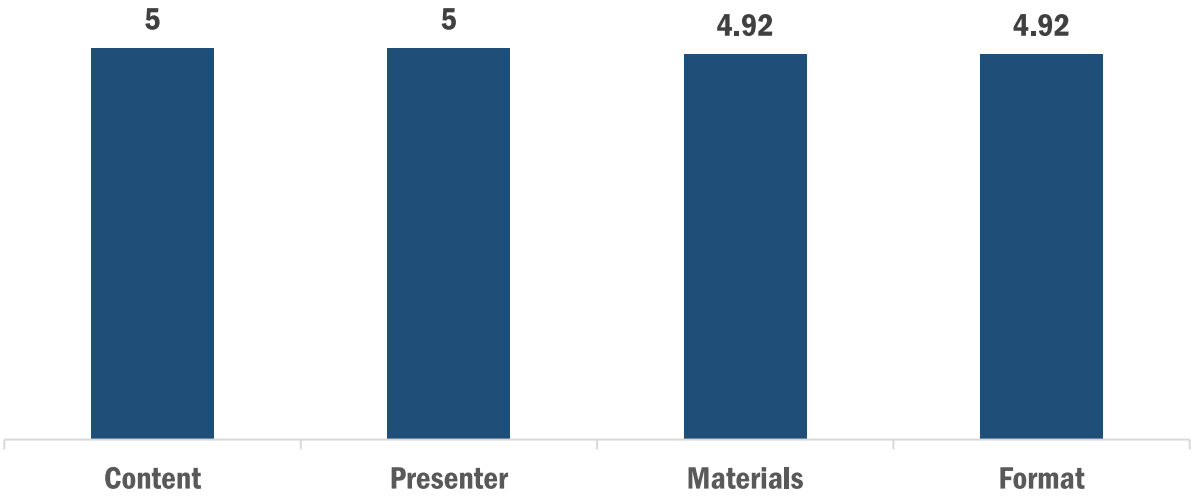
Supporting English Learners in All Classrooms (n=4)



What Parents Ask About Assessments (And What They Really Want to Know!) (CA PTA) (n=2)



Lab Session: Digging into the Digital Library (n=2)



12:30–2:00 p.m. | Keynote: Professor Doug Fisher (n=13)