# 2020 California Assessment Conference Post-Conference Report





January 2021 CN18012

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## Introduction

In 2019, the California Department of Education (CDE) launched the first annual California Assessment Conference (CAC), centralizing multiple professional development opportunities for teachers in a single event and minimizing travel and out-of-the classroom costs and time. The CDE and the Sacramento County Office of Education (SCOE) initially planned the 2020 CAC as an in-person event for 1,000 attendees, to be held in early October 2020 at the Riverside Convention Center in Riverside, California. The coronavirus 2019 (COVID-19) pandemic and associated restrictions on travel and public gatherings, however, necessitated a shift from an in-person event to a virtual one. After months of concentrated efforts to ensure that the conference would be a valuable, engaging, and enjoyable professional development experience for all attendees, the virtual 2020 CAC took place on October 6 and 7, 2020. The 2020 CAC schedule is available in [Appendix A](#_Appendix_A_)*.*

## Conference Attendance

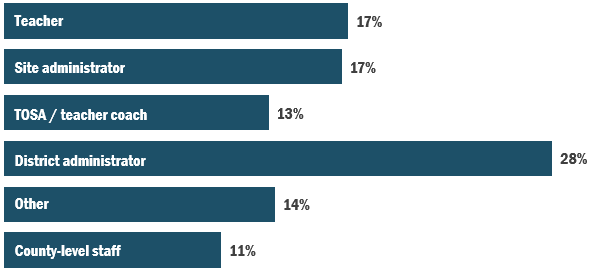
The second annual CAC drew 1,000 registrants (939 educators and 61 staff), which represents an increase of 188 over the 2019 CAC total (759 educators and 53 staff). The 2020 CAC attendee count per session is available in [Appendix B](#_Appendix_B).

### Registrant Demographic Information

The 2020 CAC was billed as a training opportunity for educators with a connection to classroom instruction—classroom teachers, teachers on special assignment (TOSAs), teacher coaches, and site administrators. While registration was open to all educators at any level and in any role, the content of the conference sessions was intended to inform classroom instruction.

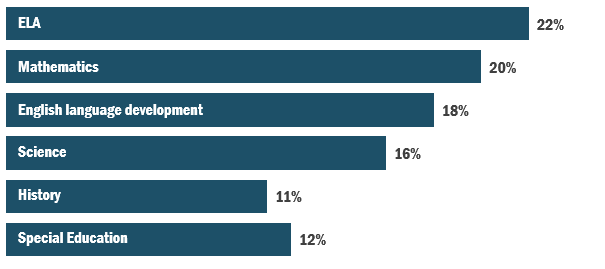
**The demographic information on pages 4–6 is   
based on responses from the 939 CAC registrants.**

**Almost half of the** **registrants (47 percent) were classroom educators or site administrators, as displayed in figure 1.** [Link to accessible data table for figure 1](#_Data_Table_for).

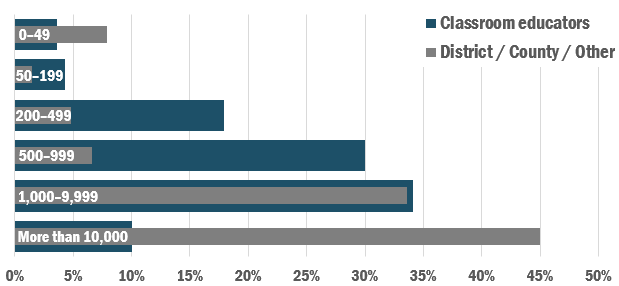
  
Figure 1: Roles of Registrants

Registrants 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 registrants, as displayed in figure 2**.[Link to accessible data table for figure 2](#_Data_Table_for_1).

  
Figure 2: Registrants by Subject

**Registrants who were classroom educators (teachers, TOSAs, and site administrators) most commonly came from schools with 500–9,999 students.** Registrants who selected district staff, county staff, or other most commonly came from local educational agencies (LEAs) with more than 1,000 students, as displayed in   
figure 3.[Link to accessible data table for figure 3](#_Data_Table_for_2).

  
Figure 3: Registrants by LEA Size

## Summary of Survey Participants

The post-training survey was delivered to conference registrants via direct email. Registrants received a follow-up email one week prior to the closing of the survey reminding them to complete it. A reminder the day before the survey closed also was sent. These reminders helped to draw a response rate of 19 percent.

182 Survey Respondents  
19 Percent Response Rate

## Post-CAC Survey Responses

### Findings

All findings on pages 9–18 are based on survey answers from the 182 survey respondents.

Findings are organized into the following categories:

* **Overall conference feedback**
* **Virtual conference logistics**
* **Training team and materials**
* **Conference session content**
* **Other session offerings**

### Overall Conference Feedback

Attendees were asked several questions about their overall conference 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.

**97 percent** of respondents agreed that they **could immediately apply the things they learned at the CAC to their work.**

**99 percent** of respondents agreed that **attending the CAC helped them better meet the needs of their students.**

**95 percent** of respondents agreed that the **conference was a productive use of their time.**

**96 percent** of respondents would **recommend the CAC to their colleagues.**

Respondents were asked what worked well in the virtual conference. A full list of open-ended responses can be found in [Appendix C](#_Other_Role).

### Virtual Conference Logistics

Respondents were presented with a series of statements about the virtual conference logistics and asked to respond using **a scale of 1 to 10**, with 1 being “Completely Disagree” and 10 being “Completely Agree.”

#### Virtual Conference Format

**The average rating was 5.0** for the statement **“I prefer a virtual conference to an in-person conference.”** Respondents were asked whether they had comments about the virtual conference. A full list of open-ended responses can be found in [Appendix C](#_Comments_about_the).

#### Virtual Platform for Accessing Sessions and Recordings

**The average rating was 8.6** for the statement **“I found the virtual platform easy to access and navigate.”**

**The average rating was 8.6** for the statement **“I received sufficient information for successfully participating in the virtual conference.”**

**The average rating was 8.5** for the statement **“I received sufficient support for successfully participating in the virtual conference.”**

#### Conference Content and Price

**The average rating was 8.0** for the statement **“I found the virtual conference to be engaging.”**

**The average rating was 8.3** for the statement **“I found the virtual conference to be a good use of my professional development time.”**

**The average rating was 8.7** for the statement **“I found the virtual conference to be a great value for the money.”**

#### Accessing of Sessions

**The average rating was 4.3** for the statement **“I accessed the pre-recorded sessions prior to the conference.”**

**The average rating was 8.6** for the statement **“I intend to access the recordings of the live sessions after the conference.”**

### Training Team and Materials

#### Survey Responses

**Ninety-eight percent** of respondents agreed that the presenters were **knowledgeable, shared real-life examples and experiences, and were able to address their questions**. Respondents were asked which sessions they enjoyed most. A full list of open-ended responses can be found in [Appendix C](#_Which_Sessions_Did).

#### Training Materials

Attendees were given access to training materials electronically through the conference app and a Google drive folder.

**Ninety-eight percent** of respondents agreed that the **training materials supported their learning.**

### Keynote Speakers

Attendees had an opportunity to participate in three live keynote sessions.

#### Opening Keynote

The conference was opened by Linda Darling-Hammond, President of the California State Board of Education, along with Rachel Maves, Deputy Superintendent of the CDE Instruction and Measurement Branch, and Mao Vang, Director of the CDE Assessment Development and Administration Division. They provided updates on the state of education and the priorities of the CDE.

**Ninety-eight percent** of respondents agreed that the conference opening session **was relevant to their work**.

#### Day 1 Keynote

The keynote speaker on the first day of the conference was Professor Doug Fisher, who spoke about assessing learning from a distance, touching on the changes to education precipitated by COVID-19, and the situation educators find themselves facing today.

**One hundred percent** of respondents agreed that Professor Fisher’s **session was relevant to their work and inspiring.**

#### Day 2 Keynote

The keynote speaker on the second day of the conference was Professor Jo Boaler, who spoke about brain science and mindset research, showing the importance of focusing on growth rather than fixed ideas, and addressing how mindset relates to assessment.

**Ninety-nine percent** of respondents agreed that Professor Boaler’s **session was relevant to their work and inspiring.**

### Other Session Offerings

#### Virtual Coffee Cart

Due to the virtual nature of the 2020 CAC and in an attempt to build into the schedule opportunities for networking and engagement, virtual “Coffee Cart” sessions were included in the conference. During these sessions, attendees could log on to chat with fellow educators, as well as CDE and Educational Testing Service staff, about various assessment-related topics. These sessions provided an opportunity for attendees to connect with others and engage in conversation first thing in the morning, mimicking a typical conference experience.

**Fifty-four percent** of respondents indicated that they **attended one of the Coffee Cart sessions.**

**Ninety-two percent** of respondents who attended a Coffee Cart session agreed that **it was engaging.**

#### CDE Office Hours

In addition to attending the various conference sessions, attendees had an opportunity to attend several CDE Office Hours sessions. These sessions were set up to provide participants with an opportunity to ask questions and receive answers on a variety of topics.

**Thirty-five percent** of respondents indicated that they **attended one of the CDE Office Hours sessions.**

**Ninety-three percent** of respondents who attended the Office Hours agreed that the **CDE Office Hours were helpful and informative.**

#### Stretch and Mindfulness Breaks

Throughout the conference, breaks were provided for attendees between sessions during which they could log off or attend one of the CAC Stretch or Mindfulness Breaks, which provided guided stretching or meditation.

**Forty-nine percent** of respondents indicated that they **attended one of the break sessions.**

**Ninety-seven percent** of respondents who attended the breaks agreed that **they were a nice break from the content.**

## SCOE Recommendations

The SCOE has reviewed the 2020 conference costs as well as the feedback obtained from the CDE and SCOE staff, trainers, and survey respondents. For the 2021 CAC, the SCOE proposes continuing some practices from previous years and implementing some changes.

### Recommendations for Changes

The SCOE recommends holding the 2021 CAC in person, if allowed and practical. While the attendees were evenly split on proceeding with the CAC in person vs. virtually, there are benefits to an in-person conference that outweigh a virtual conference model, including networking, learning in an environment away from work/home to minimize distractions, and increasing engagement.

#### Sessions and Content, In-person and Virtual

##### Increase the number of, and diversity of, shared practice sessions.

The SCOE recommends increasing the number of shared practice sessions offered at the 2021 CAC. Attendees like hearing from other LEA staff and educators from throughout the state. The SCOE also recommends increasing the diversity of the shared practice sessions.

##### Provide multiple content area options for each time slot.

The SCOE recommends ensuring that each breakout-session time slot includes options for multiple content areas so that no attendee feels as though their content area is not available during a breakout strand.

##### Include expert panel discussions

While attendees enthusiastically welcomed hearing from each other in presentations, they also would appreciate an opportunity to discuss additional topics in a format different from a presentation.

#### Proposed Logistical Changes if 2021 is a Virtual Conference

##### Provide more time between sessions.

The SCOE learned at the virtual 2020 CAC that more time was needed between sessions so attendees could come to the next set of sessions fresh and ready to learn.

##### Shorten the conference days.

For the 2020 CAC, the virtual conference schedule included sessions that started at all times of the day so teachers who were unable to arrange for a substitute could still attend. The late sessions had the lowest number of attendees, and the SCOE recommends eliminating them from the conference schedule—even if that means the conference must span an additional day.

##### Redesign the CDE Office Hours.

The first few CDE Office Hours of the 2020 CAC were highly attended, while the later sessions had very low attendance and few attendees asked questions. Based on this experience, the SCOE recommends reducing the number of CDE Office Hour sessions to one per day, utilizing different methods of collecting attendees’ questions during the conference, and having CDE staff share answers to common questions when no new questions are asked during the Office Hours.

##### Open and close with keynote speakers.

The 2020 Virtual CAC had no official ending session, and respondents felt that the conference ended without any fanfare. The SCOE recommends ensuring that both the opening and the ending sessions of a virtual conference are keynote addresses in order to clearly, intentionally, and enthusiastically mark both the beginning and the end of the event.

## Appendix A Conference Schedule and Session Descriptions

Appendix A contains the full conference schedule and the session descriptions.

### Prerecorded Sessions

#### 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).

#### Lab Sessions

This CAC had three pre-recorded lab sessions on the following topics:

* Digging into Tools for Teachers
* Exploring Interim Assessments
* Exploring the California Educator Reporting System

These sessions allowed attendees to follow along with instruction while digging deeper into components of the comprehensive assessment system.

### Day 1 Live Sessions

#### 8:00–8:30 a.m. | Coffee Cart Sessions

Attendees were encouraged to grab a cup of coffee and log on to chat with staff from the CDE and ETS about a variety of topics. The following coffee carts were offered on Day 1:

* Remote Administration of Statewide Assessments
* New Alternate ELPAC
* Interim Assessment and Hand Scoring
* Rise and Shine with ELPAC

#### 8:30–9:00 a.m. | CDE Welcome Address

Hear from Linda Darling-Hammond, State Board of Education President, Rachel Maves, Deputy Superintendent of the CDE Instruction and Measurement branch, and Mao Vang, Director of the Assessment Development and Administration Division, as they talk about educational updates and priorities.

#### 9:00–10:15 a.m. | Breakout Strand #1

##### Connecting claims, targets and Standards: Math

In this session, you will dig deeper to bolster your understanding of the connections between assessment reporting elements such as claims, targets and the standards. This session will focus on understanding student expectations and provide you with tools that will improve student success.

##### Digging Deeper into Accessibility

Engage in an in-depth exploration of 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.

##### Tools for Teachers

Take a deep dive into Tools for Teachers to discover the intent and purpose of the new Tools for Teachers resource website, and how educators can use the website and its resources to support teaching and learning.

##### Who I Am Matters: Embracing Multiple Perspectives In Your Classroom

This session will focus on ensuring high outcomes for all students—particularly English learners—by creating inclusive, multicultural environments. By creating a learning environment that cultivates the unique talents, gifts, and interests of every student, we help them to develop agency and empathy so that they are able to look at themselves and others—as well as the world—from different viewpoints. We emphasize the importance of curating culturally-relevant texts that will ensure that we are choosing texts to teach that represent and inspire multiple identities.

#### 10:15–10:45 a.m. | CDE Office Hours and Stretch Break

Attendees had two optional sessions to attend during break. They could stop by and ask questions of the California Department of Education staff or engage in a guided stretch break.

#### 10:45 a.m.–12:00 p.m. | Breakout Strand #2

##### Connecting claims, targets and Standards: ELA

In this session, you will dig deeper to bolster your understanding of the connections between assessment reporting elements such as claims, targets and the standards. This session will focus on understanding student expectations and provide you with tools that will improve student success.

##### Connecting DCIs, SEPs, and CCCs: CA NGSS

In this session, you will dig deeper to bolster your understanding of the connections between DCIs, SEPs, and CCCs. This session will focus on understanding student expectations and provide you with tools that will improve student success.

##### ELPAC 102

Dig deeper into the ELPAC by taking a deep dive into the 2012 CA ELD Standards and their classroom implications.

##### Interim Assessments as a Teaching/Learning Tool

Understand our goal in using the Interim Assessment System and how this goal was implemented. Review a case study of a math coach who worked with teachers in grades 3–5 to explore the Performance Task. Understand the District PD available.

##### UDL and Accessibility Resources: A Pathway to Success for ALL Students

This workshop will provide participants with the opportunity to explore the CAASPP Accessibility Resources within the context of Universal Design for Learning (UDL) in an effort to improve everyday teaching and learning. Participants will increase their understanding of the UDL Guidelines and how they were used to create the CAASPP ecosystem, specifically the Accessibility Resources. Explicit connections between UDL and the Accessibility Resources will be discussed with discussion on how to best leverage those connections to help classroom educators provide similar access in their classrooms on a regular basis in order to increase student learning.

#### 12:00–12:30 p.m. | Mindfulness Break

Attendees had an optional session where they could engage in a guided meditation break.

#### 12:30–1:30 p.m. | Keynote Speaker Professor Doug Fisher

Professor Doug Fisher will talk about assessing learning from a distance, touching on the changes to education due to COVID-19 and the situation educators find themselves facing today.

#### 1:30–2:45 p.m. | Breakout Strand #3

##### Beginning with the framework in mind! Overview of the Grade Level Specific Target Tracker

This session will cover the following topics:

* What does it tell me?
* How was it developed?
* Scope and Sequence by Target/ Cluster
* Where do the IABs/FIABs fit into my plan?

##### CERS for Teachers

This session will provide you with a basic understanding of and information about the types, nature, and use of the Smarter Balanced Interim Assessments.

##### Connecting ELD Standards to ELPAC Task Types

In this session, you will dig deeper to bolster your understanding of the connections between ELD Standards and the ELPAC Task Types. This session will focus on understanding student expectations and provide you with tools that will improve student success.

##### Connecting Results to Improved T/L: Interims

One of the most important uses of assessment data is that it can help drive instruction. Take a deep dive into the possible uses of assessment results, and consider how those results may be used to improve teaching and learning. Join us for a hands-on exploration of the data that will aid in uncovering key information about the performance of student groups and identify areas for improvement.

##### Deconstruct a Task: ELA part 1

Deconstruct an assessment task to understand the academic and language demands, as well as classroom implications. 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.

#### 2:45–3:15 p.m. | CDE Office Hours and Stretch Break

Attendees had two optional sessions to attend during break. They could stop by and ask questions of the California Department of Education staff or engage in a guided stretch break.

#### 3:15–4:30 p.m. | Breakout Strand #4

##### Deconstruct a Task: ELA part 2

Deconstruct an assessment task to understand the academic and language demands, as well as classroom implications. 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.

##### Formative Assessment Strategies for Math: Using High & Low/No Tech Options

How do we know if students are understanding a math lesson? How can we use formative assessment strategies to engage students and know when to make adjustments? In this session, participants will experience strategies to assess learning. As we engage in math tasks, we will explore high tech options utilizing your mobile device. We will also experience low/no tech strategies that can be utilized in the classroom. This will be a hands-on opportunity to experience a few formative assessment strategies as a learner. This session will model the use of in class strategies such as, show me on your fingers, agree/disagree, and turn and talk. The high tech options will utilize polling response features utilizing the participant’s mobile devices.

##### Implications to Instruction—The ELPAC

Understand the role of the ELPAC and how to use the assessment evidence to guide instruction. The session will connect evidence to research-based strategies to support English learner students.

##### Score to Score: Using the Smarter Balanced System to Guide Instruction

Have you ever wondered where to begin when using Smarter Balanced Interim Assessments? This session will provide participants with a thoughtful and deliberate approach being utilized by content and leadership coaches from Fresno County Superintendent of Schools when supporting districts, schools, and teachers. Tools that can support decision making and guide teachers and administrators in the formative process will be shared during this session. Participants will also observe how the California Educator Reporting System and Content Explorer are being utilized in this process.

##### Using FIAB's to Drive Instruction and Teacher Development

This presentation will focus on using FIAB’s to build teacher capacity and design effective learning activities. We present our strategies for gathering teachers in grade-level teams to deconstruct the conceptual intent of FIAB questions. We have a process to help teachers discover answers to questions like, “What must our students be able to do in order to answer a question like this?” Furthermore, we ask, “What kinds of learning activities do we need to design for our students in order to support them as they develop their conceptual understanding of these questions?”

This presentation introduces participants to our strategies to build teacher capacity based on FIAB data. It also provides examples of learning activities we developed based on the data from FIAB’s in real classrooms.

#### 4:30–5:00 p.m. | CDE Office Hours and Mindfulness Break

Attendees had two optional sessions to attend during break. They could stop by and ask questions of the California Department of Education staff or engage in a guided meditation break.

#### 5:00–6:15 p.m. | Breakout Strand #5

##### The Power of Formative Assessment Practices

During this session, the educators and facilitator will review the process to identify the essential skills and concepts of a content area like ELA and Math, acknowledge the variety of ways to check for learning at each different stages of a lesson design, study formative assessment practices, examine sound ways to respond to the results, realize the power a dynamic classroom that develops students becoming assessment capable learners, and discover ways to systemize the formative assessment process.

##### Goal-Getters! Val Verde Unified’s Approach to Leveraging Interim Assessments to Support Teaching and Learning at all Levels

Val Verde shares strategies from the classroom, site, and district level that build a positive, goal-focused approach to leveraging IABs throughout the educational system. Support is strategic, including training around implementation of Smarter Balanced Assessment tools and digital resources. We “motivate vs. mandate” by developing teacher buy-in district wide. Teachers utilize the IABs to build students’ experience with the rigor of the summative assessment while connecting them to their learning with goal setting. Instructional coaches support teacher teams in administration and reviewing results using the reporting system. Teachers can then share best practices and align curricular materials to the rigor and format of the standards.

##### Interim Assessment Data Cycle

Math, Focused Interim Assessments, Interim Assessment Blocks, Scope 7 Sequence, Units, Claims, Targets, Item Specifications, Formative Assessment, Evidence of student learning, Professional Learning Community, Backwards planning

##### Modeling Practices for the STEM Notebook

During this presentation, participants will be introduced to various pedagogical practices using a notebook as an anchoring device to build and develop content modeling as a process of visible learning. These note booking practices are interwoven with tri-dimensional NGSS and Math Practices that support student's critical content knowledge, as well as developing strategies, skills, and techniques fostering student's critical thinking with a goal of meaningful implementation of a positive learning platform. Many of the segments in this presentation can be implemented across K–12 Instruction.

##### Tying it all together: Supporting Els

In this session, participants will recognize the impact of belief, access, participation, and language of English Learners in all content areas, comprehend research-based recommendations for actively supporting English Learners’ in all content areas, and work collaboratively to consider language supports for instruction using content and intentional ELD supports.

#### 6:15–7:00 p.m. | Networking and Social Hour

Stop by this virtual networking session. Meet other educators from throughout the state and chat about the state of education.

### Day 2 Live Sessions

#### 8:00–8:30 a.m. | Coffee Cart Sessions

Attendees were encouraged to grab a cup of coffee and log on to chat with staff from the CDE and ETS about a variety of topics. The following coffee carts were offered on Day 1:

* Remote Administration of Statewide Assessments
* New Alternate ELPAC
* Tools for Teachers Q&A
* Initial ELPAC and Optional Fall Summative ELPAC
* Sunrise Science Cafe

#### 9:00–10:15 a.m. | Breakout Strand #6

##### Formative Assessment Points of an NGSS Storyline

This session will focus on the importance of creating a cohesive NGSS Storyline. We will define the word ""storyline"" and connect it to classroom applications. We will highlight the importance of its pedagogical use as well as the benefits for the students in the classroom. Possible points of formative assessments will be highlighted in a SAMPLE storyline to be able to show "how" this might look like for an educator.

##### How to Conduct an Assessment Inventory and Audit

This session will cover the Assessment Inventory and Audit recently completed by the Woodland Joint Unified School District. Steps and process will be shared, as well as the criteria established by the district for "A Test Worth Taking.”

##### Navigating Data Driven Instruction Using Interim Assessment Blocks

Would you like to learn how to use the Interim Assessment Blocks (IABs & FIABs) and the data they can provide as a way to inform classroom instruction? Join us as we help you navigate your way through the process of data driven instruction using the tools provided within the CAASPP/Smarter Balanced system of supports. Participants will learn how to create an assessment loop structure that can be applied to any IAB/FIAB in order to maximize its effectiveness. In addition, attendees will be shown actual classroom examples and data to illustrate each part of the assessment loop.

##### Purposefully Mapping a Math Interim Assessment Block Timeline to Inform Instruction

Often when teachers and administrators are given tools for instruction and assessment without collaboration time to understand and how to use them, even the best resources fall by the wayside. This session with support teachers and administrators to strategically develop a plan to integrate the Math Interim Assessment Blocks into their year-long planning using tools such as the CA Math Framework, IAB blueprints, and their teaching resources. Through this process, teachers will gain an understanding of how IABs and FIABs can be used to support rigorous student learning. Teachers will also have a timeline for administering IABs, data analysis, and develop a response to student data.

##### Student Used Rubrics

Teaching students how to read the rubrics and how to use them for editing, peer critiquing, and self-assessment.

#### 10:15–10:45 a.m. | CDE Office Hours and Stretch Break

Attendees had two optional sessions to attend during break. They could stop by and ask questions of the California Department of Education staff or engage in a guided stretch break.

#### 10:45 a.m.–12:00 p.m. | Breakout Strand #7

##### Deconstruct a Task: Math part 1

Deconstruct an assessment task to understand the academic and language demands, as well as classroom implications. 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.

##### Listen up! Incorporating Smarter Balanced Resources and Interims for Claim 3 Practice in the ELA Classroom

The purpose of this session is to highlight instructional practices secondary ELA teachers in Palm Springs Unified School District have implemented to improve teaching and learning for Claim 3. These practices are centered on the use of the Smarter Balanced Item Specifications and Construct Vocabulary found in the Smarter Content Explorer, as well as on the use of the Listen/Interpret FIAB as part of first instruction.

##### SBAC Interims—District and Site Level Perspectives

We have learned many lessons during our district wide implementation of SBAC Interim Assessment Blocks, IABs. Our Riverside team of district and site personnel will share experiences, resources, and recommendations to support other districts in their use of IABs to improve teaching and learning. Topics addressed include integration of accessibility resources, data access and analysis, as well as ways to use IABs in building assessment capable students.

##### Tools to Support Teaching and Learning

Educators will gain an understanding of the resources available for analyzing assessment data and how to use data gathered from the CAASPP assessments.

##### Using Language and Literacy for English Learner Success

Are you looking to create a classroom where your English Learners can achieve high levels of success and engage fully in the curriculum? Learn how to set your students up for success using effective, high-leverage strategies that will create a safe and engaging classroom that encourages interdependence and cooperation and motivates students to take charge of their learning. Participants will take away a toolbox of strategies that they will be able to incorporate into lessons across content areas as well as helping students to achieve success on the ELPAC.

#### 12:00–12:30 p.m. | Mindfulness Break

Attendees had an optional session where they could engage in a guided meditation break.

#### 12:30–1:30 p.m. | Keynote Speaker Professor Jo Boaler

Join professor Boaler as she talks about brain science and mindset research, showing the importance of focusing on growth rather than fixed ideas and how that relates to assessment. This session will focus on replacing fixed messages with growth feedback for students.

#### 1:30–2:45 p.m. | Breakout Strand #8

##### A Case Study—One School’s Journey to Achieving Breakthrough Results on CAASPP

The purpose of the session is to demystify the characteristics of how to utilize CAASPP assessment results and implement an instructional coaching model to have breakthrough results in closing achievement gaps within mathematics. Participants will define what a data-driven culture “looks” and “sounds” like by examining the actions of the Alliance Ouchi-O'Donovan 6-12 Complex math leadership team in reshaping their math instructional program, becoming familiarized with an instructional coaching model that puts data, high-quality lesson plans and regular feedback to teachers and students at the forefront and walk-away with a clear understanding of the role school leaders and teachers have in tracking and using data to monitor student progress towards obtaining proficiency on the CAASPP. Participants will leave the session with the knowledge, skillset and resources that will enable them to replicate Alliance Ouchi-O'Donovan 6-12 Complex’s model at their school-site.

##### Deconstruct a Task: Math part 2

Deconstruct an assessment task to understand the academic and language demands, as well as classroom implications. 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.

##### Deconstruct a Task: Science part 1

Deconstruct an assessment task to understand the academic and language demands, as well as classroom implications. 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.

##### Effective identification and Implementation of Interim Assessments

This session focuses on how interim assessments can effectively be utilized throughout the school year to maximize impact, starting with selecting which interim assessments should be administered. Participants will learn about how our district reviews previous year summative data with school teams in the summer at the Claim and Target levels to identify areas of strength and focus. Then, participants will understand how this information will be used to identify which interim assessments to administer during the school year and where they fit into the curriculum map. The approach will be shared in detail, including how we get schedule data reviews in advance, how we ensure that interim assessment data becomes actionable and timely, and how collaboration among teacher teams fosters greater understanding of the standards and best practices. The session will also describe how our district uses interim assessment data to generate predictions for summative assessment performance for each student and how to use this information to provide support to ensure student success.

##### Utilizing the Smarter Balanced Item Specifications and Construct Vocabulary to Improve Teaching and Learning

This workshop will highlight resources available on the Smarter Content Explorer and demonstrate how secondary ELA teachers in Palm Springs Unified School District (PSUSD) better aligned their first instruction to the Smarter Balanced Assessment by using the Item Specifications Question Frames and Construct Vocabulary to improve teaching and learning. The presentation includes a brief history of PSUSD’s use of the resources for first instruction and assessments, a review of a professional development activity used in PSUSD to introduce teachers to the resources, and an opportunity to explore the Smarter Content Explorer resources and discuss how educators can implement them.

##### Who Owns the Learning? Building Student Ownership and Efficacy Through Formative Assessment

Teachers, students, and parents regularly and frequently call for increased student involvement in and ownership of their own learning. All educators want to see classrooms full of empowered, self-motivated learners. This session will explore how the formative assessment process can support building student efficacy and help students own their learning and their educational outcomes.

In this session, participants will build a shared understanding of the research on the impact of formative assessment on student learning, and explore formative assessment strategies that explicitly engage students in the teaching and learning process. Facilitators will model formative assessment practices during the session, and introduce specific instructional and professional learning resources from the new Tools for Teachers platform that support building student involvement in and ownership of their learning.

#### 2:45–3:15 p.m. | CDE Office Hours and Stretch Break

Attendees had two optional sessions to attend during break. They could stop by and ask questions of the California Department of Education staff or engage in a guided stretch break.

#### 3:15–4:30 p.m. | Breakout Strand #9

##### Connecting Results to Improved Teaching and Learning: ELA/math/science

One of the most important uses of assessment data is that it can help drive instruction. Take a deep dive into the possible uses of assessment results, and consider how those results may be used to improve teaching and learning. Join us for a hands-on exploration of the data that will aid in uncovering key information about the performance of student groups and identify areas for improvement.

##### Deconstruct a Task: Science Part 2

Deconstruct an assessment task to understand the academic and language demands, as well as classroom implications. 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.

##### Plan to Assess, Assess to Plan

How do you ensure that you assess what is worth assessing? How do you use assessments and the assessment development process to focus your instruction? And how do you ensure that you stay focused on your grade-level standards and no other distractions? Step 1, create an assessment plan or a plan for assessment. Step 2, create your assessments. Step 3, craft your lessons to ensure student success on your assessments.

The assessments you create for your students should assess what you believe reflects the necessary understanding for students to develop mathematically throughout your course. Creating an assessment plan that outlines the standards being addressed when, how, and to what level of mastery and then creating those actual assessments before you plan your instruction helps you stay focused on the necessary learning for your students. Creating an assessment plan also gives you the opportunity to develop alternative methods of assessment and provide students choice in how they demonstrate their learning.

In this session participants will learn how and when to develop an assessment plan—and how to use it throughout the school year. Participants will understand how making that plan transparent benefits their students by making expectations and learning clear. Also, participants will understand why crafting your assessments first can save you time, keep instruction focused, and support a progression of learning. Finally, participants will understand how to make adjustments to their assessment plan and their instruction based on assessment data.

##### Smarter Balanced Roadmap

This workshop, taught by State Network Educators and Smarter Balanced Independent Contractors, will take you on a journey through the Smarter Balanced Assessment System (CAASPP) and all the components that it has to offer. The goal of this session is to allow participants the opportunity to experience the tools, lessons, and assessments that are freely available to California educators. As you take this journey with us you will see how the Common Core State Standards and the California Framework directly connect to the Smarter Balanced Assessment System (CAASPP), the Interim Assessment Blocks (IABs), and the new Tools for Teachers.

##### Using Math and Science Performance Tasks Formatively During Distance Learning— Elementary

Performance assessments provide students engaging opportunities to apply critical reasoning and problem-solving skills to real world contexts. When used formatively, performance tasks likewise provide actionable data which is utilized to adjust teaching and learning. During this session, Deborah Atwell, Coordinator lll at the Los Angeles County Office of Education, will provide teachers, coaches, and other instructional support personnel with online performance task resources in Math and Science that may be used during distance learning. Teachers will be guided on the scaffolding of performance tasks for ease of use in and online or blended learning environment by employing the “Three Act Lesson” strategy.

#### 4:30–5:00 p.m. | CDE Office Hours and Mindfulness Break

Attendees had two optional sessions to attend during break. They could stop by and ask questions of the California Department of Education staff or engage in a guided meditation break.

#### 5:00–6:15 p.m. | Breakout Strand #10

##### Developing Meaningful Rubrics to Assess Classroom NGSS Learning Experiences

The conceptual shifts of NGSS require rich professional learning that empowers teachers to implement phenomena-based, student-centered, three-dimensional experiences. As these lessons are implemented, teachers need formative and summative assessment tools and resources for classroom use that target students’ learning in more than one dimension at a time. This vision is coherent with both the NRC, Guide to Implementing the NGSS (NRC, 2016) and the California Science Framework, which emphasize coherence between the bundles of Performance Expectations used as targets for learning as well as the phenomena that are chosen to drive students’ learning.

##### Formative Assessment for English Learners Through a Leadership Lens

As a site or district leader, do you understand the formative assessment process? Do you know how to support your teachers in creating valid formative assessments and using the data to inform instruction for English Learners? This highly informative workshop will guide you through the process of understanding the formative assessment process as well as recognizing the validity of teacher-created formative assessments and how teachers can use the data from these assessments to help ensure English Learner success. The formative assessment process is often overlooked—but when used effectively can significantly improve learning for English Learners.

##### Formative Assessment Practices for Distance Learning

##### Seeing the Whole Picture—Using Interim and Summative Assessment data available in CERS to inform instruction

Using CERS to access, view, filter, and sort student, school, and district data for interim and summative assessments.

##### What’s Your Target?—Establishing Clear Learning Targets with SBAC Tools & Resources

This session presents a practical approach to establishing teacher clarity and high impact learning using SBAC tools and resources. We will utilize the Smarter Content Explorer & Tools for Teachers (formally Digital Library) to strategically establish clear learning targets that identify what students need to know and be able to do in order to guide students towards mastery of the learning target(s). Participants will leave with a greater understanding of SBAC assessment tools and their effectiveness in supporting classroom instruction and high impact learning.

## Appendix B Attendee Counts

Appendix B contains counts for all live CAC sessions as well as the number of views for the recordings posted for conference attendees to view after the fact. For the live sessions, the counts are unique to each Zoom account; however, the SCOE has no way to separate out duplicate counts across the sessions. If attendees joined one session, logged out, and joined another session, they will be counted twice for the strand.

### Day 1 Live Sessions

#### 8:00–8:30 a.m. | Coffee Cart Sessions

| Session Name | Count |
| --- | --- |
| Remote Administration of Statewide Assessments | 176 |
| NEW Alternate ELPAC | 51 |
| Interim Assessment and Hand Scoring Training | 37 |
| Rise and Shine with the ELPAC | 39 |
| **Total** | **303** |

#### 8:30–9:00 a.m. | CDE Welcome Address

| Session Name | Count |
| --- | --- |
| CDE Welcome Address | 176 |

#### 9:00–10:15 a.m. | Breakout Strand #1

| Session Name | Count |
| --- | --- |
| Connecting claims, targets and Standards: Math | 272 |
| Digging Deeper into Accessibility | 163 |
| Tools for Teachers | 298 |
| Who I Am Matters: Embracing Multiple Perspectives In Your Classroom | 170 |
| **Total** | **903** |

#### 10:15–10:45 a.m. | CDE Office Hours and Stretch Break

| Session Name | Count |
| --- | --- |
| CDE Office Hours | 92 |
| Stretch Break | 49 |
| **Total** | **141** |

#### 10:45 a.m.–12:00 p.m. | Breakout Strand #2

| Session Name | Count |
| --- | --- |
| Connecting DCIs, SEPs, and CCCs: CA NGSS | 98 |
| ELPAC 102 | 158 |
| Connecting claims, targets and Standards: ELA | 119 |
| UDL and Accessibility Resources: A Pathway to Success for ALL Students | 156 |
| Interim Assessments as a Teaching/Learning Tool | 279 |
| **Total** | **810** |

#### 12:00–12:30 p.m. | Mindfulness Break

| Session Name | Count |
| --- | --- |
| Mindfulness Break | 53 |

#### 12:30–1:30 p.m. | Keynote Speaker Professor Doug Fisher

| Session Name | Count |
| --- | --- |
| Keynote by Professor Doug Fisher | 528 |

#### 1:30–2:45 p.m. | Breakout Strand #3

| Session Name | Count |
| --- | --- |
| Deconstruct a Task: ELA part 1 | 126 |
| Connecting ELD Standards to ELPAC Task Types | 149 |
| Connecting Results to Improved T/L: Interims | 187 |
| CERS for Teachers | 170 |
| Beginning with the framework in mind! | 183 |
| **Total** | **815** |

#### 2:45–3:15 p.m. | CDE Office Hours and Stretch Break

| Session Name | Count |
| --- | --- |
| CDE Office Hours | 67 |
| Stretch Break | 21 |
| **Total** | **88** |

#### 3:15–4:30 p.m. | Breakout Strand #4

| Session Name | Count |
| --- | --- |
| Deconstruct a Task: ELA part 2 | 37 |
| Implications to Instruction—The ELPAC | 93 |
| Formative Assessment Strategies for Math: Using High & Low/No Tech Options | 127 |
| Score to Score: Using the Smarter Balanced System to Guide Instruction | 136 |
| **Total** | 263 |

#### 4:30–5:00 p.m. | CDE Office Hours and Mindfulness Break

| Session Name | Count |
| --- | --- |
| CDE Office Hours | 24 |
| Mindfulness Break | 8 |
| **Total** | **32** |

#### 5:00–6:15 p.m. | Breakout Strand #5

| Session Name | Count |
| --- | --- |
| Tying it all together: Supporting Els | 55 |
| Interim Assessment Data Cycle | 61 |
| Modeling Practices for the STEM Notebook | 20 |
| Goal-Getters!: Approach to Leveraging Interim Assessments to Support Teaching and Learning at all Levels | 43 |
| The Power of Formative Assessment Practices | 34 |
| **Total** | **213** |

#### 6:15–7:00 p.m. | Networking and Social Hour

| Session Name | Count |
| --- | --- |
| Networking and Social Hour | 6 |

### Day 2 Live Sessions

#### 8:00–8:30 a.m. | Coffee Cart Sessions

| Session Name | Count |
| --- | --- |
| Remote Administration of Statewide Assessments | 92 |
| NEW Alternate ELPAC | 31 |
| Interim Assessment and Hand Scoring Training | 29 |
| Rise and Shine with the ELPAC | 36 |
| Sunrise Science Cafe | 9 |
| **Total** | **197** |

#### 9:00–10:15 a.m. | Breakout Strand #6

| Session Name | Count |
| --- | --- |
| Navigating Data Driven Instruction Using Interim Assessment Blocks | 187 |
| How to Conduct an Assessment Inventory and Audit | 149 |
| Student used Rubrics | 187 |
| Purposefully Mapping a Math Interim Assessment Block Timeline to Inform Instruction | 104 |
| Formative Assessment Points of an NGSS Storyline | 63 |
| **Total** | **690** |

#### 10:15–10:45 a.m. | CDE Office Hours and Stretch Break

| Session Name | Count |
| --- | --- |
| CDE Office Hours | 54 |
| Stretch Break | 16 |
| **Total** | **70** |

#### 10:45 a.m.–12:00 p.m. | Breakout Strand #7

| Session Name | Count |
| --- | --- |
| Deconstruct a Task: Math part 1 | 99 |
| Tools to Support Teaching and Learning | 162 |
| Using Language and Literacy for English Learner Success | 178 |
| Listen up! Incorporating Smarter Balanced Resources and Interims for Claim 3 Practice in the ELA Classroom | 57 |
| SBAC Interims—District and Site Level Perspectives | 122 |
| **Total** | **618** |

#### 12:00–12:30 p.m. | Mindfulness Break

| Session Name | Count |
| --- | --- |
| Mindfulness Break | 18 |

#### 12:30–1:30 p.m. | Keynote Speaker Professor Jo Boaler

| Session Name | Count |
| --- | --- |
| Keynote by Professor Jo Boaler | 498 |

#### 1:30–2:45 p.m. | Breakout Strand #8

| Session Name | Count |
| --- | --- |
| Deconstruct a Task: Math part 2 | 36 |
| Deconstruct a Task: Science part 1 | 43 |
| Effective identification and Implementation of Interim Assessments | 82 |
| Utilizing the Smarter Balanced Item Specifications and Construct Vocabulary to Improve Teaching and Learning | 89 |
| A Case Study—One School’s Journey to Achieving Breakthrough Results on CAASPP | 161 |
| Who Owns the Learning? Building Student Ownership and Efficacy Through Formative Assessment | 141 |
| **Total** | **552** |

#### 2:45–3:15 p.m. | CDE Office Hours and Stretch Break

| Session Name | Count |
| --- | --- |
| CDE Office Hours | 8 |
| Stretch Break | 8 |
| **Total** | **16** |

#### 3:15–4:30 p.m. | Breakout Strand #9

| Session Name | Count |
| --- | --- |
| Connecting Results to Improved T/L: ELA/math/science | 75 |
| Deconstruct a Task: Science part 2 | 20 |
| Plan to Assess, Assess to Plan | 87 |
| Using Math and Science Performance Tasks Formatively During Distance Learning—Elementary | 56 |
| Smarter Balanced Roadmap | 106 |
| **Total** | **344** |

#### 4:30–5:00 p.m. | CDE Office Hours and Mindfulness Break

| Session Name | Count |
| --- | --- |
| CDE Office Hours | 8 |
| Mindfulness Break | 26 |
| **Total** | **34** |

#### 5:00–6:15 p.m. | Breakout Strand #10

| Session Name | Count |
| --- | --- |
| Seeing the Whole Picture: Using Interim and Summative Assessment data available in CERS to inform instruction | 21 |
| Developing Meaningful Rubrics to Assess Classroom NGSS Learning Experiences | 15 |
| Formative Assessment Practices for Distance Learning | 49 |
| Formative Assessment for English Learners Through a Leadership Lens | 30 |
| What’s Your Target?—Establishing Clear Learning Targets with SBAC Tools & Resources | 16 |
| **Total** | **131** |

### Prerecorded Sessions

The counts below show the number of views for each recording as of 12/31/2020. Please note that recordings for some sessions, including stretch breaks, mindfulness breaks, and a few others, were not posted to YouTube and therefore are not included in the counts.

| Session Name | Count |
| --- | --- |
| Formative Assessment 101 | 157 |
| Interim Assessment 101 | 74 |
| Smarter Balanced Summative 101 | 63 |
| CAST 101 | 67 |
| CAAs for ELA, math and science 101 | 40 |
| CSA 101 | 14 |
| ELPAC 101 | 81 |
| Accessibility 101 | 50 |
| Lab Session—Tools for Teachers | 114 |
| Lab Session—Interim Assessments | 42 |
| Lab Session—CERS | 70 |
| Day 1 Coffee Cart—Remote Administration of Statewide Assessments | 10 |
| Day 1 Coffee Cart—NEW Alternate ELPAC | 19 |
| Day 1 Coffee Cart—Interim Assessment and Hand Scoring Training | 14 |
| Day 1 Coffee Cart—Rise and Shine with the ELPAC | 9 |
| CDE Welcome Address | 36 |
| Connecting claims, targets and Standards: Math | 33 |
| Digging Deeper into Accessibility | 43 |
| Tools for Teachers | 69 |
| Who I Am Matters: Embracing Multiple Perspectives In Your Classroom | 13 |
| CDE Office Hours #1 | 7 |
| Connecting DCIs, SEPs, and CCCs: CA NGSS | 16 |
| ELPAC 102 | 14 |
| Connecting claims, targets and Standards: ELA | 20 |
| UDL and Accessibility Resources: A Pathway to Success for ALL Students | 28 |
| Interim Assessments as a Teaching/Learning Tool | 48 |
| Assessing Learning, From a Distance | 747 |
| Deconstruct a Task: ELA part 1 | 21 |
| Connecting ELD Standards to ELPAC Task Types | 12 |
| Connecting Results to Improved T/L: Interims | 14 |
| CERS for Teachers | 15 |
| Beginning with the framework in mind! | 29 |
| CDE Office Hours #2 | 5 |
| Deconstruct a Task: ELA part 2 | 12 |
| Implications to Instruction—The ELPAC | 15 |
| Formative Assessment Strategies for Math: Using High & Low/No Tech Options | 20 |
| Score to Score: Using the Smarter Balanced System to Guide Instruction | 20 |
| CDE Office Hours #3 | 2 |
| Tying it all together: Supporting Els | 27 |
| Interim Assessment Data Cycle | 33 |
| Modeling Practices for the STEM Notebook | 9 |
| Goal-Getters!: Approach to Leveraging Interim Assessments to Support Teaching and Learning at all Levels | 28 |
| The Power of Formative Assessment Practices | 24 |
| Remote Administration of Statewide Assessments | 8 |
| NEW Alternate ELPAC | 4 |
| Initial ELPAC & Optional Fall Summative ELPAC | 2 |
| T4T Office Hours | 5 |
| Navigating Data Driven Instruction Using Interim Assessment Blocks | 49 |
| How to Conduct an Assessment Inventory and Audit | 32 |
| Student used Rubrics | 15 |
| Purposefully Mapping a Math Interim Assessment Block Timeline to Inform Instruction | 17 |
| Formative Assessment Points of an NGSS Storyline | 11 |
| CDE Office Hours | 3 |
| Deconstruct a Task: Math part 1 | 11 |
| Tools to Support Teaching and Learning | 18 |
| Using Language and Literacy for English Learner Success | 26 |
| Listen up! Incorporating Smarter Balanced Resources and Interims for Claim 3 Practice in the ELA Classroom | 11 |
| SBAC Interims—District and Site Level Perspectives | 21 |
| Keynote Jo Boaler | 69 |
| Deconstruct a Task: Math part 2 | 4 |
| Deconstruct a Task: Science part 1 | 5 |
| Effective identification and Implementation of Interim Assessments | 16 |
| Utilizing the Smarter Balanced Item Specifications and Construct Vocabulary to Improve Teaching and Learning | 11 |
| A Case Study—One School’s Journey to Achieving Breakthrough Results on CAASPP | 125 |
| Who Owns the Learning? Building Student Ownership and Efficacy Through Formative Assessment | 9 |
| Connecting Results to Improved T/L: ELA/math/science | 12 |
| Deconstruct a Task: Science part 2 | 6 |
| Plan to Assess, Assess to Plan | 12 |
| Using Math and Science Performance Tasks Formatively During Distance Learning—Elementary | 11 |
| Smarter Balanced Roadmap | 29 |
| Seeing the Whole Picture: Using Interim and Summative Assessment data available in CERS to inform instruction | 11 |
| Developing Meaningful Rubrics to Assess Classroom NGSS Learning Experiences | 3 |
| Formative Assessment Practices for Distance Learning | 20 |
| Formative Assessment for English Learners Through a Leadership Lens | 16 |
| What’s Your Target?—Establishing Clear Learning Targets with SBAC Tools & Resources | 9 |

## Appendix C Open-Ended Responses

### What Worked for You at the Conference?

* Being able to choose which areas I wanted to attend
* Being (re)introduced to Tools for Teachers and other resources was incredibly helpful. Cole's "Begin with the Framework in Mind!" session was top-notch. (If only the resources he developed went pass 8th grade!) I enjoyed the seamlessness of going into breakout groups and then returning automatically to the main session.
* being able to access the pre-recorded sessions at my convenience
* Being able to attend sessions of my choice and knowing I'll be able to access the sessions I missed
* Being able to chat back and forward and giving input
* being able to easily switch between sessions when one did not work for me.
* Being able to look at the programs (CAASPP, etc.) during the session instead of just giving us snapshots of the programs. I am a hands-on person and liked that aspect of most of the seminars.
* Breakout rooms
* Breakout rooms were a nice way to share with people and engage in conversations. The presenters who used peardeck or other engagement strategies kept my attention.
* Class options
* Different session options and a variety of topics.
* Doug Fisher's Keynote
* Ease of navigating between Sessions. Time allotted for each Session was spot on. Plenty of Q/A Sessions so they weren't overcrowded and my questions were answered - this was GREAT!
* Easy to access sessions and links.
* Easy to get into sessions
* EL information
* engagement with presenters and other attendees
* Everything, really.
* examples that were given by presenters
* excellent presenters and effective use of pear deck and slides. The bitly of the materials and the links they provided in the chat
* flexibility
* Good organization. App is great for scheduling and surveys. Good use of Zoom.
* Good practical ideas, real time suggestions
* Good presenters, knowledgeable, accessible
* Great interactive tools that I didn’t know about that I can take back to teachers
* great keynote speakers, several relevant choices at each time slot, access to pre-recorded sessions to go deeper, half-hour breaks between sessions
* Great resource folders!
* Having a schedule to plan out what I would attend and easy access to the sessions
* Having all of the links on very easy to navigate webpages made it very easy to find and go to sessions!
* Having the Host knowledgeable in their subject area. Also, breakout rooms and question and answer time.
* Having the pre-recorded and live sessions.
* I also LOVED that every session opened with norms and objectives. They made me feel safe, engaged and like the conference was a cohesive unit.
* I enjoyed hearing how other districts were moving forward using assessments to guide instruction.
* I enjoyed learning content that is relevant to my position as a High School science teacher. I'm glad there were sessions on NGSS and CAST. I also enjoyed the sessions on different assessment strategies and the use of rubrics. I found the keynote addresses to both be inspiring and encouraging. Thanks for a wonderful experience!
* I enjoyed the interactive activities, e.g., padlet, polls. It was also helpful to walk through the CAASPP system.
* I enjoyed the state focus. I think there are many things that are unique to California and so it was nice to have it just be us.
* I enjoyed the variety of sessions that were available. A number of the presenters included concrete tools that could be taken back and used in the classroom immediately. The mindfulness sessions were an unexpected treat! The key note speakers were very inspiring!
* I liked that everything was clearly located on the website for ease of use.
* I liked the flexibility in being able to choose between a lot of different sessions for the same timeframe. I also liked how there was a mixture of topics for each timeframe so I did not feel like I had to miss out on one topic (because a similar topic would be available at another time).
* I love that there are recordings I can access.
* I loved the fact that I was able to create my own schedule and pick the sessions I wanted to attend
* I really appreciate being able to access all of the session recordings and materials.
* I really liked that we had immediate access to the materials and there was someone presenting and someone else monitoring the chat. The use of chat made it feel very personalized! I liked that some sessions had breakout rooms and some did not. Having Jo Boalar was AMAZING, but really every single session was pertinent and prepared. I also felt like the flow was "correct"...meaning, I needed the information I learned in day 1 to fully grasp day 2.
* I thought the coffee cart worked and having the recordings. I get so overwhelmed trying to fit things in or rather cram them all in over the two days that I really appreciated being able to stretch or breathe instead and still have the recording.
* I was able to access the presentations that were for me as a teacher.
* I was able to attend from home.
* I was most impressed with keynotes. I liked the app.
* I was worried about Zoom, but it worked great!
* Inspiring and fun presenters.
* Interim Assessment, Collaborative work, Keynotes Sessions, Formative assessment, Assessment Vocabulary, Tons of teaching, assessing ideas for Distance teaching/learning environment.
* It was a very nice format
* It was online
* It was very easy to navigate the website and access the live session I wanted right from the schedule.
* Learning more about testing and IAB
* Most of the sessions were relevant for developing further my knowledge about assessment.
* One password for all sessions was nice. Pacing was nice.
* Online sessions.
* Organization
* Planning my sessions ahead of time and having the supporting materials for later use
* Please indicate which sessions are CDE created versus a Non-CDE session. Do not include sessions after 5:00pm, especially on day 2...these valuable topics were low attended. More attendees would benefit if they were available. I attended one session that ended 15 minutes early, while an evening session I wish was 15 minutes longer.
* QA opportunities throughout the day.
* Received up-to-date assessment info. Heard from other colleagues.
* Recording available for all sessions until December
* Resources in folder
* See previous response earlier in the survey.
* Session length and break times.
* session time blocks; stretch breaks
* Sessions that are relevant and varied
* Sessions that had engaging resources, how to approach to a task.
* Sessions that had time in breakout rooms to actually do work.
* Some sessions were excellent. Fischer.
* The 30-minute breaks were just the right amount of time. I really enjoyed both keynote speakers.
* The afternoon sessions were greatly appreciated as well as the recording events for those of us who couldn’t attend.
* The app helped organize the days. Having a shared folder of resources was very nice and the note taking guide
* The availability of presentation materials for me to download.
* The chat feature was great for asking questions.
* The convenience of a virtual format was the best! I wouldn't have been able to attend had it not been for this format, so I hope that the conference will continue to be available virtually.
* The daily schedule and the ease of logging on without having to locate a zoom link
* The ease at which I was able to access the sessions! Super easy! I wish you had given us the link on day two...I had to go back in my email and find the link....lots of links but I found the right one finally! Once I got in! Everything was navigatable....including the sessions where we went to padlet and other fine distractions to support our teaching...
* The easy connections.
* the fact the people were so responsive with regards to questions, those presentation that focused on showing new methods to engage with students over the internet.
* the flexibility and recorded session
* The information given. Breakout sessions that were targeted. Time to explore some of the resources given-Teacher Tool box.
* The information was engaging and the presenters were very informative.
* The keynotes were terrific. The sessions were interesting, but some of them required a lot of background knowledge that I did not possess.
* The live links on the schedule page were super easy, I like the notetaking tool too
* The online support worked well. It was easy to get into sessions and there was no overcrowding of the sessions like there would be in an in-person conference. The materials were easily accessible. The mental breaks were absolutely necessary and welcomed.
* The opportunity to engage with the presenters and the use of breakout rooms.
* The prerecorded sessions.
* The real life sharing of practices
* The recordings thankfully since I was in the middle of many deadlines with ELPAC, also the coffee cart and CDE office hours as I mentioned. Questions were answered that I had been wondering. I learned a lot more about accessibility resources. I'm anxious to watch other sessions that look excellent about ELs and formative assessment practices.
* The schedule was good. A description on the website would have been helpful. The breakout rooms were fun, and the stretch breaks were relaxing!
* The schedule was over well.
* The schedule was well balanced with breakout content sessions, plenary sessions, and coffee cart/office hours options.
* The schedule was wide open and resources were excellent
* The schedule worked - breaks were appropriate in length and spaced well.
* The sharing of Google documents.
* The timing of sessions was well thought out. There were several options of sessions.
* The topics were varied
* the topics! so helpful. Break out sessions where I could talk to real people working in districts or county offices. the break out rooms were far too short of time though
* The two keynotes were absolutely fantastic! They are both such down-to-earth educators even though they operate at such high levels in the field. The Apple Valley High School teachers' session on rubrics was excellent-- I plan to bring them to our county virtually if we can work out the logistics. I attend a lot of PD in my role, and this one seemed to stand above the rest.
* The variety of conferences and 5pm sessions
* The virtual format. Access to materials. Being able to easily leave a session and join another more relevant session
* The virtual platform was great and we still had the ability to ask questions. The flexibility was very nice!
* The website was easily accessible. No issues getting into zoom meetings.
* The website was easy to navigate and use to select sessions
* There was a variety of sessions but not an overload. So I was able to easily pick which session I wanted to go to. then with having the resources and videos after the conference works for those sessions I wasn't able to attend.
* There were multiple subjects and interdisciplinary topics
* There were plenty of options for seminars that were all relevant to planning, instructional routines, and outcomes. Everything was connected in a way that I've never seen before this conference.
* Very organized and easy to navigate.
* Virtual format allowed for me to attend; if it was in person, I would not have been able to attend. Breaks between sessions were ample.
* virtual format was easily accessible and effective - made for very easy attendance
* Virtual platform via Zoom offered opportunities to ask questions of speaker in the "chat" box. Also, links to great sites and other information was shared by host via the chat box.
* Virtual was great
* Virtual worked wonderfully for me.
* Walking through the mapping process.

### Comments About the Virtual Conference

* A few presenters gave us too much to do at once and with having to toggle from the Zoom to the documents, websites, resources, etc. it was just overwhelming. Smaller chunks would have been more accessible. The rubrics session by the teaches from Apple Valley was excellent!!!
* All the emails I received prior to conference referenced downloading the app via App Store or Google Play Store. I tried multiple times, on different days & using different devices & each time I searched for it, no results were found.
* All the sessions were good, but several of them seemed to cover the same ground. If several presenters are presenting on the same topic, consider having them coordinate so they don't all cover the same material, and then sequence the sessions so participants can go deeper and deeper into the material (like a path or a track on Tools for Teachers, for example) rather than seeing the same thing in a different voice. Some repetition is good, even repeating the same session later for those who missed the first presentation, but too many sessions were too similar. Actually, paths or track of related sessions would be very helpful in selecting where to go; one wouldn't have to stay on a particular path, but one could if one really wanted to go deep into a particular topic.
* As much as I love attending a conference, the virtual platform was perfect! My only suggestions are to end earlier as the last session of the day was too late. Also, it would be nice if the session descriptions were on the website and not just the app.
* Dr Fisher's presentation was very helpful. I'll watch this over again & I have shared it with my colleagues.
* Entering was VERY confusing. Give us an easier password! I had more trouble with the password each day!!!!! Send out text or email reminders each day for sessions. Make the site easier to navigate. Often it took me 5 minutes just to find the next class I wanted to attend. (I was doing an Aeiries training that week and it was so easy to navigate compared to this site.). That is my only complaint! Work on getting the site easy to get into, easy to navigate, reminders what is next, and easy to find the classes. please.
* Even in a virtual conference the majority of the session should be the speaker sharing things and not just lots of breakout sessions.
* Excellent Conference. I am looking forward to next year.
* Good job to everyone.
* The virtual platform was easy to use and effective means of providing the conference. Please provide descriptions of each session to make selection easier.
* I accessed prerecorded sessions during mindfulness and stretch
* I appreciated being able to attend virtually. In the past, I have not been able to attend because of the distance. This year, it was in my backyard and I was so excited to be able to attend with my entire team. Unfortunately, because of the Pandemic, our priorities shifted. I still attended and I'm glad I did. In the future, when it's far from us, I hope you'll consider offering paid access to the sessions so that the other coaches and I could watch some of them at a time that is best for us and do strategic planning.
* I like that it cost less than in person. In this format, more people are able to attend. I got all of the info I needed. Yet, I miss being around the people.
* I look forward to the in-person conference.
* I love that the recordings are available until December. I miss the vibe of an in-person conference.
* I need to express that the organization of the conference was exceptional. The length of the sessions were appropriate, not rushed nor too long. The breaks were wonderful; while I did not participate in the mindfulness sessions, I was able to go for a quick walk. Overall, this conference was more than I expected. Thank you all!
* I prefer in person - it is too easy to disengage when attending virtually
* I presented at last year's CAC. This was much better, in my opinion.
* I really enjoyed the conference.
* I regret not doing it before but I forgot it was an option. I love that it was an option and would take advantage of it next time.
* I was hoping the conference would be geared more to how to deliver the ELPAC and CAASPP in a virtual environment.
* I wish I had realized sooner that clicking on the sessions in the app gave the description...Would have helped me choose the right sessions. Oh well! Next year I'll know :)
* I would have liked to have a description of the sessions, including who the presenters were. The schedule only listed times and titles.
* I would have missed a lot of sessions without the wonderful recorded sessions although in person i would have not had all my daily duties in front of me. Either in person or virtual is a good way to go, but I probably am gaining more from the virtual experience because I can now join every recorded session thankfully. It was very well put together.
* I would of hoped more upfront information spent on training vs. sending us to breakout rooms. I felt sending us to breakout rooms was overly done, since we are doing this all the time at our school district. Would prefer more interaction with presenter and audience vs. breakout rooms. Thank you.
* I would recommend that a description of the workshops be included in addition to the title. I attended a session that was focused on math but the title suggested the content was more broad. A short workshop description provided on the platform would be a great solution and enhancement.
* If it can be organized at different levels, Beginners, Intermediate, Advance. I took sessions randomly. Since all were super informational, I do not regret spending my time, but it would be efficient if I join based on my prior knowledge. Thanks.
* It is difficult to sit through two entire days on Zoom. The level of focus and sitting still required is much more challenging than moving around and mingling with other participants. Every meeting I have now is on Zoom, and I am just done with it and can't wait for work to be done in person again.
* It was too easy to be distracted by other things in the virtual platform.
* It was well organized, offered a variety of helpful information relevant to our district, shared great supplementary materials for training purposes, and provided needed opportunities to navigate through the CAASPP site.
* It worked incredibly well. And while connection is certainly possible and easy with virtual rooms/cameras, it still doesn't replace being in-person.
* It would be helpful to have the descriptions of the sessions on the access page. During each block of time, I bounced around between a few sessions and decided which one was the most applicable one.
* It would have been helpful to have descriptions and presenter info with each session title. It was hard to tell exactly what the session would be about. More sessions on alternate assessments would be great!
* It would have been nice to have a brief description of each session as well as the presenter before choosing a session to go to. There were often more than one session I would have liked to go to during the conference and I had to base my decision on the name of the session instead of a description of what they would be discussing during the session.
* Kudos to those who organized this very successful virtual conference! Thank you!
* Need to have specific workshops that are geared toward High School Math.
* Perhaps consider extending the length of the conference to more than two days. I say this because there was so much information, and it was all so very valuable, that it would have been great to have some time with my team to process, before moving on to the next session. So, if sessions ended at around 3pm, then I would have the remainder of the day to work with my team.
* Prefer the virtual conference to in person. Wish it would have been over three days instead of two.
* So great! Everything was clickable and able to access immediately while the session was live. This could not be done in person, so it greatly reduced my after-conference workload. I also LOVED the common norms and objectives. They made everyone feel cohesive and safe. My only complaint was the Schedule on the website did not provide speaker names or session descriptions. That would have been easy to share and was greatly missed.
* so much wonderful support! teachers willing to share...it was the shot I needed to get me excited about my practices! I am so thrilled to be presenting to my faculty next week on some of the content I learned from the conference. I can't decide what I want because i have so much to choose from! Great problem to have don't you think? Thanks to all of you who worked so hard to make this a spectacular conference! I am teaching mt 85-year-old dad about Jo Boaler's ideas! Invigorated! Thanks so much!
* Some sessions did not have resources readily to share. Unable to locate the resource folder on the conference's homepage
* Sorry, I left a long comment on the first page of questions about this not knowing there would be another text box available. :-)
* Thank you!
* Thank you! This was AWESOME!
* Thanks for the scholarships provided
* Thanks!
* The conference went to late in the evening. It is WAY beyond teachers' contractual time and most of us still have to our own job when we are done, so it makes for a VERY long two days. In the interest of learning, most people cannot continue to engage on a high level from 8am to 6:15pm.
* The days were too long. It's very draining to be on Zoom from 8:30 until 6! Many of us were juggling regular work during the breaks and completely exhausted by the end. It was good, but too much.
* The easy access to the day's activities was wonderful, but I definitely prefer in-person for networking opportunities.
* The link for the Opening Session - CDE Welcome should be more prominently displayed in the schedule, not crammed in with other presentations. I loved the app. I really appreciate having access to the materials and recordings. The Google folder is a little hard to get to because the link is only accessible through email. I wonder if you could include it somewhere where it would be easy to find. I noticed requests for the folder continually come up in all sessions.
* The overall organization of the conference was very good. All the presenters I saw were well prepared, engaging, and had clear objectives. Many of the sessions I attended, however, covered the same information and the redundancy lowered my overall score for valuable use of time.
* The sessions for the most part were engaging, however comparing it to last year in person, it is a lot more engaging and easier to ask questions when in person. However it is completely understandable why we went virtual this year and I command everyone working hard in this conference to make it possible!
* The setup and organization was great. I get more out of in-person experiences. That being said, this was well done and informative.
* The videos and slide decks are so valuable. Thanks
* The virtual conference was well-done. Ray Unterbrink hosted the sessions I was presenting in, and she did an amazing job! Thank you Ray!
* The virtual platform was necessary, but it's a challenge. We are spending so much time in front of screens, that it's becoming burnout. I also miss networking with people face to face and having meaningful conversations. Additionally, some of the presenters were not awesome with the technology, which made some of the sessions frustrating. If you don't know how to use a breakout room, don't use one. It slowed down the cadence of the presentation, and I lost focus easily when these tech snafus happened.
* There were too many breakout rooms during the presentations. The majority I was in didn't participate in discussion.
* This conference contained useful knowledge and I enjoyed having a combination of live sessions and pre-recorded sessions. The virtual format worked well. My own future reflection is to take the sessions away from the worksite - too easy to get pulled away. This doesn't happen in the same way when I participate conferences off site.
* This conference was one of the best I have ever attended. I learned so much and so excited that I can go back and see all the sessions I missed. Very Well Done!
* Through no fault of the CAC organizers, the email containing the link to pre-conference materials, log in information went to my spam folder. To avoid this, it would have been helpful to have a url or initial Zoom meeting link at time of registration. Also, helpful would be organizing the materials by date and time, rather than simply by folder number. In addition, it would be amazing if the links shared by presenters and by participants in the session chats made it into those folders as well.
* unclear how to get in at the beginning--login--help desk was prompt that first day, not so much the second. still would rather a live person. Easy enough to navigate after that. I was expecting more ideas and information addressing the problems unique to virtual instruction
* While I much prefer an in-person experience, this virtual conference was outstanding. Rather than completely cancelling the conference, the organizers and presenters took on the challenge of converting to a virtual format and not only met but exceeded the challenge!
* You did the best you could considering the circumstances. Most of what I learned I cannot even begin to apply until we have students and teachers back in buildings.

### Which Sessions Did You Enjoy Most?

* " My voice matter"
* "Begin with the Framework in Mind!" Lunchtime keynote speakers
* "Who I am Matters...", Connecting Results to Improved T/L, and Plan to Assess, Assess to Plan.
* All of the sessions that I attended were great.
* All of them
* All of them
* All the session were interesting.
* All the sessions with an ELD focus were fantastic. Please give us more!!
* All were quite engaging and equally relevant to the tall order of teaching in-person and during an extended school closure.
* Apple Valley High School teacher's session on student used rubrics
* Assessment district plan.
* Assessment Inventory and Audit
* Beginning with the framework in mind and the two keynote speakers
* Boaler’s was inspiring and the resources were great!
* Both keynote speakers
* CDE office hours
* Classroom implications for understanding that all students are different. As educators we need to be aware and find ways to relate with all students.
* Connecting Results to Improved Teaching/Learning: ELA/Math/Science with Carl Veater
* data
* Day 1: Tools for Teachers
* Deconstruction Math
* district led sessions
* Doug Fischer
* Doug Fischer and Deconstructing a Math Task Part 1
* Doug Fisher
* Doug Fisher
* Doug Fisher
* Doug Fisher!!! His message was so powerful and relevant!
* Doug Fisher, and Tools for Teacher's Road Map
* Doug Fisher, Kristen Blake and Sandi Cahill
* Doug Fisher’s keynote. I’m a fan girl.
* Doug Fisher's Keynote and one of the Interim Assessment presentations on the first day
* Doug Fisher's Keynote, Using Math and Science Performance Task Formatively During Distance Learning - Elementary - Deborah Atwell, and Navigating Data Driven Instruction Using Interim Assessment Blocks-Cassandra Gartung & Tonja Parkin @glittergalsedu
* Dr. Fisher
* Dr. Fisher
* EL Sessions
* FIAB sessions.
* Formative Assessment Strategies for Math: Using High & Low/No Tech Options
* Fresno County presenters
* Glitter Gal session, Palm Springs session
* Glitter Gals
* Glitter Gals and ELPAC/EL sessions
* Glitter Gals EDU: the one about the testing cycle.
* Glitter Gals- Interim Assessments
* GlitterGals and the Doug Fisher keynote
* Going over resources (content explorer, tools for teachers, achieve the core)
* How to Conduct an Assessment Inventory and Audit
* I attended two by Cahill....enjoyed hers the most! She was open to allowing us to talk and share! love the breakout sessions...met some wonderful women ! Men talk too much! they hogged our time in there! ugh!
* I enjoyed all of the sessions that I attended.
* I enjoyed each of the sessions and coffee carts I attended.
* I enjoyed Jo Boaler’s keynote more than anything else
* I enjoyed the "Use your Framework not textbook" sees. Useful material that were easy to understand even though they were dense. The UDL session was also excellent.
* I enjoyed the CDE Q&A because I was able to get some questions answered. The Tools for Teachers and CERS workshops were also very helpful.
* I enjoyed the classroom from multiple perspectives (Sandi Cahill) and Doug Fisher.
* I enjoyed the key note speaker
* I enjoyed the Keynote speakers and the decomposing of the math performance tasks. I also enjoyed the Power of Formative Assessment Practices.
* I enjoyed them all but if you forced me to choose I would go with Jo Boaler because it has the most impact on my work.
* I loved 24. Digging Deeper into Accessibility and 47. How to Conduct an Accessibility Inventory and Audit. Both Erin Gordan and Christina Lambie were excellent presenters and knowledgeable about their respective subjects.
* I really appreciated the My Identity session and the UDL session on day 1. Both keynote addresses really resonated with me
* I really like Sandi Cahill's sessions
* In addition to the keynote speakers, i enjoyed the sessions in which representatives from schools' districts described their pathways to more equitable and useful assessment systems.
* Interim Assessment as a teaching learning tool
* Jo Boaler!
* key notes
* Key notes, the teams from Sacramento COE and Fresno COE had very relaxed-but-engaging presentation styles
* Keynote by Doug Fisher
* keynote speaker day one and the last session where there were a bunch of distance learning assessment suggestions
* Keynote speaker-Fischer
* Keynote speakers
* Keynote speakers due to their inspiration and encouragement; Tools for Teachers; CERS for Teachers
* Keynote speakers; Connecting Results to improved teaching/learning; IAB sessions; Interim Assessment Data Cycle; Interim Assessments as Teaching Tool-"Smarter Content Explorer"-(fantastic resource!) & Tools for Teachers
* keynotes
* Keynotes and shared practices sessions.
* Keynotes! Math Tasks Part 2, NGSS Rubrics
* Literacy and Language EL Support- Sandi Cahill All the keynote speakers
* LOVED THE KEY NOTE SPEAKERS, ESPECIALLY DOUG FISHER! The Assessment Survey and Audit session was very helpful, as well as those about the Smarter Content Explorer & Reporting System Sandbox - time to explore and practice with guidance
* Main speakers; glittergals
* Math performance task
* Math Task deconstruction
* Mindy's assessment planning, Day 2
* Navigating Data Driven Instruction Using Interim Assessment Blocks
* None. I enjoyed the key notes.
* Probably the one with Jeremy on Accessibility Resources, but I haven't been able to review all of them yet. I'm hoping they will be available until the end of the year instead of December because I would like to review some of the information again in the spring if possible. I think Nikki did a great job facilitating the sessions. The music, raffle items, and more helped make it more engaging, too. I do miss connecting with individuals in person, but this worked well for the situation. Thank you for allowing us to now work with teams and review some of the sessions together.
* Purposefully Mapping a Math Interim Assessment Block Timeline to Inform Instruction
* Q/A Opportunities and overall all the Sessions!
* Roadmap to SBAC
* Teacher Tools, Review of IAB's and FIAB's, and formative assessments.
* Testing
* That is a very difficult question. I enjoyed and learned from each session during the conference.
* The coffee chats; a lot of info and tips
* The Glitter Gals!
* The hands on NGSS lesson where we designed a parachute with a piece of paper was one of my favorites.
* The keynote speakers were amazing.
* the keynotes and the Interim assessment sessions
* The Keynotes!
* The morning Coffee cart segments
* The one for planning math with the framework
* The one on formative assessments.
* The ones where we went into breakout rooms to look at data and work through it together and come up with actions to take with the students.
* The ones with Jeremy
* The sessions on how to look at Interims and use the data and the keynotes
* The Tools for Teachers on Day 1 was AMAZING
* The two keynote sessions were excellent. I also really liked the two breakout sessions offered by Tonja Parkin and Cassie Gartung (Navigating Data Driven Instruction: IABs, and Smarter Balanced Roadmap)
* The UDL session with Jeremy (?)
* They were all equally meaningful for understanding how to effectively use and administer assessments.
* Too many to choose one!
* Tools for teachers
* Tools for Teachers; Data Driven Instruction
* Two keynote speakers-Fisher and Boaler
* UDL & Accessibility Resources New Alternate ELPAC
* UDL and Accessibly Who Owns the Learning
* unpacking the math and ELA proficiency tests; anything about smarter balance; connecting claims, targets, standards (helped me understand)
* Using Language and Literacy for EL Success
* Using Math and Science Performance Tasks (day 2); Assessment Inventory (day 2)
* Val Verde
* Who I am Matters
* Who I am Matters with Sandi Cahill
* Who I Am Matters: Embracing Multiple Perspectives

### Suggestions for Future Events

* 1. Better session descriptions with levels- for example, I would have loved to know that I needed background knowledge for the Connecting claims, targets, and standards and deconstructing a task session. Prior knowledge alerts, or Beginner/Novice vs. advanced learner would have helped. I felt incredibly overwhelmed in those sessions because of my lack of knowledge. 2. Grade bands - It would have been nice to talk CAASPP with other high school teachers, not elementary. 3. Definitions of all of the acronyms used in the conference. It was alphabet soup in some of those sessions. 4. Links to reading materials or something I could have used to prep myself for the conversations. 5. keep it simple--I don't mind sit and get for some of these conferences. When there is a lot of information, I prefer to reflect on it myself, not in a group with people who weren't paying attention and don't know what to do in breakout rooms. 6. Please please please encourage presenters to have basic familiarity with the technology they're using. So much time was wasted trying to put people in breakout rooms, or the presenter didn't know how to share the screen. It's incredibly frustrating and shows a massive gap in professionalism.
* 3 mornings and no late afternoon sessions. Also, when presenters were sharing their screens it was very difficult to read or take notes on their presentations because it was difficult to see the slides. Providing the slides ahead of time instead of after the presentations might have been helpful as I could have used another device to access the slides or put them in a bigger format to make them easier to see.
* At least on the last day, do not go until 6pm. It was exhausting. Very good content, but it was a long 2 days.
* Consider ways to reduce redundancy and provide a broader array of topics at varying levels of competency.
* Continue doing what you do
* Continue including actual teachers and districts that have been successful.
* Continue the great work. Perhaps some kind of hybrid conference could be developed, with the in-person portion alternating north/south (as proposed), but with Zoom-in options perhaps for some sessions to increase participation for those in other parts of the state or those who cannot get away for 2-3 days. There was a need for a break between the keynote sessions (12:30 - 1:30) and the first afternoon break-out at 1:30. Also, the first day was very long with breakout sessions going until 6:15. Finally, for the CDE Office Hours it might be good for them to have some "canned" questions to share if there are no questions from participants (e.g., FAQs they commonly receive related to the specific topics for that time frame).
* continue to offer sessions that connect assessment resources to instruction, including content specific sessions
* Data Analysis sessions and looking at and accessing the reports available in TOMS.
* Descriptions for the sessions underneath the titles....perhaps I missed this.
* Explanation of the various testing accommodations for IEP students
* Focus on model schools that have concrete data of success.
* Have more descriptions attached to class titles
* Have more sessions about data analysis, how to organize data to present it to teachers, maybe something geared toward admin teams
* Have some introductory sessions in the morning of Day 1. Having the introductory folders was nice, but due to the initial email being trapped in a spam folder, I didn't know about those resources until it was too light. A Day 1 "here are the basics" sessions would have been helpful.
* Having a virtual option is really nice if travel is prohibitive because of cost or family obligations. The sessions needed descriptions and presenter information listed. From the link to the presentation, there was only a title that I was guessing which to attend by. Don't go so late in the day; I'm not going to stay in the office an hour later for it.
* help us to understand how to use, and instruct for the Smarter Balance CAASPP tests. I learned a great deal with still much to learn!
* I liked the virtual format. While great to network with people, drive time & district cost for lodging are, at times, restrictive. Maybe 1 year virtual, 1 year live-in person
* I love that the target audience is teachers, and many of the sessions reflected this. However, I know several district and county level folks attend to stay "in the know" with messages that our teachers are receiving. I wonder if there would be value in adding a handful of sessions where the content specifically targets how districts and county level administrators and help carry this work forward.
* I love the digital format and being able to view recorded sessions. I didn't attend last year, so don't know if the sessions are recorded and available after.
* I prefer in-person events, but this was well done as a virtual event. I was not able to attend the later sessions in the day, so maybe some repeat times for certain sessions would be helpful.
* I really appreciated that many of the presenters used platforms that teacher practitioners are trying to use. This was extremely helpful to see how we can emulate using those platforms for instruction. So, I think it would be good if presenters did that more. Also, it would be good to be able access the training materials and slide decks sooner. Last recommendation is to have the option to see a summary of what the session is about on the webpage schedule. I wasn't able to see what the session was about or who was presenting ahead of time when I was planning my days.
* I would like to see a session on testing logistics.
* If we continue this teaching online, more ideas on working with a computerized world, more ideas on how to keep the special needs students included.
* Include summary of the content on the schedule.
* It can be awkward to be thrown into a breakout room and told to discuss something that you may still be processing the content, the instructions, etc. Also, people need to have their cameras on during a conference and especially in breakout rooms.
* It is difficult to be in my office and ignore the multiple issues to be dealt with, especially around planning and scheduling for in-person instruction. Maybe if it's virtual it could be spread over more days??
* It would be great if you could stagger the availability times in order for attendees to be able to attend several sessions within what was offered in those block times. There was more than one session that was interesting and applicable to my work and I had to make a choice on one vs. the other.
* Keep doing them. This was really valuable.
* Keep having a variety of sessions to attend, especially ones that are Shared Practices based.
* Keep it virtual!
* Keep the recordings
* Longer lunch time!
* Love the virtual format! There were many topics that repeated, especially around interim assessments. I'd like to see more advanced topics offered. Keynote speaker was an important highlight. I hope to see that again next year. I like that you offered sessions at 5 p.m. I would have been more likely to take advantage of extra sessions if they were offered early in the morning instead of so late in the day.
* Maybe I missed it, but some were very classroom oriented, others more for use as a K-12 Coach at a COE. Some indication of that ahead of time would saved me time changing sessions.
* Maybe the presentations from the different sessions could be made available in the resource drive
* More focus on how districts are using the CAASSP system successfully. I enjoyed seeing 3 year plans and the implementation process.
* More forms of assessments
* More of everything NGSS and CAST, please!
* More of the same! Really great sources! I am just sad that I will not be able to access the files after Dec....I will learn how to download it maybe?
* more sessions about how to improve math scores; what has worked for successful schools/districts
* More tools to support teachers.
* More variety and practical applications outside of IABs etc.
* My recommendation would be to offer more sessions that are designed for instructional coaches/leaders. I understand that this conference is designed for educators at all levels and I am the type of person who can make connections and find meaning/relevance/something I can apply to my work no matter what the topic is. That said, I wish there were more sessions that spoke to what I have gone through in developing various trainings and resources on the Interim Assessments and the ELPAC.
* I attended some sessions and got some helpful strategies that I can repackage and share with teachers, but I would love to have a chance to connect with other people who bring teams of teachers together to hand score or analyze data.
* It's so important that teachers don't simply see "assessment" as a formal set of tests at the end of the school year. I wonder if that name is a turn off to some teachers though--especially because of what they associate it with. I think that can give you an insight into my world as a coach. I had to really sell the Interim Assessments to some teachers because of their association with the CAASPP testing. I think we still have a lot of work to do in shifting teacher mindsets about a lot of things and this is definitely one of them.
* Need more advanced level presentations about ELPAC and Interims.
* I had trouble on my end getting into breakout sessions....seemed like every time I was sent out for a breakout session it would take a while and when I got into the group they were already talking/discussing. This happened to me both days.
* Not having sessions from 5-6 in the virtual setting....we're home with our families.
* Number the individual sessions. Number the resources with the individual session number, as well.
* Okay, good idea to number the resources folders, but can you also please number the sessions on the webpage schedule, so if I go to session #43, I know the resources will be in folder #43. Just numbering the folders means I have to wait for the presented to tell me where to look for the information... and if someone misses that, they are going to ask again, and then someone else later. Just make the session numbers and folder numbers match. Please.
* Organized based on attendees prior knowledge
* People interacting and collaborating in the same physical space. Of we are still virtual next year I will not attend.
* Perhaps, the session information can offer the suggested level of understanding for participants (i.e. "novice", "emerging", "advanced") to help predict if the session content will be at the right level for a participant.
* Please provide afternoon and evening opportunities
* Please provide descriptions of the sessions and the presenter names & affiliations on the schedule to make selection of appropriate sessions easier.
* Provide session topics and descriptions prior to Day 1. Keep the schedule between 8-4:30.
* Provide the pre-recorded sessions further in advance.
* Shorter session times, Short days, and possibly one day if they are going to repeat.
* split content by age level so high school can be a focus
* Start with clear objectives, maybe 2 to 3. No more than 5 per session. Wrap up by touching base on the objectives.
* Strands that are easily identifiable. For example - CAST, ELA, MATH and some that are applicable to all.
* Strongly encourage all district level administrators and site administrators to attend the conference, so they can better align assessments to State Standards and communicate more effectively with teachers, coaches, para-educators, parents and students. This is critical to the uniformity and equitable access to our educational system.
* The last sessions were excellent but I was exhausted after a full day.
* The only thing I would have liked to have seen in the session lists would have been a description.
* This was much better than last year. I wish we still got the swag. My other virtual conferences are still sending swag. I would like to see more how to set up the back end of the interims. We seem to have new people in that position every year!
* This was very well done! Great job!
* This year was the most fun I have had at a CAASPP conference. Thanks!
* To make the sessions more interactive with the audience
* What would've been really helpful would have been if there were descriptions of each session on the website. Not sure if the app had more info, but i couldn't access that. It was hard to choose relevant sessions w/o having an actual description of what each was focusing on. There were a couple that I started but realized they weren't really relevant to me, so I had to enter a different session late.
* You need to have workshops that are Grade Level specific and content specific.

## Appendix D Data Tables for Figures

### Data Table for Figure 1—Registrants by Role

| Category | Percent of Registrants |
| --- | --- |
| County level staff | 11% |
| Other | 14% |
| District administrator | 28% |
| TOSA / teacher coach | 13% |
| Site administrator | 17% |
| Teacher | 17% |

### Data Table for Figure 2—Registrants by Subject

| Category | Percent of Registrants |
| --- | --- |
| Special education | 12% |
| History / social sciences | 11% |
| Science | 16% |
| English language development | 18% |
| Mathematics | 20% |
| ELA | 22% |

### Data Table for Figure 3—Registrants by LEA Size

| Category | Percent of Teacher, TOSA, or Site Administrator Registrants | Percent of District, County or Other Registrants |
| --- | --- | --- |
| More than 10,000 | 10% | 45% |
| 1,000–9,999 | 34% | 34% |
| 500–999 | 30% | 7% |
| 200–499 | 18% | 5% |
| 50–199 | 4% | 1% |
| 0–49 | 4% | 8% |