

# **California Private School Advisory Committee, K-12**

*is pleased to present:*

## **Examining Student Work and Providing Precise Feedback**

A Three-Day Workshop for Private School Teachers and Administrators, 5-12

Presented by:

**Kay Psencik, Ed.D.**

Aquinas High School

**March 12 & 13 and April 9, 2013**

2772 Sterling Ave.

San Bernardino, CA 92404

### **About this session:**

Student work reflects the precise learning of students. Many questions are left unanswered when we only use tests? What does the student really understand about the concepts I wanted them to know? Why did the student select the answer she did? What was his real thinking about that question when he answered it? But student work reveals students' organizational skills, their elaboration of concepts and ideas, their voice and thinking.

As we examine student work, we learn not only more about our students, we also see their interpretations of what we wanted them to learn. Careful examination of their work through the use of rubrics, anchor work, and analytical scales, leads us to a deeper understanding of their learning and provides us the "language" for precise feedback.

Participants in this session will explore a variety of strategies for examining student work both individually and with their peers. They will establish systems or protocols for examining student work so that they maximize the use of time, provide effective vigilance and structure to their work, and determine the language of precise feedback, as well as how and when to give it.

### **Participants will:**

- Receive the book, *Accelerating Student and Staff Learning, Purposeful Curriculum Collaboration*,
- Review the ideas and concepts supporting the systems of analyzing student work.
- Develop skill in analyzing student work and giving precise feedback.
- Determine and/or designing the most effective protocols for examining student work.
- Develop tools and strategies for monitoring student progress based on the data from examining student work.
- Develop skill in using the data to design differentiated lessons.
- Practice using those protocols to prepare for implementation in their classroom and school.
- Develop a plan of action for regularly examining student work with their students and with their teams.

**Note: This session will be more fun if participants bring samples of their student work to the session.**

**About the Presenter:**

Kay Psencik, Ed.D. has been an educator for over 45 years. She is a senior consultant with Learning Forward, the national organization committed to engaging every educator in effective professional learning so that every student achieves. She has served teachers across the country in developing assessments *of* and *for* learning and designing instruction based on the data from these strategies. She has facilitated teams to analyze standards, to target essential learning, to determine underlying concepts, to incorporate higher-order 21<sup>st</sup> Century thinking skills, and to develop common assessments *of* and *for* learning and standards driven instructional planning.

She has published articles in Educational Leadership, Association for Supervision and Curriculum Development, Texas Association of School Administrators and The School Administrator. She co-authored *Transforming Schools through Powerful Planning*. She also published *Accelerating Student and Staff Learning, Purposeful Curriculum Collaboration* (Corwin Press, 2009). A new book, *The Coach's Craft*, was published by Learning Forward in December 2011.

Prior to her beginning her work as a consultant, she was a director of curriculum and assessment and deputy superintendent in school districts in Texas and a classroom teacher for 17 years.

Dr. Psencik earned a Bachelor of Arts degree from the University of Mary Hardin-Baylor, a Master of Educational Administration from Southwest Texas State University, and a Doctorate from Baylor University.

**REGISTRATION FORM FOR THREE-DAY "Examining Student Work" in San Bernardino  
PLEASE PRINT OR TYPE AND COMPLETE ALL ITEMS**

Please complete one registration form for each applicant. To qualify as a participant, you must commit to all days, be an educator in a nonprofit, private school, and submit a completed registration form with payment.

Name \_\_\_\_\_ Grade(s) \_\_\_\_\_ Position \_\_\_\_\_  
Email Address \_\_\_\_\_

School \_\_\_\_\_ Phone(\_\_\_\_\_) \_\_\_\_\_  
School Address \_\_\_\_\_  
School City \_\_\_\_\_ Zip \_\_\_\_\_

ENCLOSED CHECK OR PO # \_\_\_\_\_ IN THE AMOUNT OF \$ \_\_\_\_\_  
**Payable to: SCOE PRIVATE SCHOOLS**

**EARLY BIRD Discount:** \$45.00 per person (postmarked or faxed on or before March 1, 2013)  
\$65.00 per person (postmarked or faxed after March 1, 2013)

**Registration fee includes three-day workshop, materials, continental breakfast, and lunch.**

Arrival: 8:30 a.m. – 8:50 a.m. Workshop Sessions: 9:00 a.m. – 3:00 p.m.

**Mail check or PO payable to "SCOE Private Schools" and mail to:**

Sacramento County Office of Education – Private Schools  
P. O. Box 269003, Sacramento, CA 95826-9003

**Space is limited! Registration will be accepted on a first-come, first-served basis!**

*Sorry, no refunds for cancellations or no-shows.*

Please contact Don Cole for registration information.

Phone: 916.228.2218 E-Mail: [dcole@scoe.net](mailto:dcole@scoe.net) Fax: 916.228.2665