

New Hampshire
**Learning
Initiative**

2019 NHLI
Powerful Learning Conference

July 9, 10, & 11

7:30 AM – 8:15 AM Registration

8:30 AM – 3:45 PM Conference

Bow High School

55 Falcon Way

Bow, New Hampshire 03304

Conference partners:



New Hampshire
**Learning
Initiative**

REGISTRATION DEADLINE: June 21, 2019

Conference to be held at Bow High School

55 Falcon Way
Bow, NH 03304

Agenda, TUES, July 9

7:30 AM Registration & Continental
Breakfast
8:30 AM Keynote Address
9:30 AM A Workshop Sessions
11:00 AM B Workshop Sessions
12:15 PM Lunch
1:00 PM C Workshop Sessions
2:30 PM Team Time
3:45 PM Day Ends

**5.5 Hours of CEU Credit
SNHU Graduate Credit available**

Agenda, WEDS, July 10

7:30 AM Registration & Continental
Breakfast
8:30 AM Keynote Address
9:30 AM D Workshop Sessions
11:00 AM E Workshop Sessions
12:15 PM Lunch
1:00 PM F Workshop Sessions
2:30 PM Team Time
3:45 PM Day Ends

**5.5 Hours of CEU Credit
SNHU Graduate Credit available**

Agenda, THURS, July 11

7:30 AM Registration & Continental
Breakfast
8:30 AM Keynote Address
9:30 AM G Workshop Sessions
11:00 AM H Workshop Sessions
12:15 PM Lunch
1:00 PM I Workshop Sessions
2:30 PM Team Time
3:45 PM Conference Ends

**5.5 Hours of CEU Credit
SNHU Graduate Credit available**

Registration fee includes:

Continental breakfasts, catered lunches,
three keynote speakers, and nine
interactive workshops!

- **\$375.00 individual**
- **Register by 5/15 for a \$50 discount!**

Registration Deadline – June 21, 2019

Register at this link:

<http://www.cvent.com/d/k6qqvs>



New Hampshire
**Learning
Initiative**

REGISTRATION DEADLINE: June 21, 2019

Dear Colleagues,

The New Hampshire Learning Initiative (NHLI) is pleased to offer the Powerful Learning Conference to educators this summer. We are excited to share several innovative educational initiatives supported by NHLI, as well as to showcase and celebrate other innovative projects from across the state. NHLI believes it is important to amplify and elevate the efforts of all educators in the state, and we hope this conference will provide the opportunity for everyone to see the great work happening across New Hampshire.

The conference will highlight NH PACE and will provide information, and an invitation to all districts interested in working with the PACE project. The conference will also introduce participants to the Four State Project, an initiative bringing together Colorado, California, Virginia, and New Hampshire in a collaborative network supporting performance assessment.

The conference offers workshops on topics that districts have identified as important to their schools and educators, including safer schools and healthier children, trauma-informed instruction, understanding future learning pathways and extended learning, and updates from teachers on competency instruction within different disciplines. Educators have requested training on using learning progressions, how to support student learning with embedded work study practices or success skills, parent and community communication tools, and several different strategies and models for improving assessment practices in the classroom.

The workshops showcase our New Hampshire educators. Many workshops were designed by teachers for teachers. Administrators will find several choices targeting leadership, district and school policy, as well as tools for evaluating competency-based learning practices within a school.

The conference has been designed to support both single participants and teams. Each day, the schedule will provide dedicated team time.

On behalf of the NHLI Team and our partners, we hope to see you on July 9, 10, & 11!

Ellen

Ellen Hume-Howard
NHLI Executive Director

2019 NHLI Powerful Learning Conference

Class Code	Workshop Title	Competency-Based Learning	Leadership	Future Learning Pathway	Student Success	Assessment	PACE
A-01	Lesson Study in Mathematics, Part I of III (3-8)	x					
A-02	Design Choices for Supporting Student Networks		x		x		
A-03	The Four State Performance Assessment Network						x
A-04	Cross-Curricular Collaboration: Working Together for Competency Education	x					
A-05	How CBE and Performance Assessment Promote Equity for All Learners	x				x	x
A-06	New Hampshire's Work Study Practices				x		
A-07	Leveraging Work Study Practices at the Secondary Level				x		
A-08	How to Launch (or Tune Up) Your School's Work-Based Learning Program, Part I of II			x			
A-09	CBE 360 Survey Toolkit	x					
A-10	Developing Performance-Based Assessments to Assess Reading Comprehension					x	
B-01	Lesson Study in Mathematics, Part II of III (3-8)	x					
B-02	Choose Love: Creating Safer Schools and Healthier Children, Part I of II				x		
B-03	Innovative Practice Framework						x
B-04	An Invitation to Be Part of the PACE Project						x
B-05	The Competency Mindset: Transitioning from the Traditional Classroom	x					
B-06	The Power of Interdisciplinary Teaming, Part I of II	x				x	
B-07	CBE 360 Survey Toolkit (repeat)	x					
B-08	How to Launch (or Tune Up) Your School's Work Based Learning Program, Part II of II			x			
B-09	Elementary Performance Assessment					x	
B-10	How Can Your School Build and Expand Student Networks? VLACS Can Help.			x			
C-01	Lesson Study in Mathematics, Part III of III (3-8)	x					
C-02	Self-Regulated Strategy Development for Writing (K-2)					x	
C-03	Choose Love: Creating Safer Schools and Healthier Children, Part II of II				x		
C-04	How Can Your School Build and Expand Student Networks? VLACS Can Help. (repeat)			x			
C-05	Engaging Families of Diverse Backgrounds in Student Learning Through Games				x		
C-06	Rapid Prototype for Performance Assessment Design					x	
C-07	The Power of Interdisciplinary Unit Design, Part II of II	x				x	
C-08	How CBE and Performance Assessment Promote Equity for ALL Learners	x				x	x
C-09	Supporting Deeper Learning for Students	x				x	
C-10	Developing Performance-Based Assessments to Assess Reading Comprehension (repeat)					x	
D-01	What We Say and How We Say It: Breakout Discussion			x			
D-02	Choose Love: Creating Safer Schools and Healthier Children, Part I of II (repeat)				x		
D-03	Using Mathematics Learning Progressions in the Classroom (K-5)				x	x	
D-04	Technology to Scale and Support Performance Assessment for Competency-Based Education						x

Class Code	Workshop Title	Competency-Based Learning	Leadership	Future Learning Pathway	Student Success	Assessment	PACE
D-05	PACE Administrators: Leading an Assessment Initiative in a DISTRICT		x				X
D-06	Elementary Performance Assessment (repeat)					x	
D-07	Work Study Practices and How They Co-exist with CBE	x			x		
D-08	Business and Industry Perceptions of Essential Workplace Competencies	x		x			
D-09	Building Strategic Partnerships			x			
D-10	Performance Assessment Workshop, Part I of III					x	
E-01	Work Study Practices in the Classroom				x		
E-02	Choose Love: Creating Safer Schools and Healthier Children, Part II of II (repeat)				x		
E-03	Understanding High-Quality Project-Based Learning (HQPBL), Part I of II	x			x		
E-04	PACE Administrators: Leading an Assessment Initiative in a SCHOOL		x				x
E-05	NH Social Studies Standards and Competencies	x					
E-06	NH Work Study Practices Diffusion: A Research Practice Partnership	x			x		
E-07	The Power of Interdisciplinary Teaming, Part I of II (repeat)	x				x	
E-08	Elementary Performance Assessment (repeat)					x	
E-09	District Policy for Competency Education and Career Pathways	x		x			
E-10	Performance Assessment Workshop, Part II of III					x	
F-01	Understanding High-Quality Project-Based Learning (HQPBL), Part II of II	x			x		
F-02	Business and Industry Perceptions of Essential Workplace Competencies (repeat)	x		x			
F-03	The Future of Learning (Motivis)			x	x		
F-04	NH Work Study Practices Diffusion: A Research Practice Partnership (repeat)	x			x		
F-05	Differentiation in Elementary Mathematics				x		
F-06	Using Formative Assessment in Middle School Science				x	x	
F-07	The Power of Interdisciplinary Unit Design, Part II of II (repeat)	x				x	
F-08	Building Strategic Partnerships (repeat)			x			
F-09	Using Mathematics Learning Progressions in the Classroom (K-5) (repeat)				x	x	
F-10	Performance Assessment Workshop, Part III of III					x	
G-01	Assessment for Learning Project: A National Effort to Rethink Assessment, Part I of III					x	
G-02	Teachers Lead on Parental Involvement, Part I of II		x				
G-03	Engaging Parents and Community Members in Career Pathways Dialogue			x			
G-04	Developing a High-Quality Local Assessment System, Part I of II		x			x	
G-05	Calibrating the Science Rubric					x	
G-06	Trauma-Informed Education, Part I of III				x		
G-07	Self-Regulated Strategy Development for Writing (3-5)					x	
G-08	Differentiation in Elementary Mathematics (repeat)				x		

Class Code	Workshop Title	Competency-Based Learning	Leadership	Future Learning Pathway	Student Success	Assessment	PACE
G-09	A Vision of Schools for Hope		x		x		
G-10	Special Education in the Competency-Based Classroom	x					
H-01	Assessment for Learning Project: Student Co-Design, Part II of III					x	
H-02	Teachers Lead on Parental Involvement, Part II of II		x				
H-03	Developing a High-Quality Local Assessment System, Part II of II		x			x	
H-04	Achieving Competency-Based Education Through Personalized Learning	x					
H-05	Special Education in the Competency-Based Classroom (repeat)	x					
H-06	Focusing on Science Competencies: Next Generation Learning	x					
H-07	Trauma-Informed Education, Part II of III				x		
H-08	From Formative Assessment to Student Agency, Part I of II				x	x	
H-09	If We Don't Know the Jobs of the Future, Then How Do We Prepare Students?			x			
H-10	Communication and Family Engagement			x			
I-01	Assessment for Learning Project: Student Exhibitions, Part III of III					x	
I-02	Learning and the Right Question Institute: A Follow-Up Discussion				x		
I-03	Self-Regulated Strategy Development for Writing (6-12)					x	
I-04	Teacher Panel: Assessment in a Competency-Based Learning System					x	
I-05	From Formative Assessment to Student Agency, Part II of II				x	x	
I-06	Trauma-Informed Education, Part III of III				x		
I-07	Creating Future Learning Pathways for ALL Students			x			
I-08	A Vision of Schools for Hope (repeat)		x		x		
I-09	Communication and Family Engagement (repeat)			x			
I-10	Achieving Competency-Based Education Through Personalized Learning (repeat)	x					

We know many of you will need overnight accommodations, so we have reserved a block of rooms at a discounted rate of \$129/night + tax at Hampton Inn, Concord/Bow. The rate is good through June 8, so make your reservations ASAP!!

Hampton Inn Concord/Bow
515 South Street
Bow, NH 03304
(603) 224-5322

Your room rate includes free wifi and breakfast. *Please note:* The pool and fitness center will be shut-down during this time for renovation. They are renovating the interior of the hotel and working floor by floor. The renovation crew works Monday-Saturday from 8am-6pm (so this should not disturb your evening hours).

The room block name is: **NHLI**. Use this link to make reservations: <http://group.hamptoninn.com/NHLI> or call the hotel directly at (603) 224-5322 and stay on the line (do not press "1") to reach the Front Desk.

Tuesday, July 9, 2019

Opening Keynote Session, 8:30 AM

Shifting Relationships from Inputs to Outcomes

Julia Freeland Fisher



Relationships matter. With half of jobs coming through personal connections, social capital is a critical asset to help young people launch careers that lead to long-term social mobility and success. But young peoples' connections are not evenly distributed. Students born into families with fewer relationships in the knowledge economy find themselves at a distinct disadvantage that more skills and credentials alone won't overcome. To tackle social capital gaps, a host of schools and edtech companies are starting to design models that expand who students know--not just what they know. Participants will learn about these emerging instructional innovations, school models, and new technologies that are increasing students' access to diverse and caring networks of adults, mentors and industry experts.

INSTRUCTIONS: CHOOSE ONE WORKSHOP IN EACH SESSION.

"A" SESSION

Tuesday, 9:30 - 10:45 a.m.

A-01 Lesson Study in Mathematics, Part I of III (3-8)

Chris Demers & Chantel DeNapoli

In this day-long course, participants will engage in the lesson study cycle. The first part of the morning will be spent co-creating a mathematics lesson for upper elementary students. The lesson will include the creation of an authentic performance task that will allow students an opportunity to demonstrate their understanding of the concept taught. Prior to the lunch break, participants will have an opportunity to teach the lesson and administer the performance task to a group of students. In the afternoon, we will debrief the lesson and refine both the lesson and task, based on the morning's lesson. This course is intended for mathematics teachers in grades 3 through 8, though it should be noted that the lesson will be developed for a group of students at the upper elementary level. **THIS IS AN ALL-DAY CLASS. ALSO CHOOSE B-01 AND C-01.**

A-02 Design Choices for Supporting Student Networks

Julia Freeland Fisher

Following her keynote address, Julia Freeland Fisher will lead a discussion with participants in how to support and design student networks. Participants will be encouraged to ask follow-up questions from the morning's keynote and explore the concepts in greater depth.

A-03 The Four State Performance Assessment Network

Paul Leather, Mariane Gfroerer & Ellen Hume-Howard

This workshop will introduce the goals and work of the Four State Network – to advance deeper learning assessment and accountability systems at both the state and local level to better serve schools, parents, educators, and students. Participants will learn about the CIE Innovation Policy and Practice Framework and will experience a mini-session to engage the Framework. There will be an opportunity for questions to help participants dig deeper following the workshop.

A-04 Cross-Curricular Collaboration: Working Together for Competency Education

Ashley Harbel & Brittany Lombardo

In a competency-based education system, we assess the big ideas and concepts of the content area, focusing on student learning outcomes and skills, and we evaluate the evidence that students provide to show what they know and are able to do. This unique educational system allows us freedom in the type of units and assessments we build for our students. Because content is the vehicle with which to build these skills, we are able to align our curriculum with other content areas and develop single performance assessments that span multiple classes. Come learn new techniques to collaborate with your peers and create cross-curricular connections for your students. We will discuss our team model and experience in building these units and assessments. And we will help you brainstorm ideas on how to bring these types of projects back to your school and district!

**A-05 How CBE and Performance Assessment
Promote Equity for All Learners**

Heather Wheeler

Consider the power of performance assessment in terms of providing infinite entry points for all students. Come see how performance assessments within a competency-based education (CBE) system remove not only barriers but also ceilings. These assessments allow teachers the time and flexibility necessary to respond to individual students' needs. Learn to cultivate each students' performance to rise to their potential. [repeated in C-08]

A-06 New Hampshire's Work Study Practices

Jonathan Vander Els, NHLI

New Hampshire has been formally engaged in integrating Work Study Practices (WSP) competencies into curriculum, instruction, and assessment for the past four years. Come learn about the larger effort facilitated by the NH Learning Initiative and how New Hampshire school districts have integrated these work study skills and dispositions into competency-based learning, as an integral component.

**A-07 Leveraging Work Study Practices at the
Secondary Level**

Donna Harvey-Moseley

Research shows that work study practices are critical to ensuring students are college and career ready. As one of the key five elements of competency-based education, teachers and students can work together to grow these skills through practice, discussion and reflection. In this workshop, a high school teacher will share her experience and tools that can be used to help students understand, apply and reflect on these essential skills. Teachers will also have an opportunity to develop a plan for their classrooms in the coming school year.

**A-08 How to Launch (or Tune Up) Your School's
Work-Based Learning Program, Part I of II**

Karen Thompson & Eric Feldborg

Work-based learning (WBL), done well, provides both real-world learning for students AND high-leverage community engagement for schools. Building and then running an effective WBL program is hard work, but not rocket science. Hear from experts and share your expertise! After a brief overview and explanation of templates and resources, you will have time to build an action plan and get to work on it. Bring a team! Plan to learn and collaborate with other talented WBL folks.

THIS IS A TWO-PART CLASS. ALSO CHOOSE B-08.

A-09 CBE 360 Survey Toolkit

Wendy Surr, American Institutes for Research (AIR)

States, districts, and public schools that want to realize competency-based education (CBE's) potential must look beyond the CBE label—and ensure that core CBE features are happening in every classroom every day. This workshop will highlight the findings from a recent study that examined competency-based education practices in 18 high schools. This study explored how CBE experiences were associated with positive changes in students' learning capacities. The CBE 360 Survey Toolkit is a resource that uses surveys from the AIR CBE study to provide a comprehensive picture of CBE implementation in six research-based core areas. This free toolkit includes student and teacher surveys, a comprehensive user guide, supportive implementation tools, and a "data explorer tool" to help users analyze and respond to their own survey data. Participants will be introduced to the five steps of the survey toolkit process and will leave with a clear understanding of how to access these tools; adapt the tools to fit their own CBE focus; and use the survey results to assess and improve their CBE work at the district, school, and classroom levels. [repeated in B-07]

**A-10 Developing Performance-Based Assessments to
Assess Reading Comprehension**

Cathleen White, NH Dept. of Education

We will develop ideas around reading assessments that will be accessible, flexible and engaging enough for all students. Additionally, we will look at taking instruction that places student agency as the foundation of the instructional design for all learners. We will build a bank of ideas to take back to your classroom, which you can use to successfully start your school year. [repeated C-10]

"B" SESSION

Tuesday, 11:00 a.m. - 12:15 p.m.

B-01 Lesson Study in Mathematics, Part II of III (3-8)

Chris Demers & Chantel DeNapoli

In this continuation from A-01, participants will engage in the lesson study cycle. After creating a mathematics lesson for upper elementary students, participants will have an opportunity to teach the lesson and administer the performance task to a group of students. This course is intended for mathematics teachers in grades 3 through 8, though it should be noted that the lesson will be developed for a group of students in the upper elementary level. **THIS IS AN ALL-DAY CLASS. ALSO CHOOSE A-01 AND C-01.**

B-02 Choose Love: Creating Safer Schools and Healthier Children, Part I of II

Shannon Desilets, NH Governor's Office

Scarlett Lewis founded the Jesse Lewis Choose Love Movement after her 6-year-old son, Jesse, was murdered in his first-grade classroom at Sandy Hook Elementary School. Over the past five years, she has tirelessly spread the Choose Love message around the world. Governor Sununu recently released the statewide School Safety Preparedness Task Force Report that highlights the importance of social and emotional learning. In it, he references the Jesse Lewis Choose Love Movement as a backbone of support for the state of New Hampshire. The comprehensive PreK–12 grade level social emotional learning curriculum teaches educators and their students how to choose love in any circumstance. People become connected, resilient, and empowered when they Choose Love. **THIS IS A TWO-PART CLASS. ALSO CHOOSE C-03.** [repeated on Weds in D-02 / E-02]

B-03 Innovative Practice Framework

Paul Leather, National Center for Innovation in Education

This workshop will introduce the Innovative Practice Framework from the Center for Innovation in Education. Participants will learn about the CIE Framework for Innovative Practice and have an opportunity to use the framework within their own context.

B-04 An Invitation to Be Part of the PACE Project

Ellen Hume-Howard & Mariane Gfroerer, NHLI

The New Hampshire Performance Assessment for Competency Education (PACE) project invites districts to join in the work of designing an accountability system where districts balance determinations for accountability, using reduced standardized testing measures and classroom assessments to determine student competency. The project includes collaborative performance task design, as both a lever for supporting classroom instruction for competency learning and also as a tool for calibrating teacher judgement about competency determinations across districts. The PACE project is designed to allow districts to determine their own pace and priority as they begin the work.

B-05 The Competency Mindset: Transitioning from the Traditional Classroom

Ashley Harbel & Brittany Lombardo

Join a discussion on how teachers made the move from traditional classrooms to a Competency-Based Education system at Sanborn Regional High School. Highlighted topics will include changes in classroom instruction, assessment, and grading practices. We will also discuss the benefits of intervention/enrichment and professional learning communities in a CBE environment.

B-06 The Power of Interdisciplinary Teaming, Part I of II

Bari Boisvert, John Croteau, Donna Harvey, Devin Helmke, Liz Richardson & Michelle Wheeler

This workshop will share how a high school sophomore interdisciplinary team was created and how collaboration led to quite successful and innovative units of study. Discussion points include the history of the team, meeting minutes, PLC vs POD time, administrative involvement, and the involvement and assignments of special education and guidance. We will explain how decisions are made and the various initiatives the team has undertaken to strengthen the team relationships as well as improve the experiences of our students. In Part II, you will see examples of the team's units of study. **THIS IS A TWO-PART CLASS. ALSO CHOOSE C-07.** [repeated in E-07 / F-07]

B-07 CBE 360 Survey Toolkit

Wendy Surr, American Institutes for Research (AIR)

To ensure the potential of competency-based education (CBE), we must look beyond the CBE label—and ensure that core CBE features are happening in every classroom every day. This class highlights the recent findings from a study that examined competency-based education practices in 18 high schools and explored how CBE experiences were associated with positive changes in students' learning capacities. The CBE 360 Survey Toolkit is a resource that uses surveys from the AIR CBE study to provide a comprehensive picture of CBE implementation in six research-based core areas. The free toolkit includes student and teacher surveys, a comprehensive user guide, supportive implementation tools, and a "data explorer tool" to help you analyze and respond to survey data. You will be introduced to the five steps of the survey toolkit process and will leave with a clear understanding of how to access the tools; adapt tools to fit their CBE focus; and use survey results to improve their work at district, school, and classroom levels. [repeat of A-09]

New Hampshire
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Initiative**

B-08 How to Launch (or Tune Up) Your School's Work-Based Learning Program, Part II of II

Karen Thompson & Eric Feldborg

Continuation of A-08. Building and running an effective WBL program is hard work, but not rocket science. Hear from experts and share your expertise! After a brief overview and explanation of templates and resources, you will have time to build an action plan and get to work on it. Bring a team! **THIS IS A TWO-PART CLASS. ALSO CHOOSE A-08.**

B-09 Elementary Performance Assessment

Kim Conant & Jen Manning

When elementary students are asked to transfer their learning and apply their skills and knowledge in creative and unique ways, we can see whether they are truly competent and whether what we have taught has become embedded in their thinking. Designing performance assessments provides teachers with the opportunity to engage students in multiple ways and to provide individualized pathways for learners. Performance assessment gives teachers a more complete picture of a competent learner. [repeated in D-06 and E-08]

B-10 How Can Your School Build and Expand Student Networks? VLACS Can Help.

Steve Kossakoski, VLACS

Wondering how your school can build and expand student networks? We can help. VLACS now provides students with the option to earn career badges through a competency-based curriculum that is integrated with work-based learning opportunities. This workshop will include a question and answer piece so attendees can gather the information they need to supercharge their school's grade six through twelve ELO or career exploration programs. [repeated in C-04]

"C" SESSION

Tuesday, 1:00 - 2:15 p.m.

C-01 Lesson Study in Mathematics, Part III of III (3-8)

Chris Demers & Chantel DeNapoli

In this continuation of A-01 and B-01, participants will engage in the lesson study cycle. The afternoon will be spent debriefing the lesson and refining both the lesson and task based on the morning's lesson. This course is intended for math teachers, grades 3 through 8, though it should be noted that the lesson will be developed for a group of students at the upper elementary level. **THIS IS AN ALL-DAY CLASS. ALSO CHOOSE A-01 AND B-01.**

C-02 Self-Regulated Strategy Development for Writing (K-2)

Heidi Zollman

Make writing your students' favorite time of day with evidence-based practices, particularly those from the Self-Regulated Strategy Development model. These practices include formative assessment, modeling, goal setting, and graphic organizers, as well as how to cultivate the kind of self-regulation expert writers possess. This approach will serve to strengthen your existing writing instruction. It is not a separate program. You will be amazed by state/district assessment data and pre to post student writing samples that show significant gains made with these practices. Leave with practical strategies.

C-03 Choose Love: Creating Safer Schools and Healthier Children, Part II of II

Shannon Desilets, NH Governor's Office

Continuation of B-02. Scarlett Lewis founded the Jesse Lewis Choose Love Movement after her 6-year-old son, Jesse, was murdered in his first-grade classroom at Sandy Hook Elementary School. Over the past five years, she has tirelessly spread the Choose Love message around the world. Governor Sununu recently released the statewide School Safety Preparedness Task Force Report that highlights the importance of social and emotional learning. In it, he references the Jesse Lewis Choose Love Movement as a backbone of support for the state of New Hampshire. The comprehensive PreK-12 grade level social emotional learning curriculum teaches educators and their students how to choose love in any circumstance. People become connected, resilient, and empowered when they Choose Love. **THIS IS A TWO-PART CLASS. ALSO CHOOSE B-02.** [repeated on Weds in D-02 / E-02]

C-04 How Can Your School Build and Expand Student Networks? VLACS Can Help.

Steve Kossakoski, VLACS

Wondering how your school can build and expand student networks? We can help. VLACS now provides students with the option to earn career badges through a competency-based curriculum that is integrated with work-based learning opportunities. This workshop will include a question and answer piece so attendees can gather the information they need to supercharge their school's grade six through twelve ELO or career exploration programs. [repeated from B-10]

C-05 Engaging Families of Diverse Backgrounds in Student Learning Through Games

Jessica Rodriguez, Reaching Higher NH

Participants in this workshop will learn strategies for engaging families from diverse backgrounds in their children's education. Best practices for holding meetings and doing ongoing engagement will be discussed, as well as model lessons and examples of how to incorporate games into family engagement efforts. This workshop is primarily geared towards educators working with elementary-aged students.

C-06 Rapid Prototype for Performance Assessment Design

Carisa Carrow

Rapid Prototyping is used as a strategy in performance assessment development; it uses strategically sequenced design questions, timed response, and feedback loops. In this workshop, each participant will put on their design hat and come away with a well-developed design idea, complete with peer feedback. This course is for educators who have experience with performance assessment design and want a jump-start on a new assessment, or it can be for leaders who want to learn a new protocol to bring back to their systems.

C-07 The Power of Interdisciplinary Unit Design, Part II of II

Bari Boisvert, John Croteau, Donna Harvey, Devin Helmke, Liz Richardson & Michelle Wheeler

Continuation of workshop B-06. Learn how a high school sophomore interdisciplinary team was created and how collaboration led to quite successful and innovative units of study. Discussion points include the history of the team, meeting minutes, PLC vs POD time, administrative involvement, and the involvement and assignments of special education and guidance. We will explain how decisions are made and the various initiatives the team has undertaken to strengthen the team relationships as well as improve the experiences of your students. In this part, you will see examples of the team's units of study.

THIS IS A TWO-PART CLASS. ALSO CHOOSE B-06.
[repeated in E-07 / F-07]

C-08 How CBE and Performance Assessment Promote Equity for ALL Learners

Heather Wheeler

Consider the power of performance assessment in terms of providing infinite entry points for all students. Come see how performance assessments within a CBE education system remove not only barriers but also ceilings, allowing teachers the time and flexibility necessary to respond to individual students' needs. Cultivate each students' performance to rise to their potential. [repeated from A-05]

C-09 Supporting Deeper Learning for Students

Patty Haynes

Supporting deeper learning for our students means supporting deeper learning for teachers. Teaching that focuses on the development of the six deeper learning competencies (mastering core academic content, thinking critically and solving complex problems, working collaboratively, communicating effectively, learning how to learn and develop academic mindsets) has proven to yield increased graduation rates, more engaged and advanced thinkers, and increased equity in opportunities to access high-quality learning experiences across schools in the U.S. This workshop will explore the conditions that support deeper learning in classrooms where teachers are successfully focusing on deeper learning competencies across the United States, as well as in New Hampshire.

C-10 Developing Performance-Based Assessments to Assess Reading Comprehension

Cathleen White, NH Dept. of Education

We will develop ideas around reading assessments that will be accessible, flexible and engaging enough for all students. Additionally, we will look at taking instruction that places student agency as the foundation of the instructional design for all learners. We will build a bank of ideas to take back to your classroom, which you can use to successfully start your school year. [repeat from workshop A-10]

A little learning is a dangerous thing; Drink deep,
or taste not the Pierian spring.
– Alexander Pope, English poet

Wednesday, July 10, 2019

Opening Keynote Session, 8:30 AM

What We Say and How We Say It Matter Michael Anderson



We all have the best of intentions for our students. We want them to be kind, resourceful, independent, responsible, and engaged in joyful learning (among many other positive goals). And yet we all end up speaking with students in ways that don't always align with these positive intentions. In fact, we may actually talk with students in ways that run completely counter to these good goals! In this keynote, we'll explore why positive teacher talk is so important for our students. We'll examine a few common mismatches between our positive goals for students and how we talk with them, and we'll consider a process for changing our language habits.

INSTRUCTIONS: CHOOSE ONE WORKSHOP IN EACH SESSION.

"D" SESSION Wednesday, 9:30 - 10:45 a.m.

D-01 What We Say and How We Say It: Breakout Discussion *Michael Anderson*

In this active and interactive follow-up to the keynote, participants will continue to explore a few more common mismatches between what we say we want for our students and how we talk with them. Educators will have the chance to explore resources and talk with each other about effective teacher talk. We'll finish with setting personal goals for language and creating a draft of a plan for how to work on these goals.

D-02 Choose Love: Creating Safer Schools and Healthier Children, Part I of II

Shannon Desilets, NH Governor's Office

Scarlett Lewis founded the Jesse Lewis Choose Love Movement after her 6-year-old son, Jesse, was murdered in his first-grade classroom at Sandy Hook Elementary School. Over the past five years, she has tirelessly spread the Choose Love message around the world. Governor Sununu recently released the statewide School Safety Preparedness Task Force Report that highlights the importance of social and emotional learning. He references the Jesse Lewis Choose Love Movement as a backbone of support for the state of New Hampshire. The comprehensive PK-12 grade level social emotional learning curriculum teaches educators and students how to choose love in any circumstance. People become connected, resilient, and empowered when they Choose Love. **THIS IS A TWO-PART CLASS. ALSO CHOOSE E-02.** [repeat from Tues in B-02 / C-03]

D-03 Using Mathematics Learning Progressions in the Classroom (K-5)

Chantel DeNapoli & Donna Donnell

Why is it so important to understand or think of learning within learning progressions? To establish a truly personalized learning environment doesn't mean creating an IEP for every student, but it does mean being attentive to the I or Individual student when designing learning opportunities. Learning progressions reinforce what educators have always known about learning – that it happens at different times, paces, and within different activities. Being mindful of learning within learning progressions helps educators map and anticipate the needs of students and it reaffirms that learning isn't linear or a race. Focus is on Math in K-5. [repeated in F-09]

D-04 Technology to Scale and Support Performance Assessment for Competency-Based Education

Ellen Hume-Howard, NHLI & Emily Dustin, Motivis

Creating and measuring authentic performance-based assessments requires technology to support collaboration for design, an accessible library of high-quality tasks, artifact security, and providing mechanisms for student learning data and accountability. In this workshop, we will explore the journey of designing agile software to support authentic measurement of student learning and reporting. From concept to design to continued development and iteration our collaborative approach is changing the way we assess student learning in competency-based education.

D-05 PACE Administrators: Leading an Assessment Initiative in a DISTRICT

Christine Landwehrle & a PACE Administrator

The New Hampshire PACE project requires that districts look at their current practices in assessment in different, more targeted ways. In this workshop, participants will have the opportunity to review leadership strategies that can positively impact a school district in leveraging assessment results. There will be a focus on assessment practices, various professional development strategies, supporting the change process, and communicating well.

D-06 Elementary Performance Assessment

Kim Conant & Jen Manning

When elementary students are asked to transfer their learning and apply their skills and knowledge in creative and unique ways, we can see whether they are truly competent and whether what we have taught has become embedded in their thinking. Designing performance assessments provides teachers with the opportunity to engage students in multiple ways and to provide individualized pathways for all learners. Performance assessment gives teachers a more complete picture of a competent learner. [repeat of B-09, repeated E-08]

D-07 Work Study Practices and How They Co-exist with CBE

Heather Wheeler

The separation of academics from Work Study Practice (WSP) in a performance environment helps students become self-aware of their own practices and develop an understanding of where they are strong and where they need improvement. As educators, we are tasked with the daunting need to prepare our students not only in the content and skills of our disciplines, but perhaps even more importantly in the practices and habits which will allow them to succeed in an ever-changing workforce. Come see how WSPs have naturally fallen into step beside performance criteria in a CBE approach to teaching science, empowering students with a metacognitive awareness of their own WSP development.

D-08 Business and Industry Perceptions of Essential Workplace Competencies

Jeffrey Beard, NH DOE & business community colleagues

For the past two years, Dr. Jeff Beard has met with groups of business and industry practitioners and employers, exploring the workplace competencies expected of entry-level workers. He explored essential questions in these groups, including, "What are the applied competencies

that you require of entry-level employees and how do they compare to what you see in your employees who are coming to you from high school?" and, "How can educational programs better prepare young people for authentic workplace situations and expectations?" The results of these seminar dialogues are both surprising and enlightening for educators. Dr. Beard and colleagues from the business community will discuss these essential competencies and ways that educators can partner in ensuring that all students graduate ready for a career. [repeated in F-02]

D-09 Building Strategic Partnerships

Dean Graziano

This workshop brings to light a much-needed discussion and close inspection of how school districts collaborate within the community. Why aren't K-12 schools utilizing community resources towards delivering a myriad of possibilities in driving successful student learning? How would a school district proceed to build these key relationships? Why venture where others have not before been? *Building Strategic Partnerships* does more than just show a different approach towards impacting student learning; it gives a planned path schools may use towards understanding, developing and implementing a real community-wide approach towards learning. Specific examples, case studies, and templates represent a path towards redefining the roles of an ENTIRE community, ensuring future pathways for students! [repeated in F-08]

D-10 Performance Assessment Workshop, Part I of III

Carisa Carrow

How do we know what learners understand and can do with skills that they have? Performance assessment! How do we ensure the assessments we give them are relevant, meaningful, rigorous, and connected to competencies? We become assessment designers! In this interactive workshop, participants will begin to explore the role of Performance Assessment in Competency Education through collaborative activities, small group discussion, and reflection. By the end of the course, participants will have gained a better understanding of what a Quality Performance Assessment looks like and they will try on their hats as assessment designers utilizing Rapid Prototyping. **THIS IS A THREE-PART CLASS. ALSO CHOOSE E-10 and F-10.**

“E” SESSION
Wednesday, 11:00 a.m. - 12:15 p.m.

E-01 Work Study Practices in the Classroom

Terry Bolduc

Research shows that work study practices are critical to ensuring students are college and career ready. As one of the five elements of a competency-based education system, teachers are required to assess students on these skills...meaning, they need to teach these skills. In this class, hear how a fifth-grade teacher implemented work study practices into her classroom and the impact it has had on the teacher and her students.

E-02 Choose Love: Creating Safer Schools and Healthier Children, Part II of II

Shannon Desilets, NH Governor's Office

Continuation of D-02. Scarlett Lewis founded the Jesse Lewis Choose Love Movement after her 6-year-old son, Jesse, was murdered in his first-grade classroom at Sandy Hook Elementary School. Over the past five years, she has tirelessly spread the Choose Love message around the world. Governor Sununu recently released the statewide School Safety Preparedness Task Force Report that highlights the importance of social and emotional learning. In it, he references the Jesse Lewis Choose Love Movement as a backbone of support for the state of New Hampshire. The comprehensive PreK–12 grade level social emotional learning curriculum teaches educators and their students how to choose love in any circumstance. People become connected, resilient, and empowered when they Choose Love. **THIS IS A TWO-PART CLASS. ALSO CHOOSE D-02.** [repeat from Tues in B-02 / C-03]

E-03 Understanding High-Quality Project-Based Learning (HQPBL), Part I of II

Sally Kingston & Amy Allen

Participants will have an opportunity to understand the HQPBL Project in New Hampshire and also engage in activities to understand HQPBL and Gold Standard PBL. They will learn about the leadership strategies used to support the work. **THIS IS A TWO-PART CLASS. ALSO CHOOSE F-01.**

E-04 PACE Administrators: Leading an Assessment Initiative in a SCHOOL

Bethany Bernasconi, Amherst Middle School Principal & Christine Landwehrle, SAU 39 Asst. Superintendent

The New Hampshire PACE project requires that school administrators play an important role in building teacher assessment literacy and in supporting teacher leadership. Learn how one school used performance assessments and involvement in PACE to transform instruction from a traditional model to a more student-centered and performance-based learning environment. Discuss with the leadership team how they developed a plan to support and facilitate this work. You will then have an opportunity to assess your own school's readiness to embark on a similar journey.

E-05 NH Social Studies Standards and Competencies

Ashley Frame, NH Department of Education

In this workshop, attendees will learn about the process of creating the 2019 New Hampshire Social Studies Standards Documents and they will work with the new shared documents that are currently under review for approval from the NH State Board of Education. Come for a lively discussion with an expert.

E-06 NH Work Study Practices Diffusion: A Research Practice Partnership

Kathy White, Souhegan & Felicia Sullivan, Jobs for the Future
NH is leading innovation on deeper learning and, in particular, the diffusion of work study practices across districts. In this workshop, we will share how districts are aligning existing work with work study practices and engaging in the research practice partnership to assess the impact on student learning. We will guide participants through hands-on instruction in the self-direction (one of four work study practices), separate from academic content instruction. We will do this using a newly-developed rubric that is part of a research practice partnership funded by Hewlett Foundation. Participants will then experience a simulated calibration process. [repeated in F-04]

Real learning, attentive, real learning, deep learning, is playful and frustrating and joyful and discouraging and exciting and sociable and private all the time, which is what makes it great. – Eleanor Duckworth

E-07 The Power of Interdisciplinary Teaming, Part I of II

*Bari Boisvert, John Croteau, Donna Harvey, Devin Helmke,
Liz Richardson & Michelle Wheeler*

This workshop will share how a high school sophomore interdisciplinary team was created and how collaboration led to quite successful and innovative units of study. Discussion points include the history of the team, meeting minutes, PLC vs POD time, administrative involvement, and the involvement and assignments of special education and guidance. We will explain how decisions are made and the various initiatives the team has undertaken to strengthen the team relationships as well as improve the experiences of our students. In Part II, you will see examples of the team's units of study. **THIS IS A TWO-PART CLASS. ALSO CHOOSE F-07.** [repeated from B-06 / C-07]

E-08 Elementary Performance Assessment

Kim Conant & Jen Manning

When elementary students are asked to transfer their learning and apply their skills and knowledge in creative and unique ways, we can see whether they are truly competent and whether what we have taught has become embedded in their thinking. Designing performance assessments provides teachers with the opportunity to engage students in multiple ways and to provide individualized pathways for all learners. Performance assessment gives teachers a more complete picture of a competent learner. [repeated from B-09, D-06]

E-09 District Policy for Competency Education and Career Pathways

Nicole Heimarck, NHSBA

What are the key policies to review if a district is interested in innovating and creating a personalized learning environment for students? This workshop with Nicole Heimarck from the NH School Boards Association will help participants explore the key policies that support innovative initiatives.

E-10 Performance Assessment Workshop, Part II of III

Carisa Carrow

Continuation from D-10. Explore the role of Performance Assessment in Competency Education. Gain a better understanding of what a Quality Performance Assessment looks like and try out assessment design utilizing Rapid Prototyping. **THIS IS A THREE-PART CLASS. ALSO CHOOSE D-10 and F-10.**

"F" SESSION

Wednesday, 1:00 - 2:15 p.m.

F-01 Understanding High-Quality Project-Based Learning (HQPBL), Part II of II

Sally Kingston and Amy Allen

Continuation of E-03. Explore the HQPBL Project in New Hampshire and also engage in activities to understand HQPBL and Gold Standard PBL. They will learn about the leadership strategies used to support the work. **THIS IS A TWO-PART CLASS. ALSO CHOOSE E-03.**

F-02 Business and Industry Perceptions of Essential Workplace Competencies

Jeffrey Beard, NH DOE & business community colleagues

For the past two years, Dr. Jeff Beard has met with groups of business and industry practitioners and employers, exploring the workplace competencies expected of entry-level workers. He explored essential questions in these groups, including, "What are the applied competencies that you require of entry-level employees and how do they compare to what you see in your employees who are coming to you from high school?" and, "How can educational programs better prepare young people for authentic workplace situations and expectations?" The results of these seminar dialogues are both surprising and enlightening for educators. We will discuss these essential competencies and ways that educators can partner in ensuring that all students graduate ready for a career. [repeated from D-08]

F-03 The Future of Learning (Motivis)

Emily Dustin & Brian Peddle, Motivis

In our increasingly globally connected world, how can we ensure that students are prepared to thrive in the future workforce? How do we ensure relevant learning? How can we leverage powerful technology and tools that engage and inspire? How can we virtually eliminate the walls of traditional classrooms and open up a world of learning opportunities? How can we integrate industry insights for a more prepared workforce and global citizen? Let's look closer at what it means to leverage robust technology tools that enable us to grow lifelong learners who are passionately curious critical thinkers. We will use student data to build a solid relationship between learning today and succeeding tomorrow.



**F-04 NH Work Study Practices Diffusion:
A Research Practice Partnership**

Kathy White, Souhegan & Felicia Sullivan, Jobs for the Future
NH is leading innovation on deeper learning and, in particular, the diffusion of work study practices across districts. In this workshop, we will share how districts are aligning existing work with work study practices and engaging in the research practice partnership to assess the impact on student learning. We will guide participants through hands-on instruction in the self-direction (one of four work study practices), separate from academic content instruction. We will do this using a newly-developed rubric that is part of a research practice partnership funded by Hewlett Foundation. Participants will then experience a simulated calibration process. [repeated from E-06]

F-05 Differentiation in Elementary Mathematics

Terry Bolduc

Supporting individual learning needs, in a competency-based environment, can be challenging. Implementing a math workshop model can make this possible. In this class, a fifth-grade teacher shares the model that has worked in her classroom and shares resources to help you begin to differentiate and plan how to make it work for you. [repeated in G-08]

**F-06 Using Formative Assessment in
Middle School Science**

Heidi Orestis & Amy Schaeffner

We will explore how to embed assessment in the curriculum to inform instruction. Formative assessments can be used to gauge understanding and individualize instruction. In this workshop, attendees will learn about different formative assessment techniques, such as peer feedback, that can be utilized in the middle school science classroom. Educators will have the opportunity to collaboratively develop formative assessments that are tailored to the curriculum that *they* teach. They will leave the class with strategies that can be implemented in their classrooms immediately. Educators will also develop an understanding of next steps.

**F-07 The Power of Interdisciplinary Unit Design,
Part II of II**

*Bari Boisvert, John Croteau, Donna Harvey, Devin Helmke,
Liz Richardson & Michelle Wheeler*

Continuation of workshop E-07. See full description in E-07. Learn how a high school sophomore interdisciplinary team was created and how collaboration led to quite

successful and innovative units of study. In this part, you will see examples of the team's units of study. **THIS IS A TWO-PART CLASS. ALSO CHOOSE E-07.** [repeated from B-06 / C-07]

F-08 Building Strategic Partnerships

Dean Graziano

This workshop brings to light a much-needed discussion and close inspection of how school districts collaborate within the community. Why aren't K-12 schools utilizing community resources towards delivering a myriad of possibilities in driving successful student learning? How would a school district proceed to build these key relationships? Why venture where others have not before been? *Building Strategic Partnerships* does more than just show a different approach towards impacting student learning; it gives a planned path schools may use towards understanding, developing and implementing a real community-wide approach towards learning. Specific examples, case studies, and templates represent a path towards redefining the roles of an ENTIRE community, ensuring future student pathways! [repeated from D-09]

**F-09 Using Mathematics Learning Progressions
in the Classroom (K-5)**

Chantel DeNapoli & Donna Donnell

Why is it so important to understand or think of learning within learning progressions? To establish a truly personalized learning environment doesn't mean creating an IEP for every student, but it does mean being attentive to the I or Individual student when designing learning opportunities. Learning progressions reinforce what educators have always known about learning – that it happens at different times, paces, and within different activities. Being mindful of learning within learning progressions helps educators map and anticipate the needs of students and it reaffirms that learning isn't linear or a race. Focus is on Math in K-5. [repeated from D-03]

**F-10 Performance Assessment Workshop,
Part III of III**

Carisa Carrow

Continuation of D-10 and E-10. In this interactive workshop, participants explore the role of Performance Assessment in Competency Education, through collaborative activities, small group discussion, and reflection. Participants gain a better understanding of a Quality Performance Assessment will try out assessment design utilizing Rapid Prototyping. **THIS IS A THREE-PART CLASS. ALSO CHOOSE D-10 and E-10.**

Thursday, July 11, 2019

Opening Keynote Session, 8:30 AM

An Old/New Cornerstone for a Healthy Democracy

Dan Rothstein



Dan will offer an active learning keynote exploring some of the latest and most innovative ideas about the intellectual and democratic implications of students learning to formulate their own questions. Dan's work is informed by the ingenuity and creativity of nearly a half million teachers – including many New Hampshire teachers – who are using the Question Formulation Technique in classrooms around the world. Dan will invite you to think together about the authentic challenges of educating a new generation of learners who are ready to use democratic habits of mind to build a more robust democracy.

INSTRUCTIONS: CHOOSE ONE WORKSHOP IN EACH SESSION.

"G" SESSION
Thursday, 9:30 - 10:45 a.m.

G-01 Assessment for Learning Project: A National Effort to Rethink Assessment, Part I of III

Jonathan Vander Els, NHLI

The Assessment for Learning Project is a national effort designed to rethink assessment and advance student learning to improve the K-12 educational system. The NH Learning Initiative Collaborative Learning Design is exploring what happens when learning is co-designed by students and teachers through curriculum replacement units and student exhibition. Learn more about the impact that this project has had on students and teachers in the participating New Hampshire schools. **THIS IS A THREE-PART CLASS. ALSO CHOOSE H-01 and I-01.**

G-02 Teachers Lead on Parental Involvement, Part I of II

Mariane Gfroerer, NHLI, Irv Richardson, NEA-NH, and teachers from the PACE Educator Leader Program

Too often we engage parents by talking at them about our work. In this workshop, you will learn about the Question Formulation Technique, developed by the Right Question Institute, as well as other methods of engaging parents by having them examine what they *already do* to support their children and by having them ask questions about their children's progress in school. PACE teacher leaders will share their experiences using the techniques with groups of parents as well as with individual parents during student conferences. **THIS IS A TWO-PART CLASS. ALSO CHOOSE H-02.**

G-03 Engaging Parents and Community Members in Career Pathways Dialogue

Carolyn Eastman, NHLI &

Robin deAlmeida, Reaching Higher, NH

Join two experts in community engagement to explore different ways to consider communicating with parents and community members about career pathways. We will ask the questions of: Who should communicate? When? How best to do so? Participants will enjoy this interactive session and will leave with templates, ideas, and other resources they can use right away to open a better line of communication with parents and the community. You might also like H-09 and I-07.

G-04 Developing a High-Quality Local Assessment System, Part I of II

Scott Marion & Carla Evans, Center for Assessment

The first part of this two-part workshop will include a discussion about the features of high-quality local assessment systems (coherence, comprehensiveness, continuity, efficiency, and utility). We will give specific attention to how those systems can support competency-based education and other deeper learning outcomes. We will also provide tools and resources that school and district leaders and teachers could use to evaluate the quality of their local assessment system. **THIS IS A TWO-PART CLASS. ALSO CHOOSE H-03.**

We're not going to have deeper learning for all students if we don't have deeper learning leadership for all teachers.

--Barnett Berry, Center for Teaching Quality

G-05 Calibrating the Science Rubric

Heidi Orestis & Amy Schaeffner

In this workshop, educators and administrators will participate in the process of rubric calibration for a performance task. Facilitators will provide examples of student work and participants will engage in meaningful discussions about the quality of work and how students demonstrate their understanding within the context of a performance assessment. The session will conclude with an examination of exemplars to clarify focus during scoring and achievement differences.

G-06 Trauma-Informed Education, Part I of III (All)

Emily Daniels, M.Ed., MBA, NCC, SEP™ in training

One of the greatest challenges facing educators today is disruptive and disengaged students in the classroom. A primary reason for these challenging behaviors has been a long-standing, unrecognized epidemic – childhood trauma. Adverse Childhood Experiences (ACEs) occur at alarming rates. Childhood adversity was once mitigated by strong community connections, extended family support, and ample opportunity for imaginative play and movement. With the weakening of these protective factors, more and more students overdevelop “fight, flight, and freeze” responses that are activated with the high-performance expectations of public school settings. The approach we will discuss to address trauma in the classroom is called The Regulated Classroom: “Bottom-Up” Trauma-Informed Teaching, and it is used to create a connected and well-regulated class via addressing the nervous system. The approach was developed by Emily Daniels after she spent more than 20 years fine-tuning her capacity for self-regulation in order to support vulnerable youth populations as a counselor and educator. Her approach is steeped in many principles derived from programs such as Somatic Experiencing™, Project Adventure©, Responsive Classroom©, and Mindfulness-Based Stress Reduction©. The techniques can be translated for many school employees. If you are regulated in your stress response, you can better assist students in regulating their responses (co-regulation). Part I focuses on the landmark ACEs study, childhood trauma, and toxic stress. We will discuss the “cost of caring,” compassion fatigue, and its impact on brain and body development; the Nervous System (fight, flight, or freeze) response; and issues around social engagement.

THIS IS A THREE-PART CLASS. YOU MUST ALSO CHOOSE H-07 AND I-06.

G-07 Self-Regulated Strategy Development for Writing (3-5)

Heidi Zollman

Make writing your students’ favorite time of day with evidence-based practices, particularly those from the Self-Regulated Strategy Development model. These include formative assessment, modeling, goal setting, and graphic organizers, as well as how to cultivate the kind of self-regulation expert writers possess. This approach will give practical strategies and strengthen your existing writing instruction. You will be amazed by state/district assessment data and pre to post student writing samples that show significant gains made with these practices.

G-08 Differentiation in Elementary Mathematics

Terry Bolduc

Supporting individual learning needs, in a competency-based environment, can be challenging. Implementing a math workshop model can help! In this class, a fifth-grade teacher shares the model that worked in her classroom and shares resources to help you begin to differentiate and plan how to make it work for you. [repeat from F-05]

G-09 A Vision of Schools for Hope

Bill Zima

Bill Zima, Superintendent of RSU 2 in Maine, will share the how and why of his district’s vision of Cultivating Hope in all Learners. Can hope be a driving force behind learning? Bill shares that it is not only possible but imperative that we graduate young adults who believe they have the power to control their lives. To do this, one must create Applied Learning Opportunities aligned to a student’s readiness and interest, so the student engages and decides to expend the energy necessary to persevere to understanding. Having clear targets of learning make this pursuit easier for the learner to see where there are areas of improvement. [repeated in I-08]

G-10 Special Education in the Competency-Based Classroom

Ashley Harbel & Sarah Brown

Learn how competency-based education can work for all learners, including those with accommodations and modifications. We will discuss the impact of competency-based education on students with disabilities and how CBE impacts the writing of IEPs and 504s. Explore how the flexibility and individualization of CBE benefits students within and outside the classroom, in the heterogeneous classroom, modified classroom, and in specialized programs. [repeated in H-05]

“H” SESSION
Thursday, 11:00 a.m. - 12:15 p.m.

**H-01 Assessment for Learning Project:
Student Co-Design, Part II of III**

Jonathan Vander Els

Continuation of G-01. The Assessment for Learning Project is a national effort designed to rethink assessment and advance student learning to improve the K-12 educational system. The NH Learning Initiative Collaborative Learning Design explores what happens when learning is co-designed by students and teachers through curriculum replacement units and student exhibition. Learn more about the impact that this project has had on students and teachers in the participating New Hampshire schools. **THIS IS A THREE-PART CLASS. ALSO CHOOSE G-01 and I-01.**

**H-02 Teachers Lead on Parental
Involvement, Part II of II**

*Mariane Gfroerer, NHLL, Iro Richardson, NEA-NH, and
teachers from the PACE Teacher Leader Program*

Continued from G-01. Too often we engage parents by talking *at them* about our work. Come learn about the Question Formulation Technique, developed by the Right Question Institute, as well as other methods of engaging parents by having them examine what they *already do* to support their children and by having *them* ask questions about their children’s progress in school. PACE teacher leaders will share their experiences using the techniques with groups of parents as well as with individual parents during student conferences. **THIS IS A TWO-PART CLASS. ALSO CHOOSE G-02.**

**H-03 Developing a High-Quality Local Assessment
System, Part II or II**

Scott Marion and Carla Evans, Center for Assessment

Continued from G-04. The second part of this workshop builds upon the first part and goes into more detail about the assessment literacy that is needed to support local assessment system implementation. The implementation of high-quality local assessment systems depends on the capacity of educators and school/district leaders to use their assessment literacy to design or select high-quality assessments, accurately interpret the corresponding results, and subsequently make appropriate judgments and decisions. We will focus on the assessment literacy needs of teachers and school/district leaders. **THIS IS A TWO-PART CLASS. ALSO CHOOSE G-04.**

**H-04 Achieving Competency-Based Education
Through Personalized Learning**

Kathleen Cotton & Heidi Zollman

In this course, participants will review a model of how one school district has harnessed Personalized Learning to pave a pathway for a meaningful and effective implementation of a ‘Move on When Ready’ Competency Model. Participants will learn how CBE has evolved because of the practices and structures that were put in place; then take time to reflect and identify opportunities in their own district or school. [repeated in I-10]

**H-05 Special Education in the
Competency-Based Classroom**

Ashley Harbel & Sarah Brown

Learn how competency-based education can work for all learners, including those with accommodations and modifications. We will discuss the impact of competency-based education on students with disabilities and how CBE impacts the writing of IEPs and 504s. Explore how the flexibility and individualization of CBE benefits students within and outside the classroom, in the heterogeneous classroom, modified classroom, and in specialized programs. [repeat from G-10]

**H-06 Focusing on Science Competencies:
Next Generation Learning**

Heather Wheeler

Participants will have an opportunity to reframe traditional content-based learning and assessment tasks to a competency-based approach through the lens of the Next Generation Science Standards (NGSS). Join a conversation about the power of lifting content to application within the greater context of competencies as cross-cutting concepts. Review tasks which we have created and transform tasks of your own.

H-07 Trauma-Informed Education, Part II of III

Emily Daniels, M.Ed., MBA, NCC, SEP™ in training

This is Part II of an all-day workshop. Emily will share a variety of sensory tools to use with your students, including the purposes for the tools and when you should use them. She will also share the stages of group development, an explanation of “Connectors,” and exercises to use. We will discuss sympathetic/arousal responses in the nervous system and “Activator exercises” for engaging your students. This course is open to all who wish to learn more about trauma-sensitive education. **THIS IS A THREE-PART CLASS. YOU MUST ALSO CHOOSE G-06 AND I-06.**



H-08 From Formative Assessment to Student Agency, Part I of II

Nancy Gerzon, WestEd Formative Assessment Team

Over the past five years, WestEd’s Formative Assessment Team has engaged in a series of large-scale projects focused on the instructional shifts that are necessary for students to move from being passive, compliant learners – to engaged, interested learners – to independent, self-regulated learners. In this two-part workshop, we explore what the WestEd team has learned from teachers and leaders about instructional shifts, which we refer to as moving from helping students learn better, to helping students learn how to learn. We’ll view classroom videos and excerpts from student and teacher reflections to examine how students experience instructional practices that focus on metacognitive and self-regulation skills. Participants will have opportunities to consider how these formative assessment practices align with, or might strengthen, the assessment shifts already well underway in New Hampshire. This class will not focus on classroom strategies to implement formative assessment. However, participants will receive access to supplemental open resources to engage with formative assessment content at their site, or with peers, beyond the session. **THIS IS A TWO-PART WORKSHOP. ALSO CHOOSE I-05.**

H-09 If We Don't Know the Jobs of the Future, Then How Do We Prepare Students?

Carolyn Eastman, NHLI

As we create strategic plans and mission statements, what information do we utilize to inform our work? What informs our instruction? Explore the use of Future Forecasting to inform decisions and create goals with the future in mind. You just might be surprised to learn what matters most in preparing students for success beyond high school. This will be an interactive workshop modeling the use of forecasting and then collectively discussing implications and applications for this information. You might also like G-03 and I-07.

H-10 Communication and Family Engagement

Robin deAlmeida & Liz Canada

Good communication and family engagement are key components to supporting students, and one cannot be successful without the other. Learn how to assess your current strategy and build upon it to secure meaningful relationships with students and families. This work will create lasting support for your school. [repeated in I-09]

“I” SESSION
Thursday, 1:00 - 2:15 p.m.

I-01 Assessment for Learning Project: Student Exhibitions, Part III of III







Jonathan Vander Els

The Assessment for Learning Project is a national effort designed to rethink assessment and advance student learning to improve the K-12 educational system. The NH Learning Initiative Collaborative Learning Design is exploring what happens when learning is co-designed by students and teachers through curriculum replacement units and student exhibition. Learn more about the impact that this project has had on students and teachers in the participating New Hampshire schools. **THIS IS A THREE-PART CLASS. ALSO CHOOSE G-1 and H-1.**

I-02 Learning and The Right Question Institute: A Follow-Up Discussion

Dan Rothstein, Co-Director, Right Question Institute

This follow-up workshop to Dan’s keynote address introduces advanced applications and modifications of the Question Focus Techniques (QFT) in the classroom, and prepares participants to be more effective, creative, proficient users. Participants will: debrief successes and troubleshoot challenges with colleagues; learn strategies for best practices in planning, design, and facilitation; work with planning tools and classroom resources to begin designing and/or revising their own QFT lesson; and take advantage of opportunities to get feedback from peers and RQI staff.

Conference Partners to Support You		
		
		

I-03 Self-Regulated Strategy Development for Writing (6-12)

Heidi Zollman

Make writing your students' favorite time of day with evidence-based practices, particularly those from the Self-Regulated Strategy Development model. These practices include formative assessment, modeling, goal setting, and graphic organizers, as well as how to cultivate the kind of self-regulation expert writers possess. This approach will serve to strengthen your existing writing instruction. It is not a separate program. You will be amazed by state/district assessment data and pre to post student writing samples that show significant gains made with these practices. Leave with practical strategies.

I-4 Teacher Panel: Assessment in a Competency-Based Learning System

Scott Marion, Carla Evans, Center for Assessment & Ashley Harbel, Sarah Brown, Heather Wheeler, Terry Boduc, Heidi Orestis & Amy Schaeffner

This workshop brings together experts from the Center for Assessment and teachers who have worked over the last few years to strengthen their own assessment literacy. They will provide perspective about how things have changed in their classroom as they have been engaged in competency instruction and assessment. Participants will have the opportunity to ask in-depth questions and hear about the professional learning they have experienced.

I-05 From Formative Assessment to Student Agency, Part II of II

Nancy Gerzon, WestEd Formative Assessment Team

Continuation from H-08; see full description in H-08. Over the past five years, WestEd's Formative Assessment Team has engaged in a series of large-scale projects focused on the instructional shifts that are necessary for students to move from being passive, compliant learners – to engaged, interested learners – to independent, self-regulated learners. **THIS IS A TWO-PART CLASS. ALSO CHOOSE H-08.**

I-06 Trauma-Informed Education, Part III of III

Emily Daniels, M.Ed., MBA, NCC, SEP™ in training

In this third part of the all-day workshop, Emily will focus on varying aspects of social engagement and provide you with exercises to help soothe the nervous system, thus building new brain pathways. She will explain the importance of affirmation exercises and provide you with examples. **THIS IS A THREE-PART CLASS. YOU MUST ALSO CHOOSE G-06 AND H-07.**

I-07 Creating Future Learning Pathways for ALL Students

Carolyn Eastman, NHLI and schools in the project

How do we scale personalized pathways so that all students have the ability to create goals and aspirations, and work towards meeting their goals while in school? The Future Learning Pathways Project has begun exploring this question. Can we offer opportunities both inside and outside the school? How could everyone that works with a student know their interests and goals? How could this build student agency? Are we collecting information that matters? Come learn about: resources, where various schools are in this work, and how you might begin. You might also like G-03 and H-09.

I-08 A Vision of Schools for Hope

Bill Zima

Bill Zima, Superintendent of RSU 2 in Maine, will share the how and why of his district's vision of Cultivating Hope in all Learners. Can hope be a driving force behind learning? Bill will share that it is not only possible but imperative that we graduate young adults who believe they have the power to control their lives. To do this, one must create Applied Learning Opportunities aligned to a student's readiness and interest, so the student engages and decides to expend the energy necessary to persevere to understanding. Having clear targets of learning make this pursuit easier for the learner to see where there are areas of improvement. [repeated from G-09]

I-09 Communication and Family Engagement

Robin deAlmeida & Liz Canada

Good communication and family engagement are key components to supporting students, and one cannot be successful without the other. Learn how to assess your current strategy and build upon it to secure meaningful relationships with students and families. This work will create lasting support for your school. [repeat from H-10]

I-10 Achieving Competency-Based Education Through Personalized Learning

Kathleen Cotton

In this course, participants will review a model of how one school district has harnessed Personalized Learning to pave a pathway for a meaningful and effective implementation of a 'Move on When Ready' Competency Model. Participants will learn how CBE has evolved because of the practices and structures that were put in place; then take time to reflect and identify opportunities in their own district or school. [repeat of H-04]

We prefer you register online, after April 12, at <http://www.cvent.com/d/k6qqvs>. Or mail in this form.

2019 NHLI Powerful Learning Conference / REGISTRATION FORM
Registrations must be postmarked by June 21, 2019! Register by May 15 for a \$50 discount!

First Name: _____ Last Name: _____
(Please list these as you would like them to appear on your nametag.)

Mailing Address (Street, City, State, Zip): _____

Email: _____
(Please provide the email address you will check during the summer months.)

School Phone: _____ Best Phone to Reach You: _____

School Name: _____ School District: _____

Position: _____ Grade Level: _____ Content Area: _____

"A" Session – First Choice (Ex: A-01) _____ Must List a Second A Choice _____

"B" Session – First Choice _____ Must List a Second B Choice _____

"C" Session – First Choice _____ Must List a Second C Choice _____

"D" Session – First Choice _____ Must List a Second D Choice _____

"E" Session – First Choice _____ Must List a Second E Choice _____

"F" Session – First Choice _____ Must List a Second F Choice _____

"G" Session – First Choice _____ Must List a Second G Choice _____

"H" Session – First Choice _____ Must List a Second H Choice _____

"I" Session – First Choice _____ Must List a Second I Choice _____

◆ You will need a laptop in order to participate and you will use it each day of the event. Do you have access to a laptop you can bring each day of the event? _____

◆ Do you have dietary allergies or restrictions that PREVENT you from being able to find food to eat at these types of events? If so, please list them here. _____

◆ Do you have any mobility/access issues? _____

◆ Will you be applying for SNHU Graduate Credit? Yes No

Payment: \$375 per person ****Register by May 15 for a \$50 discount!****

Make checks or purchase orders payable to: **NHLI**.

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Questions? Email Debbie Metcalfe at dmetcalfe@nhlearninginitiative.org or call (603) 758-1464.