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| Monday, July 28 | **DRAFT SCHEDULE-Subject to Change** |  |
| TBD Arrival and check-in time |  |  |
| 5:30-6:30 Dinner |  |  |
| 6:30-7:30 Opening Remarks | Marcia McCaffrey, Pres. SEADAE  David Dik, ED of Young Audiences | Dr. Tim Brophy |
|  | Welcome | (Keynote-Valuing Assessment) |

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| Tuesday, July 29 | | | |  | | | | | |
| 7:00-8:00 Breakfast | | | | **Space 1** | | | | | |
| 8:15-9:00 Opening Plenary | | | | Introductions & Ice-breaker/art engagement/ | | | | | |
| * Marcia McCaffrey | | | | “Trip Tik” Design | | | | | |
| * Cory Wilkerson | | | | Open Space Technology modified (a: we need a space where people can post their desired group topics and meeting space; b: we need to identify where the open space meetings can occur; c: we need to outline the open space process; we need to make sure a “Planning Team” member is at each open space-Regional Rep’s can help) | | | | | |
| * SEADAE member (Lynn?) | | | | Exit Cards | | | | | |
|  | **Issues & Solutions in Arts Assessment** | | | | | | | **Arts Assessment Literacy** | | |
|  | **Space 1** | | **Space 2** | | | **Space 3** | | **Space 4** | | |
| 9:10-10:10 | Session A Delaware: Teacher Evaluation | | Session B  Pennsylvania: SLO’s | | | Session C  Portfolio Evaluation | | Top 10 Reasons Not to Assess in the Arts (Shuler)  Brief History of Arts Assessment (Philip) | | |
| 10:20-11:20 | Session D  Michigan: Item Development | | Session E  Colorado: Assessment Bank and Curriculum Development | | | Session F (one time)  Florida Music Assessment | |
| 11:30-12:30 | Session G  Connecticut: Common Performance Assessment | | Session H (one time)  Dr. Brophy: Item Response Theory for MCA’s | | | Session I (one time)  South Carolina: SCAAP Reporting and Analyzing Assessment Results | | **Lunch** | | |
| 12:30-1:30 | **Lunch** | | **Lunch** | | |  | | Survival Guide to Assessment Terms | | |
| 1:40-2:40 | Session A | | Session B | | | Session C | | Young Audiences presentation 1 | | |
| 2:50-3:50 | Session D | | Session E | | | Session G | | Young Audience presentation 2 | | |
| 4:15-5:30 | **Open Space Technology** (modified) | | | | | | | | | |
| 5:30-7:30 | **Break and Dinner** | | | | | | | | | |
| 7:30-9:30 | **Planning Team Debrief**   * **discuss outcomes from Open Space** * **go over exit cards and plan for panel discussion** * **fine tune presentations for Wednesday based on Tuesday’s discoveries** | | | | | | | | | |
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| Wednesday, July 30 | | | | | | | | | | |
| 7:00-8:15 Breakfast | |  | | |  | |  | |  | |
|  | | **Space 1** | | | **Space 2** | | **Space 3** | | **Space 4** | |
| 8:30-9:45 Panel of “Exits” | | Panel to address issues that were identified using exit cards from Tuesday | | |  | |  | |  | |
| 10:00-11:45 Deep Dive | | Topic 1: Teacher Evaluation | | | Topic 2: Item Development | | Topic 3: Performance Assessment | | Topic 4: National Core Arts Standards—state adoption and MCA’s | |
| 12:00-12:45 Lunch | |  | | |  | |  | |  | |
| 1:00-2:15 | | Open Space Technology (modified) | | | | | | | | |
| 2:30-3:30 | | Closing Plenary with Dr. Tim Brophy-Resident Expert  Follow-up Survey  Exit Cards  Thank-you’s | | | | | | | | |

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| **Issues and Solutions in Arts Assessment Sessions (Tuesday)** | | **Deep Dive Topics (Wednesday)** | |
| Session A | Delaware: Teacher Eval | Deep Dive 1:  Teacher Evaluation/SLO’s | Deitz; Hansen; Wilkerson |
| Session B | Pennsylvania: SLO’s | Deep Dive 2:  Item Development | Schmid; Cardona; Philip; |
| Session C | Portfolio Teacher Evaluation | Deep Dive 3:  Performance Assessment | Shuler; Banks(?); YA |
| Session D | Michigan: Item Development | Deep Dive 4:  NCAS state adoption and MCA’s | Sabol; Tuttle |
| Session E | Colorado: Assessment Bank and Curriculum Development |  |  |
| Session F | Florida Music Assessment |  |  |
| Session G | Connecticut: Performance Assessment |  |  |
| Session H | Dr. Brophy on Item Response Theory |  |  |
| Session I | South Carolina: SCAAP Reporting and Analyzing Assessment Results |  |  |
| YA 1 | TBD |  |  |
| YA 2 | TBD |  |  |

**Guidelines for Issues and Solutions presentations:**

Assumption—“From complex projects come unexpected issues. Identifying the issues and resolving them create unique learning experiences. How might others learn from your experience?”

1. Identify the “project or topic”

2. Identify the major components of the project including any research-based models (e.g. Danielson, Marzano, McRel, Goh, Darling-Hammond)

3. Clearly identify issues that arose in the course of the project. Discuss what happened—when were the issues identified; what solutions were considered and why; what actions were taken.

4. Discuss results—so how did it work out? What happened?

5. Lessons-learned: Here’s what you might want to think and know about to avoid this issue. **(#5 is the big take-away for this presentation)**

6. Leave time for exit cards at the end. Remind people that the Panel, Open Space Technology and Deep Dives will be an opportunity to go more deeply into the topic and address people’s questions. Exit cards should capture attendee’s questions, need-to-knows, and requests for deeper learning.

**Open Space Technology**

<http://www.openspaceworld.com/users_guide.htm>

<http://en.wikipedia.org/wiki/Open_Space_Technology>

<http://www.openspaceworld.org/cgi/wiki.cgi?AboutOpenSpace>