

# Agenda

## Long Beach, CA • November 12–14

### Monday, November 12

7:00–8:00 a.m.	Registration	International Ballroom Foyer
	Continental Breakfast	
8:00–9:45 a.m.	<b>Keynote</b> —Tom Schimmer <i>Essential Assessment: Building Hope, Efficacy, and Achievement</i>	International Ballroom
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakout Sessions</b>	
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	<b>Role-Alike Discussions</b> — <i>An expert-facilitated conversation with others who share similar responsibilities.</i> <ul style="list-style-type: none"> <li>• Central Office (Tom Schimmer)</li> <li>• Building Administration (Anthony R. Reibel)</li> <li>• Instructional Coaches (Garnet Hillman)</li> <li>• Elementary Teachers (Nicole Dimich Vagle)</li> <li>• Secondary Teachers (Cassandra Erkens)</li> </ul>	<ul style="list-style-type: none"> <li>• International Ballroom 1–3</li> <li>• Pacific</li> <li>• Atlantic</li> <li>• International Ballroom 4–5</li> <li>• Catalina</li> </ul>

### Tuesday, November 13

7:00–8:00 a.m.	Registration	International Ballroom Foyer
	Continental Breakfast	
8:00–9:45 a.m.	<b>Keynote</b> —Nicole Dimich Vagle <i>Instructional Agility: Assessment in Real Time</i>	International Ballroom
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakout Sessions</b>	
2:30–2:45 p.m.	Break	
2:45–3:15 p.m.	<b>Topic-Alike Discussions</b> — <i>An expert-facilitated conversation about a specific assessment topic.</i> <ul style="list-style-type: none"> <li>• Grading (Anthony R. Reibel)</li> <li>• Culture Shifts (Cassandra Erkens)</li> <li>• Homework (Tom Schimmer)</li> <li>• Assessment Design (Nicole Dimich Vagle)</li> <li>• Feedback (Garnet Hillman)</li> </ul>	<ul style="list-style-type: none"> <li>• Pacific</li> <li>• Catalina</li> <li>• International Ballroom 1–3</li> <li>• International Ballroom 4–5</li> <li>• Atlantic</li> </ul>

**Wednesday, November 14**

7:00–8:00 a.m.	Continental Breakfast	International Ballroom Foyer
8:00–9:30 a.m.	<b>Breakout Sessions</b>	(Options on p. <b>X</b> )
9:30–9:45 a.m.	Break	
9:45–11:30 a.m.	<b>Keynote</b> —Cassandra Erkens <i>Getting to the Good Stuff: Resiliency and Investment</i>	International Ballroom

**Agenda is subject to change.**

## Day 1 Breakouts Assessment Architecture

**10:00–11:30 a.m.**

<b>Cassandra Erkens</b> Designing Assessments for 21st Century Skills	Catalina
<b>Garnet Hillman</b> Standards-Based Learning in Action	Atlantic
<b>Anthony R. Reibel</b> All Mindset, All Commitment: Exploring Standards-Based Grading	Pacific
<b>Tom Schimmer</b> Grading From the Inside Out	International Ballroom 1–3
<b>Nicole Dimich Vagle</b> Design in Five: A Process for Effectively Creating Assessments	International Ballroom 4–5

**1:00–2:30 p.m.**

<b>Cassandra Erkens</b> Collaborative Common Assessments	Catalina
<b>Garnet Hillman</b> Standards-Based Reporting in Action	Atlantic
<b>Anthony R. Reibel</b> Are You a Learner or a Student? Promoting Self-Service Learning	Pacific
<b>Tom Schimmer</b> Quality Assessment Items	International Ballroom 1–3
<b>Nicole Dimich Vagle</b> Developing Culturally Relevant Performance Tasks	International Ballroom 4–5

**Agenda is subject to change.**

## Day 2 Breakouts Instructional Agility

**10:00–11:30 a.m.**

<b>Cassandra Erkens</b> Engineering Engaging Conversations	Catalina
<b>Garnet Hillman</b> Feedback in Action	Atlantic
<b>Anthony R. Reibel</b> Co-Constructed Learning: How Involved Are Your Students in the Feedback Process?	Pacific
<b>Tom Schimmer</b> Effective Leadership in Assessment and Grading	International Ballroom 1–3
<b>Nicole Dimich Vagle</b> Assessing Student Collaboration	International Ballroom 4–5

**1:00–2:30 p.m.**

<b>Cassandra Erkens</b> Making Homework Count	Catalina
<b>Garnet Hillman</b> Self-Assessment in Action	Atlantic
<b>Anthony R. Reibel</b> Proficiency-Based Assessment: Process, Not Product	Pacific
<b>Tom Schimmer</b> Redefining Student Accountability	International Ballroom 1–3
<b>Nicole Dimich Vagle</b> Assessment as Instruction: Using Common Formative Assessment to Increase Learning and Confidence	International Ballroom 4–5

**Agenda is subject to change.**

## Day 3 Breakouts

### Student Investment

8:00–9:30 a.m.

<b>Cassandra Erkens</b> Modeling What Matters: Leading Assessment Literacy	Catalina
<b>Garnet Hillman</b> Reassessment in Action	Atlantic
<b>Anthony R. Reibel</b> What Does Data Tell Us? Effective Data Discussions in a Professional Learning Community	Pacific
<b>Tom Schimmer</b> Assessing Critical Thinking	International Ballroom 1–3
<b>Nicole Dimich Vagle</b> Changing Assessment Practices Through Student Voice	International Ballroom 4–5

Agenda is subject to change.

# Session Descriptions – Day 1

## Focus: Assessment Architecture

### KEYNOTE

#### **Tom Schimmer**

##### **Essential Assessment: Building Hope, Efficacy, and Achievement**

To maximize its effectiveness, assessment must build hope, efficacy, and achievement. Based on his book *Essential Assessment: Six Tenets for Bringing Hope, Efficacy, and Achievement to the Classroom* (Solution Tree Press, 2017), Tom Schimmer emphasizes why, more than ever, assessment fluency and capacity are the most effective and efficient professional investments teachers can make. Tom outlines the six assessment tenets that allow teachers to create a culture of assessment that leaves learners optimistic about their success. Participants also focus on how these tenets transfer seamlessly to assessing student attributes and cross-curricular competencies.

Learning outcomes include:

- Understanding the value of assessment literacy to teachers
- Examining the interconnectedness of the six essential assessment tenets
- Exploring how the assessment tenets transfer to student attributes and cross-curricular competencies

### MORNING BREAKOUTS

#### **Cassandra Erkens**

##### **Designing Assessments for 21st Century Skills**

We are preparing learners today for a world we have not experienced and may even have difficulty comprehending. How can we create and use assessments that tap into a global and technological realm? How can we ensure that assessments move us beyond the practice of regurgitating information to the practice of co-creating new insights and new solutions for a complex and rapidly changing world? Cassandra Erkens explores the integration of rigor, relevance, and 21st century skills in assessment design.

Learning outcomes include:

- Exploring widely accepted 21st century skills
- Identifying the criteria for, and non-negotiables of, quality assessment design
- Identifying quality–non quality assessment options
- Exploring designing a 21st century skill-based assessment

#### **Garnet Hillman**

##### **Standards-Based Learning in Action**

The goal of a standards-based learning environment is the development of the whole child. The means to achieve that goal is the purposeful separation (for clarity and instruction) of those aspects—academic

achievement, behavioral characteristics, and continual growth—that complete the picture of student success. When seeking to implement standards-based grading, a firm foundation of standards-based learning, instruction, and assessment must be in place first. Participants explore the importance of deeply understanding standards, developing sound assessment practices, and changing the language within the classroom to focus on learning, not compliance.

Participants in this session:

- Understand the importance and benefit of separating academic achievement, behaviors, and growth.
- Learn how to change the language within the classroom to focus on learning and growth.
- Gather ideas about how to create a standards-based learning environment.

## **Anthony R. Reibel**

### **All Mindset, All Commitment: Exploring Standards-Based Grading**

Leaders and teachers need strategies for how to effectively lead conversations about grading practices. These conversations evolve so quickly that it is often tough to stay on track and produce any action or change. Anthony R. Reibel provides a simple way to start conversations about grading reform related to a standards-based grading system. Participants receive templates and strategies to keep these conversations on track and promote actionable inquiry that leads to successful implementation of improved grading practices.

Participants in this session:

- Learn about mindsets and strategies to promote conversations that lead to lasting changes in grading practices.
- Discover the essential commitments they must make to ensure a healthy transition to standards-based grading.
- Reflect on their current needs in grading reform and explore tools to help manage those needs.

## **Tom Schimmer**

### **Grading From the Inside Out**

Developing a standards-based mindset is the oft overlooked, but essential, first step of long-term grading reform. Based on his book *Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset* (Solution Tree Press, 2016), Tom Schimmer outlines how to take a standards-based approach to grading, even when a traditional grading and reporting paradigm exists. He discusses the non-negotiable, true north of grading for accuracy and with confidence and the three essential practices that are the cornerstones for developing a standards-based mindset.

Learning outcomes include:

- Understanding how to audit any grading practice through the lens of accuracy and confidence
- Exploring the faulty logic behind traditional grading practices
- Identifying replacement routines and practices that establish a standards-based mindset and approach to grading, independent of any changes to school or district policy

## **Nicole Dimich Vagle**

### **Design in Five: A Process for Effectively Creating Assessments**

Assessments, when designed well, reflect student learning in meaningful ways. Nicole Dimich Vagle introduces an assessment design process called *Design in 5* (Vagle, 2014). Specifically, participants dig into the five phases of designing high-quality formative or summative assessments. They discover how to choose standards, find learning goals, plan assessment methods, and communicate learning to ensure accuracy in describing student learning and levels of proficiency. Administrators and others who support teachers will find these resources useful in facilitating quality assessment design in their contexts.

Outcomes include:

- Learning a five-phase protocol to use, design, and revise assessments for quality
- Applying tools to review and revise assessments to effectively guide instruction, involve students, and communicate learning

## **AFTERNOON BREAKOUTS**

### **Cassandra Erkens**

#### **Collaborative Common Assessments**

In recent years, an explosion of information has proven the power of, and need for more, formative assessments and fewer summative assessments. It seems odd then to add the idea of teams using common assessments to an already test-heavy culture. However, when managed properly, the development and use of common formative assessments can support a culture of learning for students and teachers. Participants in this session collectively step back and examine assessment practices from the lenses of *where we are now*, *where we are going*, and *what we can begin to do to address the gap*. In teams—with experience behind us, research beside us, and a vision of learning before us—we develop our assessment literacy and promote learning for all.

Learning outcomes include:

- Exploring current assessment fallacies that prohibit learning
- Identifying the rationale for using common formative assessments
- Understanding the process and products of common formative assessments

### **Garnet Hillman**

#### **Standards-Based Reporting in Action**

The final step in transitioning to a standards-based learning environment is reporting academic achievement by standard rather than by task. Organizing evidence of learning in this way enables students and parents to see specifically where there are strengths and areas of growth to maximize learning. Participants explore grading and reporting methods that move away from traditional points-based systems and percentage scales, as well as how to set up a standards-based gradebook and create standards-based report cards.



Participants in this session:

- Learn to organize and report assessments by standards in order to elicit accurate evidence of learning.
- Explore ways to communicate the change to standards-based grading and reporting to students and parents.
- Examine different grading methods, rubrics, and report cards in a standards-based grading system.

## **Anthony R. Reibel**

### **Are You a Learner or a Student? Promoting Self-Service Learning**

Research continues to show that student accountability for their learning increases engagement and ultimately leads to better quality work. Therefore, it is important to view students as active, and not merely passive, learners. Anthony R. Reibel explores pre- and post-assessment reflection cycles that promote reflective thought and evidence-based student action. Participants examine their current assessment practices and learn new strategies to create student-led cycles of inquiry that lead to a deeper engagement with assessments and increased learning.

Participants in this session:

- Identify the difference between learner and student.
- Explore a process of reflective inquiry that occurs before and after assessment.
- Engage with the pre- and post-assessment reflective inquiry model to examine how it works and how it can be applied in the classroom.

## **Tom Schimmer**

### **Quality Assessment Items**

The quality of assessment information depends on the quality of assessment items. Participants focus on developing quality assessment items that increase accuracy for teachers interpreting assessment results. How do we design high-quality multiple-choice questions? How do we ensure that extended written response questions address the appropriate cognitive complexity? What are the keys to eliciting evidence through non-traditional assessment methods? Tom Schimmer addresses these questions and shares the latest research and practices for designing selected response, constructed response, and performance assessments that allow teachers to best discover evidence of learning.

Learning outcomes include:

- Understanding the effective and efficient structure of selected-response questions
- Ensuring that constructed response items address appropriate and applicable cognitive complexity
- Understanding how performance assessment can allow teachers to assess content, cognitive processes, and cross-curricular competencies

## **Nicole Dimich Vagle**

### **Developing Culturally Relevant Performance Tasks**

Meaningful assessment engages students and helps them learn at higher levels. Culturally relevant performance tasks capitalize on the strengths of our diversity—race, culture, interests, experiences, communities, and more. Nicole Dimich Vagle identifies key elements of culturally relevant tasks and

applies them to designing performance tasks that are engaging and relevant in the current context. Participants review and design a performance task that relates to their grade levels, content areas, and contexts.

Outcomes include:

- Learning elements of culturally responsive performance tasks
- Applying a process for designing culturally relevant performance tasks

## Session Descriptions – Day 2

### Focus: Instructional Agility

#### **KEYNOTE**

##### **Nicole Dimich Vagle**

##### **Instructional Agility: Assessment in Real Time**

There is power and possibility in the moments teachers recognize students' confusion or understanding. What they do with this information can push students to gain more confidence or shut them down. Through questions, observations, and feedback, teachers—individually and collaboratively—maneuver and pivot to intentionally use assessment to inspire learners to gain confidence and achieve at high levels.

#### **MORNING BREAKOUTS**

##### **Cassandra Erkens**

##### **Engineering Engaging Conversations**

The quality of formative data a teacher can generate during instruction is directly related to the quality of the questions he or she asks and the classroom conversations that result. Cassandra Erkens provides a rationale for using conversation as an instructional foundation and explores options for creating engaging conversations and criteria for monitoring student engagement and learning.

Learning outcomes include:

- Understanding the rationale and role of engineering conversation as an instructional foundation
- Exploring frameworks for generating engaging conversations
- Applying a criteria for monitoring student engagement and learning

##### **Garnet Hillman**

##### **Feedback in Action**

How can effective feedback create reflective learners and build hope in classrooms? It is time to start using feedback to help inspire students to take ownership of their learning and create a more hopeful classroom environment. When looking at sound assessment practices, feedback plays an essential role in making learning attainable for all. So how can teachers provide this feedback—the kind that inspires, that students listen to, and that promotes growth? Participants explore what meaningful and manageable feedback looks like *in action*.

Participants in this session:

- Explore how to include learners in the feedback loop and make them active participants in their learning.
- Gain strategies to implement effective feedback in a meaningful and manageable way.
- Learn how to evolve their roles to ensure that each learner is coached forward.

## **Anthony R. Reibel**

### **Co-Constructed Learning: How Involved Are Your Students in the Feedback Process?**

While all teachers know that feedback is essential to learning, many students are still not asked to be active participants in the feedback process. To ensure that they are not simply recipients of passive feedback, students must be involved in giving themselves feedback as much as their teachers do. Anthony R. Reibel illustrates how to involve students in the feedback process through the creation and implementation of highly effective rubrics that promote student accountability. This student-centered rubric can be a game changer in instruction and grading!

Participants in this session:

- Learn the concept of co-constructed feedback.
- Engage with examples of co-constructed rubrics.
- Learn how to apply a co-constructed rubric to learning scenarios.

## **Tom Schimmer**

### **Effective Leadership in Assessment and Grading**

With any change effort, leadership matters! Tom Schimmer explores the steps leaders can take to transform grading and assessment practices within any context. Highlights include effective leadership strategies, mindsets, and practices that maximize the potential success of any implementation effort, the natural evolution of new ideas, the ways to plan for short-term wins, and ideas for handling the inevitable challenges and roadblocks. Whether a leader by title or by influence, participants bring together ideas that make assessment transformations possible and sustainable.

Learning outcomes include:

- Identifying the ways leaders cultivate the conditions to support grading reform
- Understanding the natural evolution of new ideas in an organization
- Exploring ways for leaders to manage inevitable implementation roadblocks and challenges

## **Nicole Dimich Vagle**

### **Assessing Student Collaboration**

Ever have a disastrous group project experience? Dissatisfied with how students work in a group? Collaborating effectively is one of the most critical skills employers identify as essential for success in the global economy. Nicole Dimich Vagle provides insight into the following questions: How do we accurately and fairly assess collaboration? How do we design an effective assessment task that provides accurate information on a student's collaborative skills? Participants learn ways to design tasks that assess collaboration and facilitate effective collaboration in the classroom with students.

Outcomes include:

- Learning key design elements to accurately assess student collaboration
- Learning and experiencing collaboration as an instructional strategy that leads to gathering real-time evidence (instructional agility)

## **AFTERNOON BREAKOUTS**

### **Cassandra Erkens**

#### **Making Homework Count**

Teachers use homework for three primary purposes: practice, preparation, and extension of classroom learning. According to some research, homework is one of the most powerful instructional strategies teachers employ to impact student achievement. Yet other research indicates there is little to no correlation between homework and current achievement results. How might we leverage homework to increase student productivity and achievement? Participants explore necessary considerations for the design and use of homework as a formative assessment tool to positively impact student learning.

Learning outcomes include:

- Aligning the intent of homework with promising practices in homework design and use
- Identifying formative assessment tools and processes to support the use of homework as an opportunity for safe practice
- Exploring error as a means to develop instructionally agile responses to data from practice opportunities for maximizing learning

### **Garnet Hillman**

#### **Self-Assessment in Action**

When students engage in meaningful self-assessment practices on a regular basis, the classroom transforms from being teacher-centered to being student-centered. It becomes a place where students take ownership, effectively self-regulate, and invest in their learning. Developing learners' self-assessment skills must be a process that is planned and purposeful. It is the teacher's role to recognize that proficient and advanced learners are more likely to be ready for self-assessment, while novice learners may need more support, guidance, and time. Participants explore how to successfully implement self-assessment to achieve these outcomes in learners.

Participants in this session:

- Gain strategies to implement effective feedback in a meaningful and manageable way.
- Learn how to include learners in the feedback loop and make them active participants in their learning.
- Learn how to evolve their role in the classroom to ensure that each learner is coached forward.

### **Anthony R. Reibel**

#### **Proficiency-Based Assessment: Process, Not Product**

Should assessments promote mastery of skills and content, or do they simply verify it? Participants explore the nature of formative assessments and see how, when used properly, they can simultaneously support, develop, and evaluate a student's proficiency. Anthony R. Reibel demonstrates the important role learning targets play in the assessment process and highlights the impact assessment has when it is used to support a "conversation of learning" between teacher and student.

Participants in this session:

- Explore the importance of learning objectives or targets in the assessment process.
- Engage with examples of quality formative assessment.
- Reflect on how a teacher can use assessments as a process for developing proficiency.

## **Tom Schimmer**

### **Redefining Student Accountability**

The need for students to be held accountable is often cited as a reason why some hesitate to implement more sound grading practices. Tom Schimmer focuses on systems, structures, and routines that can redefine accountability and reshape a school's culture. Rather than using zeros, late penalties, or other traditional punitive grading practice, participants see that real accountability can be achieved without compromising the integrity of a student's proficiency grade.

Learning outcomes include:

- Identifying the perils of punitive grading and the resulting inaccuracies that compromise the integrity of what is ultimately reported about student proficiency
- Understanding an alternative, more productive definition of accountability within the context of learning
- Exploring the multiple systems required to create a culture of real accountability that leaves student optimism and hope intact

## **Nicole Dimich Vagle**

### **Assessment as Instruction: Using Common Formative Assessment to Increase Learning and Confidence**

We have so much data at our fingertips. This can lead to collaborative teams feeling overwhelmed or in a constant cycle of assessing without pausing to maximize the power of this information. Common formative assessments provide insight into how well students learned essential standards. When analyzed, these insights guide teachers to design instruction and intervention that meet the needs of students and help them achieve at high levels while gaining confidence. Nicole Dimich Vagle offers a simple three-step process for effectively designing and using common formative assessments.

Outcomes include:

- Exploring effective and efficient ways to collect meaningful data related to student learning
- Analyzing student work to identify instruction and interventions needed to achieve mastery and beyond
- Identifying effective implementation to ensure this process leads to inspired teaching and learning

## Session Descriptions – Day 3

### Focus: Student Investment

#### **BREAKOUTS**

##### **Cassandra Erkens**

##### **Modeling What Matters: Leading Assessment Literacy**

Quality leadership *is* the work of formative assessment. Cassandra Erkens explores formative assessment practices as quality leadership strategies and provides tools and resources for teacher leaders and administrators to model the process of using assessment practices to develop assessment literacy among staff. Systemic change happens when leaders model methods and then engage staff in exploring transparent practices over time.

Learning outcomes include:

- Understanding the role of leadership in supporting significant change efforts
- Identifying leadership practices that align with quality formative assessment
- Exploring options for engaging staff in the experience of quality formative assessment

##### **Garnet Hillman**

##### **Reassessment in Action**

Since it is well known that some learners take longer to learn, the fundamental question teachers must ask is whether their assessment and grading practices honor that truth. Subsequently, reassessment must be an integral part of classroom assessment. As reassessment can be an overwhelming exercise for teachers, it is essential to invest time exploring how to effectively manage this practice. Participants explore the difference between reassessment, redos, and retakes and the most appropriate and effective use of each.

Participants in this session:

- Learn why reassessment is vital to the learning process.
- Consider effective strategies to make reassessment manageable.
- Examine varied methods for reassessment.

##### **Anthony R. Reibel**

##### **What Does Data Tell Us? Effective Data Discussions in a Professional Learning Community**

Student achievement data is the oil in the education machine but, unfortunately, some teams become overwhelmed when analyzing data and results. Participants explore how the right data analysis strategies can support conversations on learning for academic teams and provide key information on adapting instruction to meet students' needs. Anthony R. Reibel highlights several data protocols that promote purposeful engagement with student achievement data and ultimately lead to a clearer vision for student intervention.

Participants in this session:

- Discover the purpose and essential structure of a data team meeting.
- Learn effective protocols and strategies to promote action-oriented inquiry and collaboration.
- Apply the protocols to several example data scenarios to enhance understanding of quality data collaboration.

## **Tom Schimmer**

### **Assessing Critical Thinking**

Critical thinking sits at the heart of the competencies that are essential for learners to develop in the 21st century. Tom Schimmer highlights how educators can take advantage of their assessment fundamentals to seamlessly assess critical thinking. Specifically, participants learn 1) how *specialist* and *generalist* views of critical thinking can contribute to schools developing a comprehensive approach to critical thinking, 2) various tools that can be developed in support of assessment, 3) instructional implications for creating critical thinking opportunities, and 4) dispositional habits of critical thinkers.

Learning outcomes include:

- Examining the overlap and contradiction between the two dominant psychological views of critical thinking
- Understanding why and how the assessment of critical thinking relies heavily on clearly articulated performance criteria
- Exploring how learners can, through the cultivation of habitual behaviors and dispositions, develop into critical thinkers

## **Nicole Dimich Vagle**

### **Changing Assessment Practices Through Student Voice**

Students are an untapped resource in creating assessment practices for teachers and learners to thrive. Tapping into this voice provides us with important insights into the student experience. Solutions generated from these insights have great potential to create sustainable change and rich learning cultures. How do students describe their classroom assessment experiences and how do those experiences affect their motivation and achievement? How do teachers use student perceptions to change or innovate their practice? Participants learn the rationale, tools, and templates to gather this voice and use it in high-leverage ways.

Outcomes include:

- Identifying the role students can play in developing quality assessment practices
- Analyzing the insights students provide in contributing to effective assessment practices by reviewing actual examples
- Learning ways to (and not to) collect student voice to build trust that leads to sustainable change and improved student investment



## **KEYNOTE**

### **Cassandra Erkens**

#### **Getting to the Good Stuff: Resiliency and Investment**

In the ideal classroom, all learners would be deeply invested in their learning, demonstrating motivation, persistence, passion, and high levels of intellectual risk taking and engagement. Is that even realistic? Yes! But changes to the current assessment practices and systems must be made if learners will ever be able to self-regulate as they engage in the work of deep learning. This keynote explores the mental mindset and strategies that educators must employ to support learners in *getting to the good stuff*.

Learning outcomes include:

- Identifying the barriers that block learners from truly investing in their learning
- Exploring the educator's mindset that is required to support deep learning at the classroom level
- Identifying strategies and tools that teachers can use to support learners in self-regulation