

# *The Bay Area Teacher Development Collaborative*

## SUMMER INSTITUTE 2008

### **Beyond Testing: Lenses on Learning**

**June 26 - 28, 2008**

#### **REGISTRATION**

We all know that students understand more than tests, essays, and quizzes reveal. How else can we see what students are learning?

Using the work done by Project Zero and other researchers, participants in this three-day institute will learn ways to surface more and better information about what and how students are learning. First we will explore the many ways of observing and describing student work. We will learn how to document and make visible evidence of success and struggles, from novice understanding to mastery, in authentic ways. We also will explore ways to make student learning visible to colleagues, parents, and larger communities so that grades and test scores are not the only means of documenting and demonstrating student achievement. Second, we will learn how schools can build and sustain learning communities in their schools by making the examination of student work a focus of teacher inquiry.

The connection between student learning and building communities of educators as learners in schools is the focus of this year's June summer institute. It is a one-of-a-kind opportunity only available here in San Francisco.

The institute will feature Lois Hetland, from Project Zero at Harvard University, and Ann Jaquith, from Stanford University. Both are engaging teachers, writers, and researchers who are very familiar with local independent schools. They will be joined by Jennifer Stuart, PZ Fellows facilitator and instructor at the Project Zero institute in Cambridge. All three are highly respected and immensely popular with Bay Area teachers and administrators. This workshop is most valuable if teams of teachers and administrators attend as a group, and discounts will be offered for teams of three or more. The third day of the workshop is optional and will focus on Project Zero's Teaching for Understanding framework. It is offered at no additional cost to those who are attending the first two days and is appropriate for anyone who is new to the work of Project Zero or who wishes to deepen his or her practice with developing student understanding.

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## **REGISTRATION**

**Name of Contact Person:** \_\_\_\_\_

**Email Address of Contact Person:** \_\_\_\_\_

**Name of School:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Please register the following participants: We strongly encourage that teachers and administrators attend as a team.**

**Name:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Grade Level/ Subject Taught/Admin title** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Grade Level/ Subject Taught\_/Admin title** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Grade Level/ Subject Taught/Admin title** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Grade Level/ Subject Taught/Admin title** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Grade Level/ Subject Taught/Admin title** \_\_\_\_\_

**FEES:**

**Members:** 1<sup>st</sup> participant: \$700      2<sup>nd</sup> participant: \$700  
                  3<sup>rd</sup> participant: \$500      4<sup>th</sup> participant: \$500  
                  5<sup>th</sup> and above participants: \$400 each

**Non-members:** 1<sup>st</sup> participant: \$1100      2<sup>nd</sup> participant: \$1100  
                  3<sup>rd</sup> participant: \$800      4<sup>th</sup> participant: \$800  
                  5<sup>th</sup> and above participant: \$650

Enclosed is a check for \_\_\_\_\_. Please note that full refunds are available until June 1 and that after June 1 registration fees will increase by 10%. Please make checks payable to The Bay Area Teacher Development Collaborative. Limited financial aid is available for special situations; contact Janet McGarvey to inquire.

**ITINERARY: Beyond Testing: Lenses on Learning**

**Dates:** June 26 – 28, 2008

**Times:** 8:30AM – 3:30 PM

**Location:** The Bay School in the San Francisco Presidio (35 Keyes Avenue)

Continental Breakfast and Buffet Lunch will be provided each day. All materials are included in the registration fee.

Please contact Janet McGarvey at [mcgarvey@batdc.org](mailto:mcgarvey@batdc.org) for more information or visit the Collaborative web site: [www.batdc.org](http://www.batdc.org)

**Please mail this form and send payment to:**

**BATDC  
35 Keyes Ave.  
San Francisco, CA 94129**

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In the “Forward” to Learning From Student Work, edited by David Allen, Howard Gardner writes, “The kind of work that is respected by educated adults is only infrequently central in the lives of young children. From the point of view of most children – and, reluctantly I must add, of many teachers, parents, and legislators – school is seen as a series of lockstepped phases: Learn to decode; become literate in basic skills; read and spit back the facts (and, in more challenging schools, the concepts, in texts; listen to and recall the facts (and concepts) in lectures; take lots of tests.

No one claims that skills and concepts are unimportant; but many ask why the visible parts of education are so remote from what is – or ought to be – valued in the broader community. One could easily pass through the educational system in this country with little sense of what it means to use one’s mind well.

From my perspective, any educational system should have as a primary mission the enhancement of student understanding, within and across the disciplines...But such understanding will never come about through the piling on of facts. It can only emerge if students have the opportunity to tackle authentic problems; to use their skills appropriately in plausible settings; to create projects, alone and in cooperation; to receive feedback on these endeavors; and, ultimately, to become willing, productive thinkers.

If we are to give all students the opportunities to obtain a better understanding of the world and of themselves, we must consider new approaches to teaching, to learning, and to demonstrating what has been understood... Such approaches need to be built up together by communities of teachers – individuals who are willing to put their own understandings at risk, to construct new practices, to try them out, to receive feedback from friendly critics and critical friends, and to try again.

It is intriguing to realize that the work being done by such communities bears a significant resemblance to the work that teachers are – and will be – asking students to do. The work is driven by problems and pressures that are real; it involves constant experimentation, revision, and reflection... these teachers are developing modes of professional practice, ones that in due course should influence the scholastic “habits of mind” of their students. They are understanding student learning and in the process, helping students to enhance their own understandings. It is important ... to develop together methods of assessment that are valid and that actually demonstrate to a broader public what diverse students understand and can do.”

In the “Introduction” to the same book, editor David Allen of the Annenberg Institute for School Reform at Brown writes, “to better understand student learning – and improve teachers’ capacity to support it – is to examine and reflect upon the ideas and patterns in the actual work that children create in school, rather than the approximations of learning that grades and test scores offer.”

As teachers “move beyond grading and evaluation” of student work, it often seems that “teachers are really looking – as in double exposure – at their own practice.”

“In describing what they see in children’s work, teachers have discovered that they are learning much about themselves and their own work – not only how they might alter their instruction for one child, the child whose work has been described, but how they plan and conduct instruction for all students.”

By making student learning visible, then, teachers have a wonderful opportunity to also share their own instructional practice. When this is done in a professional, collegial, and meaningful way it supports the building of community in a school. This is the focus of the 2008 June summer institute.