



Building a Better Assessment Future

Spark the Change • AUGUST 6–7 2024



KEYNOTE PRESENTERS



Margaret Heritage is an independent consultant in education. Her entire career has spanned both research and practice. She spent 22 years at UCLA, first serving as principal of the laboratory school of the Graduate School of Education and Information Studies and then as an Assistant Director at the National Center for Research on Evaluation, Standards and Student Testing. While at UCLA, she taught in the Teacher Education Program. She has also served as Senior Scientist at WestEd. Prior to work in the U.S., she had several roles in education in her native England: classroom teacher, an elementary school principal, an adjunct professor in the Department of Education at the University of Warwick, and a County Inspector of Schools. Her current work centers on formative assessment, including how formative assessment contributes to educational equity goals, and on the development of teachers' assessment literacy knowledge and skills. Her most recent writing is a chapter co-authored with Caroline Wylie on teachers' assessment literacy for a volume on Balanced Assessment Systems published by the National Academy of Education. She and Caroline are currently in the process of writing a book on assessment literacy to be published by Harvard Education Press.



Myron Dueck is a school leader, author, and international presenter. His focus is on helping educators generate ideas, build tools and navigate issues surrounding grading, assessment, reporting and student voice. He has two books published by ASCD: *Grading Smarter, Not Harder: Assessment Strategies that Motivate Kids and Help Them Learn* (ASCD, 2014) and *Giving Students a Say! Smarter Assessment Practices to Empower and Engage* (ASCD, 2021). Myron lives in Summerland, B.C., Canada, where he fills a part-time role as Vice-Principal for Communicating Student Learning in his local school district — Okanagan-Skaha 67.

SESSION PRESENTERS — BLOCK A



Kristy Walters-Flynn works as a district formative assessment coach for Corunna Public Schools and is a Lead for the Formative Assessment for Michigan Educators (FAME) program with MDE. She has been working at Corunna Public Schools for seventeen years, both as a special education teacher and district coach. She has a B.A. in elementary education with endorsements in English Language Arts and special education learning disabilities and emotional impairments. She has an M.A. in special education, an Sp.A. in special education administration with supervisor and director approvals, and K-12 administration certification. She has an Ed.D. in educational leadership with a focus on curriculum and instruction. She enjoys learning about the acquisition of foundational skills in reading and math and is a strong advocate for students. She is a lifelong learner and loves working with students and adults on their journey toward embedding the formative assessment process in the classroom.



SESSION PRESENTERS — BLOCK A



Tara Kintz is a Research Associate for the MAC where she conducts research and develops resources for the FAME program. She has been involved with FAME since 2010. She enjoys seeing what the FAME work makes possible for teachers and students across Michigan as they implement formative assessment processes in their classrooms. “FAME helps teachers to empower and support learners to become self-directed and meaningfully engaged in achieving their learning goals,” Tara says. She enjoys learning and about and sharing the exceptional work of the FAME Coaches and Learning Teams. “I really appreciate the opportunity to develop materials to meet the needs of the FAME program participants. It is great to hear feedback and then take steps to support their work.”



Julie Wakefield is entering her seventh year as an Instructional Coach serving teachers of grades 9-12 across two comprehensive high schools, the career technical center, and the alternative high school in the Wayne-Westland Community School District (WWCSD). Her role focuses on building teachers’ instructional capacity and providing both individual and large group professional development. She is also a Formative Assessment for Michigan Educators (FAME) Coach of two teams. Prior to this, she taught English Language Arts courses, ranging from remedial to Advanced Placement, at the secondary level in WWCSD for 18 years. During this time, she mentored new teachers and served as the ELA Department Chair. She holds a B.A. in English with a focus on Secondary Education from Western Michigan University, and a Masters in the Art of Teaching from Marygrove College. Julie is currently working toward her Teacher Leader Assessment Specialist certification through the Michigan Assessment Consortium.



Susie Bell has two decades of experience working in public school systems. Susie supports Mastery Transcript Consortium’s (MTC) network of member schools as well as state and large district cohorts as they work to implement a Mastery Transcript, MTC Learning Record, and the MTC Progress Tracker. Susie previously served as the superintendent of the Windsor Locks Public Schools. She also served Windsor Locks High School in a variety of other roles, including principal and director of guidance. Highlights of her accomplishments include working with colleagues and community members to raise academic expectations by eliminating course levels that held students to low expectations, and working with her team and the Board of Education to develop the vision and systemic changes needed to make personalized and mastery-based learning a reality for all children in Windsor Locks. MTC recently joined the ETS family, and in that new organizational structure, Susie is supporting the Skills for the Future effort with five states as they pilot a new skills record that captures evidence of and provides embedded, authentic assessments for durable skills.

SESSION PRESENTERS — BLOCK A



Amy B. Colton, Ph.D., a senior research associate at RMC Research Corporation, provides content expertise in the areas of adult learning, cultural proficiency, student voice, social and emotional learning, and student mental health. Dr. Colton has fifteen years of teaching as a special education teacher in second grade through high school. She has conducted extensive research and writing in the areas of teacher reflection and decision-making and professional learning, particularly around collaborative inquiry. She is also a published author. During her tenure as executive director of Learning Forward Michigan, she developed high-quality professional learning programs on cultural proficiency to meet the needs of a diverse student population, teacher leadership, and collaborative inquiry for teachers and administrators. As a senior consultant for Learning Forward, she developed the assessment process for the Learning School Designation, a mark of distinction for districts around professional learning. She also supported the Kentucky Department of Education's efforts to develop a comprehensive system of professional learning. Dr. Colton led the Michigan Department of Education's development of a district self-review process for disproportionate special education identification based on race and ethnicity. As co-coordinator of the Region 8 Comprehensive Center, Amy has provided technical assistance to the Michigan Department of Education (MDE) in the areas of adult and student social and emotional learning (SEL), student voice, and equitable family-school literacy partnerships. Dr. Colton assisted MDE in the creation of a series of Adult SEL professional learning modules for Michigan educators. She is currently assisting MDE in its effort to create a statewide comprehensive school-based mental health system that aligns with state and federal policies by developing appropriate structures and guidance to support schools and districts with the establishment of student mental health and well-being supports.



Bobbie Hayes Goodrum has more than 25 years of experience as an educator and has worked as a teacher, special education supervisor, director of special education, principal, Assistant Superintendent of Diversity, Equity and Inclusion and superintendent. She has worked in a variety of school districts throughout the United States, including Washington D.C. Public Schools, San Jose Unified School District, Howell Public Schools, Detroit Community Public School District and Farmington Public Schools. Dr. Goodrum's primary focus is on improving educational outcomes for all students, reducing opportunity gaps and barriers to student success, and increasing authentic student voice in educational decisions. Dr. Goodrum is also focused on infusing joy in all aspects of the curriculum, identifying the genius in all students and helping them to develop their passions. A native Detroit, Dr. Goodrum is a proud graduate of Renaissance High School in Detroit. She holds a B.S. from Howard University, an M.A. from Trinity University, an Sp.A. from Eastern Michigan University and a Ph.D. from Oakland University. Dr. Goodrum has been elected to and has served on the Executive Board for the Special Education Administrators of Oakland County and the Board of Directors for the Michigan Association of Administrators of Special Education. She has also served as a Board Member for the Michigan Association for Supervision and Curriculum Development. Dr. Goodrum is a community activist and serves as a mentor to many students in high schools throughout Oakland County. She serves on local and national leadership teams for multiple organizations dedicated to social justice and public service.

SESSION PRESENTERS — BLOCK A



Ellen Vorenkamp has contributed to the development of professional learning opportunities for the Michigan Assessment Consortium (MAC) as well as related course materials, including facilitation guides, learning maps, and other instructional resources. She has served as coordinator for MAC's Achieving Balance in Classroom Assessment (ABCA) program, as faculty for the Assessment Learning Institute, and as leader for the MAC Reads statewide book studies. Ellen is a frequent presenter at various statewide and national conferences on assessment, and she has contributed to the Formative Assessment for Michigan Educators (FAME) program and served as a Lead Coach for 16 years. For more than 20 years, Ellen has focused her consulting services on balanced assessment systems, assessment literacy, quality classroom summative assessment, the formative assessment process, grading and reporting to support student learning, assessment within a PLC, and facilitation with district assessment inventories. Her 30+ year career started with teaching middle school English language arts and social studies. She has been an assistant principal, curriculum director, and a project director for the Eastern Michigan University (EMU) Charter School Office. She has also served as adjunct professor at EMU and presently does so with Concordia University.

SESSION PRESENTERS — BLOCK B



Mary Helen Diegel has an M.Ed. and is an Education Consultant for the Michigan Assessment Consortium, MDE FAME Leadership Team. She is a Learning Facilitator for the Achieving Balance in Classroom Assessment (ABCA) program, Formative Assessment for Michigan Educators (FAME) Lead, provides CN ePortfolio Technical Assistance for Teacher Leader Assessment Specialist (TLAS) candidates, and contributes to a variety of research and development studies and publications. Mary Helen has more than 27 years of experience teaching secondary high school social studies and ELA in a variety of contexts. Her expertise includes creating balanced assessment systems, training and mentoring educators, developing and leading professional learning teams, curriculum and assessment development, and textbook adoption. She has presented at international, national, state, and district levels on balanced assessment systems, formative assessment, student-centered learning, using technology in the classroom, cultural diversity, and equity through assessment practices. She has provided professional development for kindergarten to collegiate educators; she has a commitment to meeting people where they are and supporting them to achieve their highest potential.



Jim Gullen has served on the MAC Board of Directors since 2013, participating on the Resource Development Committee. He also chairs the MAC's Assessment Learning Network and serves as treasurer of the Michigan Educational Research Association (MERA). Jim brings to the MAC board a wealth of experiences from his career as an educator in diverse settings, including local and intermediate school districts and the Michigan Department of Education. Jim is especially skilled in helping educators understand technical measurement concepts and develop a critical view of mandated uses of data. Jim has earned a Bachelor of Science degree in mathematics education, and M.A. and Ph.D. degrees in educational evaluation and research, all from Wayne State University.

SESSION PRESENTERS — BLOCK B



Marla Karas is the Curriculum and Continuous Improvement Director at Goodrich Area Schools, with over 26 years of experience in education. Her teaching experience includes Kindergarten, Reading Recovery, and middle school ELA. For the past 7 years she has served as a district administrator, responsible for K-12 curriculum, district continuous improvement, professional development, state and federal grants, and English as a Second or Other Language program. Marla earned her Bachelor's Degree from Indiana University Fort Wayne, and her Master's Degree from Oakland University. Her additional certifications include Reading Recovery and Administration. Marla is a continuous learner and is a participant in the Achieving Balance in Classroom Assessment (ABCA) program. She has been working with the district team on developing Guaranteed and Viable Curriculum as well as building high quality balanced assessments, which aligns with the district's MICIP strategies.



Mary Ruth Bird is a retired South Redford School District Data Coordinator. She was a first and second grade teacher in South Redford School District for 13 years. Then, she was the South Redford District Data Coordinator for ten years and created and implemented a district-wide assessment and data analysis system. She also developed a comprehensive and systematic plan for making the formative assessment process a systemic district-wide practice. She has a Certificate in Educational Assessment from Eastern Michigan University, Master in the Art of Teaching from Marygrove College, Elementary Education Minor from Madonna University, and a B.A. in Political Science/History from University of Mary Washington. Prior to her career in education, she was a survey research data analyst for political candidates.



Aliza Nagelhout is a Secondary Instructional Coach and Secondary Curriculum Coordinator in South Redford School District. Previously, Aliza served as an Elementary Academic Interventionist for two years, and as an elementary teacher for 20 years in South Redford School District.



Joe Lubig is a teacher educator at Northern Michigan University (NMU). He has a doctorate in educational leadership and curriculum design. He is a teacher educator at the graduate and undergraduate levels who utilizes his 13 years of public school teaching and 20 years of university teaching and scholarship to develop teachers in the pedagogy of successful classroom practice. Joe consistently pairs candidate coursework with authentic experiences through NMU's Center for Native American Studies and the two Native Charter Schools NMU supports. He is the recipient of several awards in recognition of his research and teaching, including the 2006 Phi Delta Kappa R. Gerald Melton Dissertation Award, two nominations for Michigan Teacher of the Year, the 2008 NMU Excellence in Teaching Award, and the 2017 NMU Distinguished Faculty Award. Joe has been active in accreditation service and scholarship through the Teacher Education Accreditation Council, the American Association for Colleges of Teacher Education, the Council for the Accreditation of Education Programs, the Montessori Accreditation Council for Teacher Education, and the Association for Advancing Quality in Educator Preparation.

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Mark LaCelle-Peterson, Ed.D., is President and CEO of the Association for Advancing Quality in Educator Preparation (AAQEP). Mark is the founding President of AAQEP, an accreditation agency founded in 2017 to strengthen P-20 education through excellent, innovative preparation of educators. AAQEP was recognized by the Council for Higher Education Accreditation in May of 2021. Mark has worked in accreditation and educator preparation for three decades, serving in faculty and leadership roles at several educator preparation programs and as President of the Teacher Education Accreditation Council (TEAC). He enjoys teaching assessment literacy; the historical, social and cultural foundations of education; research methods; social and emotional learning; humanities; and Anglo Saxon and Old Norse literature (in translation). A native of Minnesota, he holds degrees from the University of Minnesota and Harvard University's Graduate School of Education.

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Steven Snead joined the MAC Board of Directors in 2017 and contributes to the Resource Development Committee. In his role at Oakland Schools, Steven leads a team of consultants and project assistants responsible for supporting educators with professional learning, resource development, and consultation related to early literacy, mathematics, social studies, science, curriculum development, English language learners, K-12 assessments, and research and evaluation. Steven began his career as an English teacher in the Detroit Public Schools, helping to grow integrated instructional practices across technology literacy, reading, and writing. He later joined the Oak Park School District where he was an English and social studies teacher, and also led a variety of high-school improvement and reform efforts. As a part of a School Improvement grant, Steven created and held the position of Data Specialist to help school stakeholders understand student data in order to support improved academic achievement. While in this role, he discovered a true passion for the work of supporting effective practices in high quality assessment, and the power it can have to transform teaching and learning. Steven is a product of the Detroit Public Schools, having graduated from Cass Technical High School. He holds a B.A. degree in secondary education (English and political science) from the University of Michigan and a M.A. in educational leadership from Wayne State University.



Yarisha Johnson began her career 22 years ago as a middle school mathematics teacher and has worked as a high school educator, academic administrator, instructional specialist, blended learning specialist and instructional coach. She currently serves as a Mathematics Education Consultant at Oakland Schools, supporting more than 40 school districts and public school academies. Yarisha co-leads the Tri-County Culturally Responsive Mathematics Institute, which is a collaboration between Oakland Schools, Washtenaw ISD and Wayne Resa. It is committed to creating more humanizing mathematics experiences for all students. Additionally, Yarisha serves on the lead team for the Culturally Responsive Mathematics MISTEM Math Action Area. During her career she has partnered with students, teachers, district leaders, and community leaders to develop and implement actionable plans and professional learning to advance students' mathematical thinking and positive mathematics identities. She is passionate about working with all stakeholders to ensure equitable opportunities and outcomes for all students.

SESSION PRESENTERS — BLOCK C



Katie Morrison is currently an Educational Improvement and Secondary Math Consultant with Oakland Schools. She works directly with schools who have been identified by Michigan as part of the State System of Support. She supports districts and schools with system level coherence aligned to Michigan Integrated Continuous Improvement Process (MICIP), as well as more direct math support aligned to culturally responsive pedagogy, effective intervention implementation, and disciplinary literacy. Prior to her role at Oakland Schools, she served as the K-12 Math and District Professional Development Coordinator for Oak Park Schools. She designed and facilitated yearly professional development plans aligned to the district's strategic plan and goals, lead the district MTSS team while providing supports to building level teams implementing the district's MTSS framework, developed and implemented Oak Park's curriculum review process, and supported K-12 educators in implementing the district's vision for high quality mathematics. Prior to her experience at Oak Park, Katie was a high school math teacher and math coach in Detroit, where she worked and coached at Central High School and Denby High School. She has a bachelor's degree in political science and physics from Lake Forest College, and a master's degree in secondary math education from Oakland University.



Heather Vaughan-Southard has a gift for connecting people, ideas, and contexts inside a functional arts education. She is skilled at taking complex ideas and making them digestible, without losing the sophistication. She crafts practical professional development that is tailored to the needs of the people in front of her. Heather has an understanding of pedagogy and project-based learning strategies for students, educators, and community partners and is highly skilled in community building. Heather has covered the spectrum in professional experiences within the field of dance from teaching at the university/college level to all grades K-12. She has been a K-12 artist in residence, an arts-in-healthcare facilitator, a performer, choreographer, program consultant and writer. Heather has represented Dance as the Team Lead with the Michigan Arts Education Instruction and Assessment (MAEIA) Blueprint, contributed to the Assessment Specifications document, and contributed to the writing and review of the MAEIA arts performance assessments. Now, her goal is to inform arts educators about how they may access and implement the MAEIA assessment tools to make their lives easier and to elevate their instruction.



Phoebe Gohs is the M-STEP Test Administration and Reporting Consultant at the Michigan Department of Education (MDE) and serves as the MDE Assessment Consultant on the Michigan Performance Assessment Cadre (MiPAC) management team. Concurrently, she is a Ph.D. Candidate at Michigan State University, exploring the impact of place on rural educational settings. Her research explores topics such as program implementation, continuous improvement, and assessment.

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Ninette Soares is a K-12 Data and Assessment Coordinator/Coach in Farmington Public Schools, MiPAC Math 6-8 Team Lead, and a Formative Assessment for Michigan Educators (FAME) Coach. Previously, she was a middle school math and Spanish teacher for 18 years. She has a B.A. in Secondary Math and Spanish from Western Michigan University, Master in the Art of Teaching from Marygrove College, and Education Specialist in Leadership from Oakland University.



Ed Roeber is the Assessment Director for the Michigan Assessment Consortium. In addition, he advises states and other organizations on various aspects of their student assessment and accountability programs, including chairing the DLM Consortium and Missouri technical advisory committees, plus serving on the Indiana technical advisory committee. A focus area of Ed's career is promoting understanding about uses and limitations of student assessment by educators, students and their families, and policymakers, especially how assessment for learning (the formative assessment process) and assessment of learning (summative assessment) can work together at the state, district, school, and classroom levels to create more constructive and balanced approaches to assessment. A related focus area in Ed's career is the development and use of a wide variety of types of assessment to assess students. These include assessments of music and visual art for the National Assessment program; music and physical fitness performance assessments in MEAP; employability skills portfolios to document student career readiness in MEAP; and creation of a pool of arts education performance assessments for the Michigan Arts Education Instruction and Assessment (MAEIA) project.

Previously, Ed has served as:

- Policy Advisor, WIDA assessment program, University of Wisconsin/WCER
- Adjunct professor, Michigan State University
- Director, Office of Assessment & Accountability, Michigan Department of Education
- Vice President, Measured Progress
- Director, Student Assessment Programs, CCSSO
- MEAP Assessment Director, Michigan Department of Education
- Consultant, NAEP, Education Commission of the States

Ed has written extensively about educational assessment, consulted with a number of state and local education agencies and organizations, and spoken frequently about student assessment. He received his Ph.D. in educational measurement from the University of Michigan in 1970.

SCHEDULE

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