



save
the
date!

the 2009 program in the Edward F. Reidy, Jr. Interactive Lecture Series

OCTOBER 1-2, 2009 • PORTSMOUTH, NH

Next Generation Education, Assessment, and Accountability Systems

Timely Topics, Insightful Presenters

RILS this year features timely topics and powerful presenters (**Peter McWalters**: Next Generation Education Systems; **Stuart Kahl**: Next Generation Assessment Systems; **Eva Baker**: Next Generation Accountability Systems) along with nationally known panelists, including Mike Cohen, Stan Jones, and Gary Cook. Our starting point will be consideration of the fundamental goals through a discussion of *Next Generation Education Systems*. Only with an understanding of what we expect from public education in fifteen years can we discuss the steps needed to move from our current assessment and accountability systems designed to meet the requirements of NCLB to the *Next Generation of Assessment and Accountability Systems*.

Lively Conference Format

The format of the RILS is designed to encourage interaction. The conference consists of three half-day plenary sessions. Each session includes:

- a keynote address,
- a panel discussion, and
- a facilitated discussion among presenters and audience members.

Panelists have been selected based on their expertise and experiences (e.g., state and national policy, special populations, teacher education, technical issues). Panelists will address the issue from their perspectives as well as provide reactions to the keynote address.

A set of background materials will be available prior to the conference to provide a common starting point for the wide-ranging discussions at the conference.

Conference Sessions

Next Generation Education Systems

Keynote: Peter McWalters
Commissioner, Rhode Island Department of Elementary and Secondary Education
Panelists: Mike Cohen, Stan Jones, other panelists to be confirmed

This session will focus on the public education system that next generation assessment and accountability systems are intended to support. There is little argument that the current public education system was not designed to accomplish the current goals or meet the current demands placed upon it.

- In what areas can the historical, cultural, political, and physical structures of the current public education system be adapted to meet future needs, and in what areas is it necessary to start from scratch?
- What is the purpose of public education and what goals are consistent with that purpose?
- What type of education system is needed at the federal, state, and/or local level to support goals such as equal access and opportunity for all students, 100% proficiency, and all students prepared to succeed in postsecondary education and training, or simply all students graduated from high school?

Next Generation Assessment Systems

Keynote: Stuart Kahl
CEO, Measured Progress
Panelists: Gary Cook, Harry O'Neil, other panelists to be confirmed

This session will focus on moving beyond the preeminence of and overreliance on large-scale assessment to building balanced assessment systems that support instruction and classroom learning.

- How should a coherent system balance the roles of various levels of assessment (state, district, classroom), various types of assessment (summative, interim, formative), and various types and uses of assessment information? How can results be reported and used coherently?
- How can a balanced system inclusively assess all students?
- What types of measures, beyond traditional, quantitative content area assessments, are needed to measure key aspects of student, teacher, school, or district performance?
- What organizational structures powerfully support the processes of using assessment information to inform learning, teaching, and school functioning?
- How do we move from the current top-heavy state to a balanced system? What changes are needed to pre-service and in-service preparation of teachers and administrators to effectively use information from balanced assessment systems?

Next Generation Accountability Systems

Keynote: Eva Baker
Director, National Center for Research on Evaluation, Standards & Student Testing (CRESST), UCLA
Panelists: Robin Taylor, other panelists to be confirmed

This session will focus on the relationship between the purpose and the design of accountability systems.

- What assumptions are implicitly and/or explicitly built into current accountability systems designed to meet NCLB requirements?
- In what ways do those assumptions support or undermine our long-term goals?
- What might next generation accountability systems look like to meet those goals?
- Will they remain focused on a narrow set of key outcomes, include a broader set of outcomes, or include an evaluation of process indicators as well as outcomes? Will the same set of indicators be used to gauge performance at the state, district, school, and classroom levels?
- How might technical, practical, and social challenges be addressed to implement these improved accountability systems?

About the Edward F. Reidy, Jr. Interactive Lecture Series

To help provide states with concrete technical guidelines addressing new forms of assessment, more effective accountability systems, and an increased emphasis on student achievement, the Center for Assessment established the Edward F. Reidy, Jr. Interactive Lecture Series (RILS) in 1999. Each fall the Center for Assessment and WestEd bring together educational researchers, policy makers, and practitioners to exchange information and discuss and generate practical recommendations on a timely topic.

The [Reidy Interactive Lecture Series](#) and its publications are an ongoing means of communicating with researchers and educational leaders.

The series is named to honor Edward F. Reidy, Jr., a lifelong educator who played a significant role in improving public education in the state of Kentucky and in the country as a whole, particularly through standards-based reform. Ed passed away in August 1999, leaving a legacy of commitment to improved assessment and accountability practices.

Registration Form

name

title

organization

address

city

state

zip

phone

fax

email

Registration Information

☛ Fee: \$90 (\$140 for registering after September 1, 2009)

Full-Time Graduate Students: \$50

To participate, email, mail, or fax registration information by September 1, 2009, to:

LauraLee McGuane
The Center for Assessment
PO Box 351
Dover, NH 03821-0351
tel: (603) 516-7900, fax: (603) 516-7910
email: LMcGuane@nciea.org

Please make checks payable to:

Center for Assessment.

Join us for fall in a wonderful New England setting. In 2008 Portsmouth was named one of the "Dozen Distinctive Destinations" by the National Trust for Historic Preservation.

Meeting Logistics

When: October 1, 2009 8:00 a.m.–5:00 p.m.
October 2, 2009 8:00 a.m.–Noon
Breakfast and lunch included both days.

Where: Sheraton Portsmouth Harborside, Portsmouth, NH
www.sheratonportsmouth.com (tel: 603.431.2300)

Hotel and Transportation Information

The costs of transportation and lodging are not included in the registration fee. Sleeping rooms at the Sheraton Portsmouth Harborside are available at a cost of \$189 per night, and must be reserved by August 31, 2009. To reserve a sleeping room, please visit:

<http://www.starwoodmeeting.com/StarGroupsWeb/booking/reservation?id=0810279078&key=EA4C7>

Additional details will soon be available. Visit the websites of the Center for Assessment [www.nciea.org], WestEd [www.wested.org], or the Assessment and Accountability Comprehensive Center [www.aacompcenter.org].

The National Center for the Improvement of Educational Assessment, Inc.

The Center for Assessment, a non-profit [501(c)(3)] organization, has had contracts with over half the states since its founding in September 1998. Our mission is to support enhanced student achievement by improving practices in educational assessment and accountability. To accomplish that mission we focus on technical and practical issues to promote the effectiveness of educational assessment and accountability programs at the federal, state, district, and school levels by:

- Providing customized support in designing, implementing, and improving sound assessment and accountability systems;
- Providing and managing Technical Advisory Committees that help ensure the best ongoing technical advice available;
- Developing and disseminating practical standards for assessment and accountability programs;
- Advancing best practices through sponsorship of conferences, initiation of studies, and collaboration with other service providers and policy and research organizations.

The Center for Assessment
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WestEd Assessment & Standards Development Services

WestEd, a nonprofit research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. While WestEd serves the states of Arizona, California, Nevada, and Utah as one of the nation's Regional Educational Laboratories, our agency's work extends throughout the United States and abroad. It has 16 offices nationwide, from Washington and Boston to Arizona and Southern California, with headquarters in San Francisco.

WestEd's Assessment and Standards Development Services (ASDS) covers all aspects of planning, developing, implementing, and evaluating standards and assessment tools, methods, and systems at the local, state, and national levels.

We address assessment needs from elementary school through high school and into the world of work. ASDS projects range from the traditional academic areas of language arts, mathematics, science, and social science to such fields as teacher certification.

WestEd
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San Francisco, CA 94107-1242
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www.WestEd.org

Assessment and Accountability Comprehensive Center

The U.S. Department of Education Office of Elementary and Secondary Education awarded WestEd and its partner, the Center for Research on Evaluation, Standards and Student Testing (CRESST), the first Assessment and Accountability Comprehensive Center (AACC). The AACC is charged with helping states and districts implement, evaluate, and improve their assessment and accountability systems in order to reach the overarching No Child Left Behind goal of academic proficiency for all students.

Using the best knowledge and resources, the AACC targets the following priority areas:

- Establishing assessment and accountability systems that include and support special needs students, particularly special education students, English language learners, and low-socioeconomic students;
- Using data from large-scale assessment programs and formative assessments to diagnose needs, guide instruction, and monitor student and program progress;
- Implementing efficient and user-friendly integrated statewide data systems that support both instructional and administrative needs;
- Designing accountability systems that measure both status and growth in a reliable and valid manner.

www.aacompcenter.org