

## CALIFORNIA PERFORMANCE ASSESSMENT COLLABORATIVE

# CPAC Newsletter

**Coming Soon!**

**Virtual Sharing Sessions and Regional Happy Hours**

**Save the Date for Spring 2018 CPAC Convening**

## CPAC 2017-2018 REGIONAL CONVENINGS

CPAC kicked-off this year's Professional Learning Community (PLC) in September with regional events in Los Angeles and Oakland on September 19th and 26th, respectively. Esteban E. Torres High School generously hosted the Southern California meeting, and historic Preservation Park in Oakland, California was the setting for the Northern California event. Teachers, instructional coaches, principals, district and school network administrators, and CPAC partners all came together for a day of learning from one another and planning this year's PLC activities.

This year, we were pleased to welcome 23 new CPAC participants into our family, including educators from Long Beach, Sacramento, and San Diego. They and the other attendees heard presentations by students about their experiences with performance assessments, including both the benefits and the challenges associated with them. In video clips, students from member schools talked about how they came to understand the performance assessment process and how working on their presentations developed into opportunities for continued learning. The videos were followed by a lively discussion period during which attendees made connections between the needs and interests students identified and attendees' schools' approaches to introducing and supporting student learning through performance assessment.

One of the highlights of the Northern California event was a series of short presentations on strategies CPAC schools use to engage the audiences for student presentations in meaningful discussions. CPAC members who presented shared practical examples and templates, and attendees discussed ways they could use the materials to improve their schools' senior defenses and capstone presentations. Copies of these materials can be [accessed online](#).

At both meetings, CPAC screened its first video, "[The Power of Performance Assessments](#)," produced in conjunction with the Oakland Unified School District and featuring Oakland's Graduate Capstone Project. The video showcases how the districtwide performance assessment is building students' ownership of their own learning and helping them develop and use critical thinking and communication skills.



*Marwat Al-Olefi, Life Academy Student featured in "The Power of Performance Assessments."*

Attendees at both events reported that they especially appreciated the opportunity to talk to colleagues who do similar work at different school sites and in different districts about their experiences, their triumphs, and their challenges. As one educator put it, "I enjoyed working with my job-alike group. It was good to hear other schools' challenges." Attendees also reported that they had learned something new and that they planned to take their learning back to their sites to share with colleagues and to implement in their own work.

*Special thanks to our partners in the Los Angeles Unified Linked Learning Office who provided immeasurably valuable support for the Southern California Regional Launch and worked tirelessly behind the scenes to help make the day run smoothly.*

## **KQED TEACH: SHORT COURSES FOCUS ON HELPING TEACHERS LEARN TO MAKE AND USE DIGITAL MEDIA IN THE CLASSROOM**

KQED, the Bay Area's public media station, offers educators in California and around the country the opportunity to add digital media skills to their professional practice. KQED Teach has launched a dynamic lineup of free, short online courses and a thriving professional learning community to support media making, sharing, and successful classroom integration.

Each KQED Teach course gives teachers the skills and knowledge to create their own digital media content and develop lesson plans for using what they create in their classrooms. Teachers also can share their work with the larger KQED Teach online community for feedback, support, and a steady stream of helpful ideas and suggestions.

KQED Teach course topics range from how to participate in online communities and media literacy basics to creating digital photography, making infographics, designing interactive maps, and building digital portfolios. In each course, educators learn and apply practical skills and gain the confidence to integrate media into their curriculum. Media skills empower teachers and engage students and that energizes learning in today's digital world.

### **What is the pedagogy behind KQED Teach?**

KQED Teach models learning by doing. Courses use task-based activities and collaborative support and feedback within the platform's professional learning community to build educators' 21st century media literacy skills. The focus is squarely on developing digital media skills for classroom and instructional integration. The sequence of learn, make, share, reflect, and integrate is the underlying framework for each course.

### **What is the "Why" behind KQED Teach?**

A core component of KQED's public media mission is to serve and enrich teaching and learning. KQED Teach delivers both a professional development platform and innovative online learning programs. It helps teachers use the power and potential of digital media to close achievement gaps, implement new academic standards, and ensure that students are prepared for careers, college, and civic life. Teaching students to use digital media for learning encourages critical thinking and the growth of higher order problem solving, communication, and collaboration skills.

## **The Courses Encourage Educator Creativity and Students' Core Academic Needs**

KQED Teach courses focus on creating, analyzing, and using digital media content for learning. This helps avoid the "technology for technology's sake" pitfall and focuses more importantly on the deeper learning and communication enabled through technology. KQED courses address many writing, reading, speaking, and listening skills required by both the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). Popular courses include *Podcasting with Youth Radio*, *Communicating with Photography*, and *Making Interactive Maps*.

### **The CPAC/LPI Connection with KQED**

Recently, KQED partnered with Maker Ed to develop a course on digital portfolios. Educators can practice the documentation process, explore digital portfolio tools, and create their own digital portfolio projects. [\*Digital Portfolios with Maker Ed\*](#) also features case studies by CPAC/LPI.

### **The Momentum is Growing**

Thousands of educators across the country have already participated in KQED Teach courses and are active in the online community. Educators report they've gained confidence and skills and are incorporating various forms of digital media into instruction. Said one educator, "...it's an active way to learn. I actually get to do something. I really like the hands-on piece of it. It was very motivating and I enjoyed it...I think my students will respond really well to that."

To date, more than 250,000 students have the advantage of learning from educators who have benefited from the KQED materials. KQED invites educators to join the KQED Teach community to improve media literacy at [teach.kqed.org](http://teach.kqed.org).

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## PERFORMANCE ASSESSMENT PRESENTATIONS\*

CPAC member schools will be holding their defenses and exhibitions at various times throughout the 2017-2018 academic year. If you are interested in visiting these sites to participate or observe, please feel free to reach out to the contact listed.

### December 7, 2017

*Urban Discovery Academy, San Diego | High School  
Student Learning Exhibits*

Contacts: Diana Cornejo-Sanchez

[dcsanchez@urbandiscoveryacademy.com](mailto:dcsanchez@urbandiscoveryacademy.com)

Chris Wakefield [cwakefield@ideatehighacademy.com](mailto:cwakefield@ideatehighacademy.com)

### February 28-March 1, 2018

*Urban Discovery Academy, San Diego | K-8 Student  
Learning Exhibits*

Contacts: Diana Cornejo-Sanchez

[dcsanchez@urbandiscoveryacademy.com](mailto:dcsanchez@urbandiscoveryacademy.com)

Chris Wakefield [cwakefield@ideatehighacademy.com](mailto:cwakefield@ideatehighacademy.com)

*Hillsdale High School, San Mateo | Senior Defenses*

Contact: Jeff Gilbert [jgilbert@smuhdsd.org](mailto:jgilbert@smuhdsd.org)

### March 6, 2018

*STEM Academy of Hollywood, Los Angeles | Senior Defenses*

Contact: Nancy Le [ntl9835@lausd.net](mailto:ntl9835@lausd.net)

### April 9-13, 2018

*Sacramento New Tech High School | Sophomore and  
Junior Defenses*

Contact: Zac Jereb [zac.jereb@snths.org](mailto:zac.jereb@snths.org)

### April 11, 2018

*Los Angeles High School of the Arts | Senior Defenses*

Contact: Nancy Le [ntl9835@lausd.net](mailto:ntl9835@lausd.net)

### April/May 2018

*Pasadena Unified School District | Mock Defenses  
(Actual defenses Spring 2019)*

Contact: Helen Moses [moses.helen@pusd.us](mailto:moses.helen@pusd.us)

### May 21, 2018

*Environmental Charter High School, Los Angeles | Senior  
Thesis Presentations*

Contacts: Jane Wyche [jane.wyche@ecsonline.org](mailto:jane.wyche@ecsonline.org)

Danielle Kelsick [danielle\\_kelsick@ecsonline.org](mailto:danielle_kelsick@ecsonline.org)

### June 6-7, 2018

*Urban Discovery Academy, San Diego | K-8 and High School  
Student Learning Exhibits*

Contacts: Diana Cornejo-Sanchez [dcsanchez@urbandiscoveryacademy.com](mailto:dcsanchez@urbandiscoveryacademy.com)

[urbandiscoveryacademy.com](mailto:dcsanchez@urbandiscoveryacademy.com)

Chris Wakefield [cwakefield@ideatehighacademy.com](mailto:cwakefield@ideatehighacademy.com)

*\*If you would like to include your dates in a future newsletter, please reach out to Sonya Keller at [sonyak@stanford.edu](mailto:sonyak@stanford.edu), who will be happy to add your school site to the calendar.*

Find the most up-to-date calendar at [learningpolicyinstitute.org/project/cpac](http://learningpolicyinstitute.org/project/cpac)

## RESOURCES

- *Voices in Urban Education (VUE)*, the “roundtable-in-print” from the Annenberg Institute, published a [full issue](#) focused on performance assessments. The article [Teachers, Micro-Credentials, and the Performance Assessment Movement](#) may be of particular interest to members.
- The [Performance Assessment Resource Bank](#) is an online collection of high-quality performance tasks and resources that support the use of performance assessment for meaningful learning. Resources include performance tasks, professional development tools, and examples of ways schools, districts, and states have integrated performance assessment into their systems of assessment. These resources have been collected from educators and organizations across the United States and reviewed by experts in the field.
- [CPAC Website](#)

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## DID YOU KNOW?

The California Legislature has officially abolished the California High School Exit Exam (CAHSEE). California has joined a growing national trend, and is now one of 11 states that have dropped their previous exit exam requirements. Read all about it in this [EdSource article](#).

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## CONTACT US

We welcome your contributions. Please contact [cpac@learningpolicyinstitute.org](mailto:cpac@learningpolicyinstitute.org) with any comments, questions, or events/resources you would like to share with the CPAC network.

## ABOUT CPAC

The California Performance Assessment Collaborative (CPAC) represents educators, policymakers, and researchers who are working to study and advance the use of authentic approaches to assessment, such as presentations, projects, and portfolios, which require students to demonstrate applied knowledge of content and use of 21st century skills. CPAC is composed of 40 schools from across the state, as well as representatives from Fresno, Jefferson Union, Long Beach, Los Angeles, Oakland, Pasadena, and San Francisco school districts. Big Picture Learning, Envision Schools, High Tech High, Internationals Network for Public Schools, New Tech Network, and Summit Public Schools are also participating in the collaborative.

The collaborative serves as a professional learning community dedicated to the advancement of meaningful assessments for California students. Throughout the school year, CPAC members deepen and refine their performance assessment practices through in-person meetings, site visits, and information sharing. Participants have developed common principles that inform and guide their various approaches to performance assessment. The Learning Policy Institute (LPI) supports CPAC by orchestrating learning opportunities for participants and engaging in research and documentation of performance assessment practices.