

CAII FOR PRESENTERS PROPOSAL FORM

1 Main Contact

The main contact will be notified if the proposal is accepted and will receive all conference correspondence.

Name Ms. Ima Great Teacher

School/University/Organization Battelle for Kids

Address 1160 Dublin Road, Suite 500

City Columbus County Franklin State Ohio Zip 43215

Work phone (614) 481-3141 Fax (614) 481-8997

Cell phone (614) 555-TCHR E-mail imateacher@BattelleforKids.org

Best way to contact e-mail or cell phone Best time of day to contact 11:00 a.m.-11:45 a.m. or evening

Co-Presenters

List any co-presenters for the proposed learning session. The main contact is responsible for communicating information to any co-presenters. Co-presenters are responsible for paying conference registration fees.

Name Another Teacher

Position/Title Science Teacher Organization/School Battelle for Kids

Name Another Teacher

Position/Title Math Teacher Organization/School Battelle for Kids

Name _____

Position/Title _____ Organization/School _____

Intended Audience

Check all that apply.

- All teachers High school teachers
 Elementary school teachers Subject specific: _____
 Middle school teachers Other: _____

Session Length

Learning Sessions will be 60 minutes long.

Proposal Submission

Completed proposals should be submitted no later than May 9, 2011.

- Online www.BattelleforKids.org/Go/TeacherConference
- E-mail sritchey@BattelleforKids.org
- Fax (614) 481-8997, Attention: Sandy Ritchey

Information for Presenters

- Selected presenters will receive **one (1) free conference registration** for August 9-10, 2011. The pre-conference day is not included in the free registration. Any, co-presenters are responsible for paying the conference registration fees.
- Presenters are responsible for their own travel and hotel accommodations.
- Presenters are responsible for providing their own handouts.

Criteria for Evaluation

Proposals will be selected based on the following criteria:

- Topic and content are relevant to the conference and to one of the strands.
- The learning targets for attendees are clearly described.
- The program or initiative being presented is proven successful.
- Session is interactive and includes a variety of learning activities to engage participants.

Proposal Selection

Selected conference presenters will receive a confirmation letter in May requesting additional information, including A/V requirements.

2 Learning Session Specifics

Please provide the following information:

- **Learning Session Title**
Be creative and make sure the title aligns with what attendees will learn.
- **Program Description**
Accurately describe your learning session as it would appear in the conference program. Use language that would encourage attendance at your session. (50–75 words)
- **Learning Session Alignment**
Identify the strand to which your learning session aligns.
- **Learning Session Targets**
List 2–3 targets that attendees should know or be able to do as a result of attending your session.
- **Evidence of Success**
Cite examples of how the program, initiative, strategy or sound practice being presented has been successful by improving student learning.
- **Presentation Experience**
 - Novice—first time presenting
 - Some experience
 - Have presented numerous times

**Submit proposals
by May 9, 2011**

Online

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CALL FOR PRESENTERS PROPOSAL FORM

2 Learning Session Specifics

Learning Session Title

Be creative and make sure the title aligns with what attendees will learn.

“How to Use Assessment As a Teaching Tool—What Every Teacher Should Know”

Program Description

Accurately describe your learning session as it would appear in the conference program. Use language that would encourage attendance at your session. (50–75 words)

How confident are you that the assessments you use provide accurate information about student learning? Attend this session to learn the basics of quality multiple-choice and constructed response items. By knowing the basic rules of quality items, you can use assessment as a tool to measure learning and to improve it.

Learning Session Alignment

Identify the strand to which your learning session aligns.

Strand 4: Classroom Assessment and Evaluation

Learning Session Targets

List 2–3 targets that attendees should know or be able to do as a result of attending your session.

1. Understand the basics of quality multiple-choice and constructed response items.

2. Explore how to use multiple-choice and constructed response items as teaching tools to improve learning.

Evidence of Success

Cite examples of how the program, initiative, strategy or sound practice being presented has been successful by improving student learning.

Knowing the basic rules of quality selected and constructed response items has really had an impact on learning in my classroom and my school. When students understand how items are constructed and what the “distractor formulas” are for skills such as summarizing and inferring, they are able to use assessment to learn content and skills before it is used to grade them. The value-added gains of the students in my class and school have greatly improved.

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