

**Smarter Balanced Assessment Consortium
Webinar Series Information and Full Bio's**
As of June 16 2020

Overall Title:

Formative Assessment in Remote Learning: A Driver for Improving Instruction of Diverse Learners

Brief Overall Description:

The Smarter Balanced Assessment Consortium and Stanford University's Understanding Language Initiative (UL) are partnering to offer a two-part virtual series addressing formative assessment practices with multilingual learners in remote learning environments. UL experts will share best practices alongside educators who will offer real-world applications.

Dates:

- Session 1: Wednesday, June 17, 11:30am-12:30pm PT/2:30pm-3:30pm ET
- Session 2: Thursday, July 23, 11:30am-12:30pm PT/2:30pm-3:30pm ET

Session 1 Title and Description:

Improving Formative Assessment in Remote Learning with Diverse Student Populations

This webinar, the first of two in the series, delves into ways to apply key principles of formative assessment to remote learning, with an emphasis on meeting the needs of culturally and linguistically diverse students. With concrete examples and videos from educators who have been engaged in this work, we look at the what, why, and how of formatively assessing key dimensions of student learning and growth. We will look at the types of instruction that foster rich and authentic uses of language, and we will place special emphasis on developing and learning from student-student interactions. Finally, during each session, we will hear from educators as they consider ways to leverage formative assessment practices in remote learning environments to improve teaching and learning for multilingual learners.

Facilitator Bio's:

Jeff Zwiers is a senior researcher at the Stanford Graduate School of Education and the Director of Professional Development for Stanford's Understanding Language initiative. He has taught in diverse elementary and secondary schools. His research consists of collaborating and co-teaching with teachers to learn what works best for educating all learners. He has published books and articles on reading, thinking, and academic language. He holds a BA in Psychology from Stanford, an MAT in Language and Reading from Stanford, and a PhD in Education from USF.

Steven Weiss is the Director of Leadership Initiatives at Understanding Language. His work cultivates leadership capacity at the school site, district, and state level to lead systemic change for Multilingual learners. He has been a professional developer and instructional coach for secondary teachers and administrators in urban school districts such as New York City, Austin,

San Diego and San Jose. He has also worked as a K-8 school administrator, a bilingual/ESL resource teacher, and a high school Spanish/History/ESL teacher. Steven is bilingual in Spanish. He holds an M.Ed. from U.C.L.A., an M.A. in Educational Administration from San Francisco State University, and an M.A. in Spanish from Middlebury College.

Partner Bio's:

Tara House is the Coordinator of ELD and Accountability at Tahoe Truckee Unified School District. Prior to stepping into this administrative role, she was a bilingual teacher in the Spanish two-way immersion program at Kings Beach Elementary and North Tahoe Middle School for 17 years. She holds a Bachelor of Arts from CSU and a Master of Arts in Educational Leadership and Policy Studies from CSU Sacramento.

Emma Kohut served in AmeriCorps as a Teach for America teacher from 2018-2020 in West Contra Costa Unified School District, teaching third grade and second grade at Grant Elementary. Her interests include speech-language pathology and working to make sure that all students have the opportunity to receive an equitable education. Originally from Los Angeles, she received a Bachelor of Science in Communication from Cornell University and holds a Multiple Subject Urban Education Teaching Credential from Loyola Marymount University.

Mark Lobaco is the Mathematics Instructional Specialist for West Contra Costa USD, serving the city of Richmond and surrounding municipalities. He has worked as a middle and high school math teacher, math coach, and site administrator in service of historically marginalized populations. He holds a Bachelor of Arts from UC Berkeley and a M.Ed. from UC Los Angeles.

Dayna Mitchell, Ed.D. is the Director of Curriculum and Instruction in the Azusa Unified School District. She has previously served as a Middle School Principal, High School Assistant Principal, High School English Language Arts and English Language Development Teacher, and is an Adjunct Professor at Cal Poly Pomona teaching Administrative Credential courses in the College of Education and Integrative Studies.

Tess Timmons currently works at Truckee High School, where she teaches English 9, Honors9, English 12, Creative Writing. Timmons has worked at private, charter and public schools in California and Colorado. She has also taught Journalism, Theater, 7-11 grade English, 7-8 grade Humanities, and Foundations for struggling students who read 3+ years below grade level and along with newcomers to America. She holds an MA in Education and a BA in English Literature, Mass Communications and Creative Writing with a minor in Sociology