

THE STANDARD DEVIATION

February 2011

WERA Newsletter



Washington Educational Research Association
Seattle, WA

<http://www.wera-web.org>

President's Column



Earlier this month all current WERA members were mailed ballots to elect candidates to the WERA Board. This year members will be selecting a new Board president and two at-large candidates. Six capable candidates are running for office. If you have not done so already, I encourage you to review the candidates' statements and vote for the three individuals you would like to have serve on the Board.

Board leadership is very important to WERA. Among its responsibilities, the Board:

- Develops and implements an annual budget,
- Designs and offers professional development opportunities,
- Determines the form and nature of its annual state conference (I described in my fall column the decision-making process that led to the decision to hold a one-day spring conference, returning to a structure that had been used in the past.),
- Offers two state conferences,
- Supports the work of the Assessment Directors' Network,
- Makes awards to outstanding WERA members and others,
- Provides competitive resources for educational research,
- Oversees the production of a newsletter and research journal,
- Maintains a website to communicate with its members and others, and
- Provides networking support to its members.

INSIDE THIS ISSUE

President's Column	1 - 2
Editor's Column	2
Margin of Error	3 - 5
NAEP Corner	3
What Works: A Review of John Hattie's Research on Powerful Teaching	6
WERA Conference and Workshop: Save the Date	8 - 9
Future Calendar	11
WERA Network of Assessment Directors Meeting Minutes	12-14

I also encourage members to consider running for the Board in the future and volunteering to be part of the future conference planning committees. Please talk to any of our current Board members to express your interest.

During the December 2010 State Assessment Conference, Board member Phil Dommies conducted the annual WERA business meeting on my behalf. I greatly appreciate his doing so. The highlights of the business meeting included:

- A reflection on how the 2010-11 year represented change for WERA, including the hiring of a new executive secretary (Sharon Rockwood) and the selection of a new editor for WERA's newsletter (Andrea Meld),
- The awarding to Emeritus status to Leonard Winchell, Al Rasp, and Kathleen Plato,
- A reminder about upcoming institutes and conferences,
- An update on the Assessment Directors' Network, including their awarding a "support and advocacy" plaque to Kimberly DeRousie from OSPI for her outstanding support of district assessment directors across the state, and an update on WERA's strong financial health.
- Two WERA events remain for this school year. First, the annual spring conference will be held on April 22 at the Puget Sound ESD. John Medina from the University of Washington Medical School

Continued on next page...

will present information about the implication of brain research for educators. Second, on June 22 at the Puget Sound ESD, David Lohman, the author of the Cognitive Abilities Test (CogAT), will lead a conversation about identifying gifted students and how it relates to our efforts in Washington.

Finally, I would like to thank my fellow Board members for supporting me in my role as president this year. I believe we have met the goals we set for ourselves this year and have continued the WERA tradition of excellence.

--Bob Silverman is WERA President, and Vice-President of Educational Technology Consulting.

WERA 2011 Candidates - Don't Forget to Mark Your Ballot for the Candidates of Your Choice:

Peter Bylsma, Director, Assessment and Student Information Services, Renton SD	<i>President Elect</i>
Lesley Klenk, CAA Options Administrator, OSPI	<i>President Elect</i>
Christopher Hanczrik, Director, Assessment Operations, OSPI	<i>Board Member at Large, Pos. 1</i>
Angie Mangiantini, Coordinator, National Assessment of Educational Progress	<i>Board Member at Large, Pos. 1</i>
Amy Nelson, Director of Assessment and Accountability, Peninsula SD	<i>Board Member at Large, Pos. 2</i>
Jodi Bongard, Executive Director of Elementary Education, Issaquah SD	<i>Board Member at Large, Pos. 2</i>

Editor's Column

By Andrea Meld, Ph.D.

This issue of the *Standard Deviation* features Bob Silverman's concluding column as WERA President, in which he reports on the accomplishment of goals for his term in office, Nancy Katim's astute notes from the Assessment Directors' Network Meeting, the editor's reflections on Dr. John Hattie's keynote presentations from the December 2010 WERA Conference, as well as conference photographs, and information on upcoming events. In addition, I hope you will enjoy the news from the WERA community and tips on data display. Please consider contributing to future issues of the *Standard Deviation* by sending your materials to the editor, Andrea Meld, at Andrea_Meld@q.com.



Margin of Error - Member News, Briefs and other Ephemera

WERA Community News



Hilary Loeb joined the College Success Foundation last June as Director of Research and Evaluation. She reports that she "is currently working on a range of projects for CSF including enhancing the organization's data system, executing internal program evaluations and supporting the work of external researchers." Dr. Loeb most recently worked as a Senior Research Analyst at Washington KIDS COUNT in the Daniel J. Evans School of Public Affairs.



Mary Alice Heuschel, Superintendent for the Renton School District, and Washington's 2011 Superintendent of the Year, has been selected as one of four finalists for the National Superintendent of the Year, to be awarded by the American Association of School Administrators on February 17, 2011. Prior to her accomplishments as Superintendent for Renton SD, Dr. Heuschel served at OSPI as Deputy State Superintendent of Public Instruction.



Charles Hirschman, Professor of Sociology and Public Affairs at the University of Washington, was named as an *Honored Member* of the Population Association of America (PAA), the professional association for demographers. At the Spring 2010 WERA Conference, *Aiming High to Close the Gap*, Dr. Hirschman presented a thoughtful and informative session on *The Measurement of Race and Ethnicity*, as we grapple with new terminology and standards for student data collection.

NAEP Corner

By Angie Mangiantini

The 2009 NAEP Science results were released on January 25, 2011. Results are available for forty-six states and the Department of Defense schools at <http://nationsreportcard.gov/>. This assessment was based on a new framework developed by the National Assessment Governing Board (www.nagb.org/publications/frameworks.htm). The Science framework is an assessment approach for grades 4, 8 and 12, and does not address curriculum per se. A proficiency scale was developed to establish the baseline for future NAEP Science assessments. For all three grades, the scale ranges from 0-300 with a mean of 150, and a standard deviation of 35. On the previous NAEP assessments, the scale range was from 0-500. All of the achievement levels were revised for each grade. (See <http://nces.ed.gov/nationsreportcard/science/achieveall.asp>)

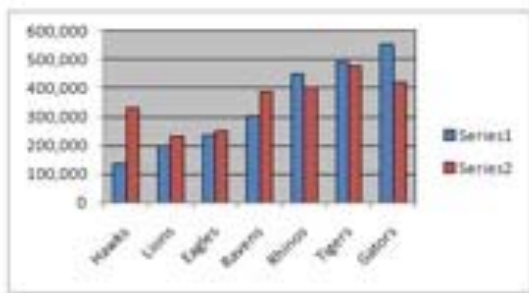
These changes meant that the results between prior NAEP Science assessments and the 2009 NAEP Science assessments could not be compared over time. Therefore, there is no trend line for this year. Washington state results of the NAEP Science assessment can be viewed at www.k12.wa.us/assessment/NAEP/reports.aspx. Science was not tested in 2010. The next Science results will not be available until late 2012.

-Angie Mangiantini coordinates the NAEP program at OSPI. You can reach her at Angie.Mangiantini@k12.wa.us.

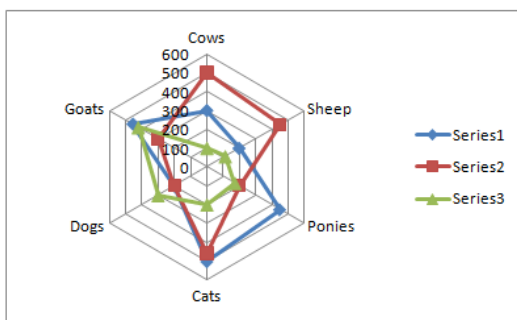
Data Display: How to Avoid Some Common Mistakes

Ask yourself if you really need a graph. A graph is just one way to show your audience important patterns in your data. Graphs should tell a story. Do you have more than two data points? Would a table convey the data just as well? Have you already summarized the important points about the data in the text of your report or presentation? Is the graph(s) redundant?

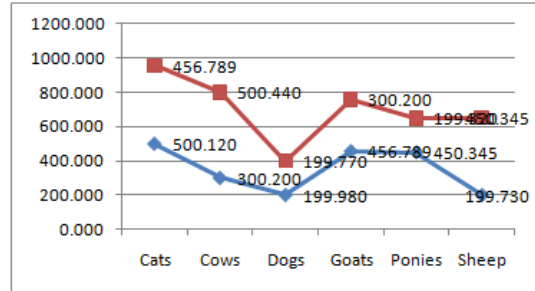
Avoid using default chart styles. Default chart styles are dull and look like you haven't spent much time thinking about your data. Try to tailor each graph to the specific data set, audience and message. Use principles of data display, for example, white backgrounds, grey grid lines, and muted or bright colors as needed instead of the default design settings. Not this:



Make careful use of all the chart templates. Many of the options, for example, three-dimensional or oddly shaped bar charts, exploding pie charts, and polar charts, should be avoided. Make sure that your audience will understand the type of graph or chart that you use in your presentation. Not this:

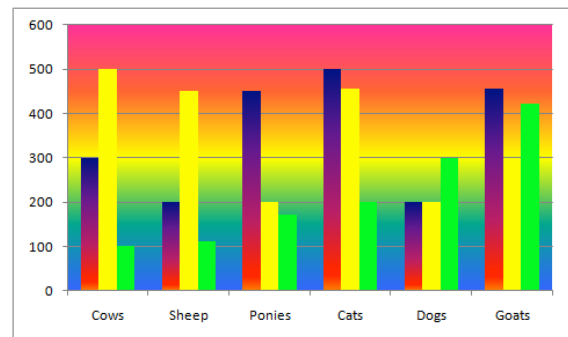


The actual values of data points do not have to be shown in your graph. Labels can be a distraction that hide the actual patterns in your data, and can be a form of clutter. Not this:



Avoid graph overload and including too much detail. One person's important details are another person's clutter. It's common to want to avoid losing any data. It's OK to show less data than you have.

Use color cautiously. Large areas of vivid or primary colors are hard on the eyes. Avoid flashy or "psychedelic" effects. (If it would look cool under black light, you're probably overdoing it.) Instead, use grey for grid lines, pale colors for details, and bright colors to highlight trends and patterns. Not this:



References and Resources

Camoos, J. (2008). *14 Misconceptions About Charts and Graph*. Retrieved from blog <http://www.excelcharts.com/blog/> January 23, 2011.

Few, S. (2008). *Practical Rules about using Colors in Charts*. Retrieved from <http://www.perceptualedge.com/articles>

Tufte, E. R. (1983). *The visual display of quantitative information*. Graphics Press: Cheshire, CT.

Notable Quotes

When the cook tastes the soup, that's formative.
When the guests taste the soup, that's summative.
-Robert Stake

Please send contributions regarding WERA Community News, tips on data display, and other ephemera to Andrea Meld, editor, Standard Deviation, Andrea_Meld@q.com.

What Works: A Review of John Hattie's Research on Powerful Teaching

Reviewed by Andrea Meld, PhD (OSPI)

Dr. John Hattie, Professor of Education at the University of Auckland, New Zealand, presented two keynote addresses at the December 2010 WERA Conference, as well as a follow-up breakout session. Professor Hattie is the author of *Visible Learning, A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (2008), based on findings from over 50,000 studies and 200 million students. What interested me most about his presentation was the use of a common metric to evaluate a wide array of educational interventions and factors based on effect size.

I will leave it to the measurement experts to comment on the uses and abuses of effect size in a more technical and scholarly article. In brief, effect size is computed as the difference between two mean scores divided by the common standard deviation, or the standard deviation of one of the means. An effect size of 0.40 can represent student progress in a year of school, for example. Another way to look at it: the SAT math test has a mean of 500 and a standard deviation of 100. An intervention that boosts scores by 100 points has an effect size of 1.0. There is a lot to discuss here; this review will hit upon some of the key findings that certainly merit further discussion.

While an effect size of 0.40 is "typical," according to Hattie, some factors result in extremely low effect sizes, that is, they have negligible or even negative impacts. There is much evidence showing that student mobility adversely affects academic achievement (-.34), but apparently so does retention to the same grade level (-.16). According to Hattie's research, some innovations do not appear to significantly increase learning, such as multi-grade/age classes (.04), open-concept classes (.01), whole language instruction (.06) ability grouping (.12), home-school programs (.16), and web-based learning (.18). In light of current discussions of educational policy and resources, Hattie finds that neither a reduction in class size (.21) nor charter schools (.20) are panaceas.

More typical "average teacher" effects can be found in studies of summer school (.23), teaching test-taking and coaching (.27), desegregation (.28), and mainstreaming (.28), while homework (.29) and ability grouping for gifted students (.30) are still rather less than impressive. Closer to average effects were found to result from computer assisted instruction (.37) and bilingual programs (.37), while average effects resulted from social skills programs (.40), anxiety reduction (.40) and cooperative learning (.41).

Even greater effects were achieved with early intervention, (.47), pre-school programs (.45), improving the quality of teaching (.44), smaller *school* size (.43) and student self-concept (.43). More impressive effects came about from peer influences (.53), classroom management (.52), outdoor/adventure programs (.52), parental involvement (.51). second/third chance programs (.50), small group learning (.49), concentration or persistence and engagement (.48), worked examples (.57), challenging goals (.56), and peer tutoring (.55).

Hattie awards high marks to not labeling students (.61), teaching strategies (.60), study skills (.59), direct instruction (.59), phonics instruction (.58), and mastery learning (.58). Teacher-student relationships were found to be critically important (.72), as were meta-cognitive strategies (.69), vocabulary programs (.67), creativity programs (.65), student self-verbalization and self-questioning (.64), and teacher professional development (.62).

Above all else, Hattie reports that what works best for student learning are self-reported grades and self-assessment, an astounding (1.44), Piagetian programs (1.28), formative evaluation (.90), accelerating gifted students (.88), comprehensive interventions for students with disabilities (.77), teacher clarity (.75), and feedback and identifying what matters (.73).

What are the commonalities in all of this? Hattie believes that it is time to "stop blaming the kids." Perceived barriers such as home environment, social class and prior achievement are surmountable. All students can be challenged to achieve high goals. Teacher strategies and expectations are more important than individual learning styles. He urges teachers to be "activators," or "change agents" who provide challenging goals, direct instruction, and feedback about student work, rather than "facilitators," who, with good intentions, perhaps, set up simulations, games, whole language instruction, and inquiry-based instruction which may leave the most vulnerable students clueless.

Hattie recommends that teachers gain feedback about their *own* effectiveness and progress, and evaluate themselves even more than their students. They need to know when their students are not making progress and then do something about it. Teachers can provide clear instruction, task-oriented feedback, and build trust in their classrooms so that student are not afraid of making mistakes. They should challenge their students and provide or model self-verbalization and meta-cognitive strategies so that students can learn how to learn. Most importantly, teachers should "visibly learn themselves." In turn, students will be able to clearly understand learning intentions, be challenged by success criteria, and develop a wide range of learning strategies. They will know when they are learning and when they are not making progress, they will seek feedback. Students will thus, "visibly teach themselves."

--Andrea Meld is a data analyst at OSPI and the editor of The Standard Deviation.

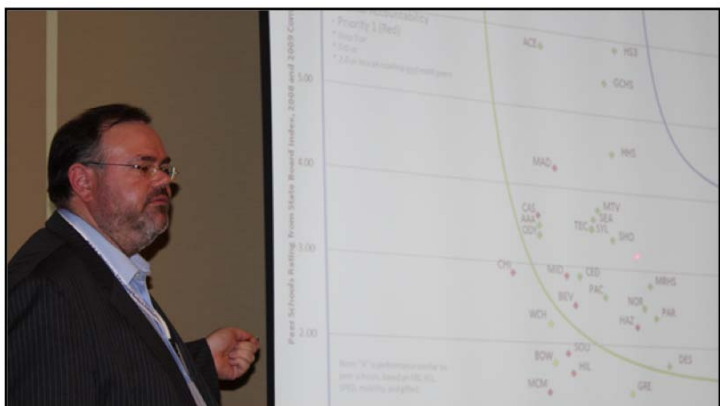
Scenes from the December 2010 WERA Conference



Yun Xiang (NWEA) and Paul Stern (Vancouver School District)



Andrea Meld (OSPI) and keynote presenter John Hattie (University of Auckland, New Zealand)



Alan Spiciatti (Highline School District)



Bruce Denton (Mukilteo School District)



Dawn Wakely (Tahoma School District)

Professional Development Opportunity

Washington Educational Research Association

WERA SPRING CONFERENCE APRIL 22, 2011



Dr. John Medina

DR. JOHN J. MEDINA, a developmental molecular biologist, has a lifelong fascination with how the mind reacts to and organizes information.

He is the author of the *New York Times* bestseller "Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School" -- a provocative book that takes on the way our schools and work environments are designed.

Medina is an affiliate Professor of Bioengineering at the University of Washington School of Medicine. He is also the director of the Brain Center for Applied Learning Research at Seattle Pacific University. Medina lives in Seattle with his wife and two boys.

"BRAIN RULES – IMPLICATIONS FOR EDUCATORS"

**Puget Sound ESD
800 Oakesdale Ave. SW
Renton**

9:00 a.m. – 3:00 p.m.
[1:30-3:00 Team Planning Time]

\$125 Registration Fee

Please register at www.wera-web.org
Credit Card or Purchase Order accepted

Registration Open

Box Lunch is included

3 FREE clock hours are available

Space is limited to 225 people

SAVE THE DATE

Professional Development Opportunity

Washington Educational Research Association

**WERA JUNE WORKSHOP
JUNE 22, 2011**



Dr. David Lohman

Dr. David F. Lohman is Professor of Educational Psychology at The University of Iowa. He received his doctorate in educational psychology from Stanford University in 1979. He has been on the faculty of The University of Iowa since 1981. Dr. Lohman has taught at several other universities, including the University of British Columbia, the University of Yucatan, and Leiden University.

Dr. Lohman's later research has focused on the more general construct of academic intelligence - particularly its measurement and the use of ability profiles in adapting instruction to the needs of learners. He is co-author of The Cognitive Abilities Test and has published numerous articles in journals and chapters in books.

“Issues and Challenges in the Identification of Academically Gifted Students”

**Puget Sound ESD
800 Oakesdale Ave. SW
Renton**

9:00 a.m. - 2:30 p.m.

\$125 Registration Fee

Please register at www.wera-web.org

Credit card or Purchase Order accepted

Registration Opens March 1, 2011

Box Lunch is included

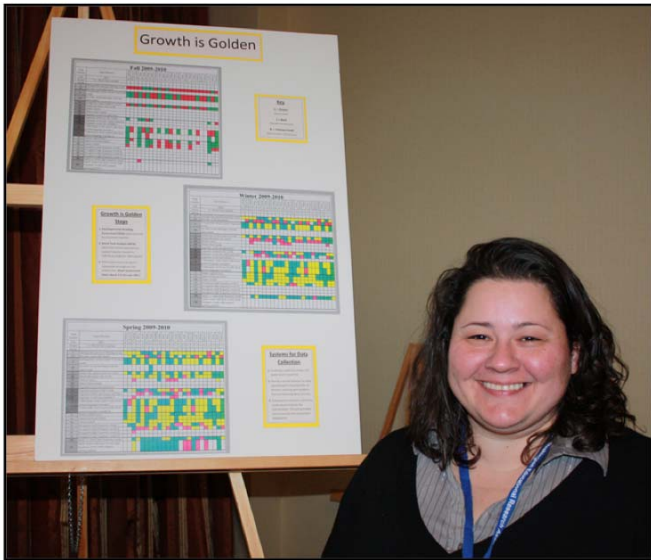
3 FREE clock hours are available

Space is limited to 100 people

Scenes from the December 2010 WERA Conference
(Continued)



Michael Power (Tacoma Housing Authority) and Pat Cummings (Tacoma School District)



Tara Jeffries (Mukilteo School District)



Elaine Wood, right (OSPI and Washington State University)

Future Calendar

WERA Items

WERA Executive Board Meeting

April 15, 2011
Seattle Hilton Airport Hotel

WERA Spring Conference

Brain Rules: Implications for Educators
Presented by: John Medina
April 22, 2011
Puget Sound ESD
Renton, Washington
www.wera-web.org

Annual WERA Board Planning Retreat

June 15-17, 2011
Mountain Home Lodge
Leavenworth, Washington

WERA June Workshop

Issues and Challenges in Identification of
Academically Gifted Students
Presented by: David Lohman
June 22, 2011
Puget Sound ESD
Renton, Washington
www.wera-web.org

The Annual Washington State Assessment Conference Co-sponsored by WERA and OSPI

December 7-9, 2011
Seattle Hilton Airport Hotel
www.wera-web.org

Other Events of Interest to WERA Members

National Association for Bilingual Education (NABE) 40th Annual Conference

Celebrating 40 years of Educational Excellence in
Reforming, Renewing and Achieving Equity through
Bilingual Education and Biliteracy for All
February 16-18, 2011
New Orleans, Louisiana
www.nabe.org

24th Annual MIS Conference

Deep in the Heart of Data
February 23-25, 2011
Austin, Texas

Washington State ASCD

Differentiated Instruction and Grading:
Fair isn't Always Equal
February 23, 2011
Vancouver, Washington
February 24, 2011
Spokane, Washington

February 25, 2011
Federal Way, Washington
www.wasa-oly.org

WASA/WSSDA Legislative Conference

February 27-28, 2011
Red Lion Hotel and Capitol Building
Olympia, Washington
www.wasa-oly.org

Society for Research on Educational Effectiveness (SREE)

Building an Education Science:
Investigating Mechanisms
March 3-5, 2011
Washington DC
www.sree.org

WASA Small Schools Conference

March 14-15
Wenatchee, Washington
www.wasa-oly.org

International Large-Scale Assessment Conference

The Role of International Large-Scale
Assessments in Education Policy
March 16-18, 2011
ETS
Princeton, New Jersey
www.ets.org/conferences

U.S. Department of Education and Partners

International Summit on the Teaching Profession
March 16-17, 2011
New York, New York
www.ed.gov/news/press-releases

ASCD Annual Meeting

Bold Actions for Complex Challenges
March 26-28, 2011
San Francisco, California
www.ascd.org

American Educational Research Association (AERA) Annual Meeting

Inciting the Social Imagination: Education Research for
the Public Good
April 8-12, 2011
New Orleans, Louisiana
www.aera.net

Association for Childhood Education International (ACEI) Annual Conference

The Right to Education: Reaching Every Child
April 13-16, 2011
New Orleans, Louisiana

Washington State Indian Education Association (WSIEA) 27th Annual Conference

April 18-20
Marysville, Washington

WASA/AWSP Summer Conference

June 26-28, 2011
Spokane, Washington
www.wasa-oly.org

WERA Network of Assessment Directors December 2010 Meeting Minutes

Prepared by Nancy Katims, Ph.D.

Over 100 people from across the state attended the meeting of the WERA Network of Assessment Directors held during the December 2010 WERA Pre-Conference. This group, which meets about three times a year, is organized and led by a small planning group consisting of Phil Domes from North Thurston, Nancy Katims from Edmonds, Brian Rick from Bellingham, and Dawn Wakeley from Tahoma. Each meeting is designed to address topics of current interest to district assessment directors.

Following a welcome and introduction by Nancy Katims, Phil Domes facilitated a discussion on the topic of End-of-Course (EOC) math exams. Christopher Hanczrik of OSPI provided background information about scheduling, which students are expected to take which tests, and other logistical basics. Robin Munson and Jeff Katims from OSPI updated the group about how EOC booklets will be pre-coded, and alerted the group to the fact that a pre-ID file would be available for districts to “pre-check” the data being captured by CEDARS (in time to fix any existing issues in the file).

Participants then discussed EOC issues in their table groups. Some themes that surfaced were:

(1) Scheduling:

- Because so many high school students are involved in taking either the EOC or the Makeup tests, some high schools are opting for arena testing, doing all Algebra/Integrated 1/Makeup1 on one day, and all Geometry/Integrated 2/ Makeup 2 on another day, to keep the number of impacted days to a minimum.
- In middle schools (grades 6-8), the only students taking makeup tests are those currently in Geometry/Integrated 2 classes, which makes it easier to give the makeup tests during intact class time.

(2) Messages to current 11th and 12th graders:

- Encourage all students who need to pass the test to take both EOC and Makeup tests (even though they need to pass only one).
- Students who have met the requirement by earning two additional math credits after 10th grade will not need to take the EOC or makeup.
- Scores from the EOC/Makeup tests will not be back in time for graduation. Seniors should rely on other options if they can (e.g., credits, SAT, ACT).

(3) Test Preparation:

- Ensure that all teachers of Algebra/Geometry/Integrated 1 and 2 have received the various OSPI resources, especially the crosswalk documents, item specifications, and sample items (<http://www.k12.wa.us/Mathematics/>).

Following the EOC discussion, Joe Willhoft provided an update on the SMARTER Balanced Assessment Consortium. Joe recently left his position as Assistant Superintendent at OSPI to become the new Executive Director of the SMARTER Balanced Assessment Consortium. The Network members enthusiastically recognized Joe’s contribution to the state of Washington and the Network in particular. For details about the SMARTER Balanced Assessment Consortium, go to <http://www.k12.wa.us/smarter/>.

After Joe’s update, the Network planning committee surprised Kimberly DeRousie, State Test Coordinator for OSPI, with the WERA Support and Advocacy Award in recognition of her “many years of dedicated and high quality service in support of district staff charged with overseeing assessment throughout Washington state.” Kim received a plaque as well as a certificate signed by district assessment coordinators from across the state.

The meeting then took a change of pace with Nancy Katims facilitating a discussion to ascertain the level of the group’s interest in advocating for Superintendent Dorn’s proposal regarding the postponement of graduation testing requirements in math and science. The following charts show the current law as well as what Dorn is proposing for consideration in this year’s legislative session.

Graduating Class	Current Grade Level	Math Test Grad Requirements	
		Current Law	Dorn Proposal
2011-12	11 - 12	WASL/HSPE, one EOC, or 2 addt'l credits	WASL/HSPE, one EOC, or 2 addt'l credits
2013	10	EOC1 & EOC 2	one EOC
2014	9	EOC1 & EOC 2	one EOC
2015	8	EOC1 & EOC 2	EOC1 & EOC 2
2016	7	EOC1 & EOC 2	EOC1 & EOC 2
2017	6	EOC1 & EOC 2	EOC1 & EOC 2

Graduating Class	Current Grade Level	Science Test Grad Requirements	
		Current Law	Dorn Proposal
2011-12	11 - 12	None	None
2013	10	EOC - Bio	None
2014	9	EOC - Bio	None
2015	8	EOC - Bio	None
2016	7	EOC - Bio	None
2017	6	EOC - Bio	EOC

The participants discussed pros and cons to both the current law and Dorn’s proposal. Some disadvantages of the current law mentioned by participants include:

- The state will be basing graduation (high-stakes decisions) on tests that have not even been field-tested. This goes against nationally recognized fair test practices.
- The tests will be aligned to standards that have not been implemented long enough for teachers to teach well (lack of opportunity for students to learn).

Some advantages of Dorn’s proposal mentioned by participants include:

- More fair to students, allowing greater opportunity to learn
- Allows time to refine the tests to ensure validity and reliability
- Fiscally responsible
- Logistically more realistic for districts to implement

The group discussed their interest in having an additional option added to a change in the law for science – allowing students to earn an additional credit of science to meet the testing requirement.

The vast majority of the group indicated their support of Dorn’s proposal over the current law.

Brian Rick facilitated a discussion of the last major topic -- on-line testing. Dennis Small from OSPI provided background to the group, covering such helpful information as lessons learned from last year, what districts should consider as they plan for online testing, and OSPI resources and support.

Table groups discussed their experiences and planning around the issues of scheduling, deployment of technology, management strategies, tech support, and student and teacher preparation. Some suggestions and insights from the various groups included:

- When schools scheduled two sessions in a day, some of the students in the PM session were not done at the end of school. Students should have at least two hours to complete each session. Plan to supervise students who finish early.
- Technology staff helped to figure out which schools could handle online testing and which ones could not, based on number of computers, number of students, and number of test sessions.
- District IT people must be part of the team helping to implement online testing. However,

limited field tech support is an issue in some districts. One strategy is to have a district hotline dedicated to online testing with a knowledgeable person available throughout the online window. Also, proctor training now needs to include tech training with the building testing coordinators and other possible resource staff.

- Some schools used labs and computers-on-wheels (COWS) to rotate students through the testing. Some rotated the COWS from school to school.
- It is essential for every student to take the demo and the tutorial in every subject in which they will be doing online testing. Similarly, teachers should do the demo and tutorial in every subject in which their students will be testing online. But make sure everyone knows the tutorial is practice for the online experience and tools; it is NOT a practice test.
- Some schools had issues with wireless computers and encourage the use of wired computers.
- It will be important to provide much communication and reassurance to teachers, students, and parents about the change to online testing.

The meeting closed with announcements of upcoming events, including the January Accountability Workshop, the Spring WERA Conference, and Workshop on Identifying Gifted Students.

- Nancy Katims, Ph.D., is the Director of Assessment, Research, & Evaluation at Edmonds School District; Co-chair of Assessment Directors Network; and WERA President Elect. Nancy can be contacted at 425.431.7302, or by email at katimsn@edmonds.wednet.edu.



A great moment: Dawn Wakely, Tahoma SD, President-Elect Nancy Katims, Edmonds SD, and Board Member Phil Dommes, North Thurston SD, presenting Kimberly DeRousie, State Test Coordinator for OSPI, with the WERA Support and Advocacy Award for her outstanding service.

WERA Board Members 2010-2011

Washington Educational Research Association (WERA)
<http://wera-web.org>

Bob Silverman, President
 Vice-President
 Educational Technology Consulting
 9306 Milburn Loop SE
 Lacey WA 98513
 360-349-7469
 360-923-09007 (fax)
bobsilver3@comcast.net

Nancy Katims, President-Elect
 Director of Assessment, Research, and Evaluation
 Edmonds School District
 20420 68th Ave. W.
 Lynnwood, WA 98036
 Phone: 425-431-7302
 Fax: 425-431-7123
katimsn@edmonds.wednet.edu

Emilie Hard, Past President
 Executive Director of Teaching and Learning
 Issaquah School District
 Phone: 425-837-7052
 Fax: 425-837-7177
HardE@issaquah@wednet.edu

Sharon Rockwood, Executive Secretary
 Washington Educational Research Association
 PO Box 15822
 Seattle, WA 98115
 206-417-7776 ext. 2
 206-417-4525 (fax)
weraoffice@gmail.com

At-Large Board Members

Phil Dommès
 Director of Assessment
 North Thurston School District
 305 College Street NE
 Lacey WA 98516
 360-412-4465
 360-412-4555 (fax)
pdommès@nthurston.k12.wa.us
(Term expires April 30, 2011)

Mike Jacobsen
 Director, Assessment and Curriculum
 White River School District
 240 North A
 Buckley WA 98321
 360-829-3951
 360-829-3358 (fax)
mjacobse@whiteriver.wednet.edu
(Term expires April 30, 2012)

Kathryn Sprigg
 Accountability Assistant Director
 Highline School District
 15675 Ambaum Blvd SW
 Burien WA 98166
 206-433-2334
 206-433-2351 (fax)
spriggkl@hsd401.org
(Term expires April 30, 2012)

Christopher Hanczrik
 Director, Assessment Operations
 Office of Superintendent of Public Instruction
 Old Capitol Bldg,
 PO Box 47200
 Olympia, WA 98504-7200
 360-725-6350
 360-725-6332 (fax)
christopher.hanczrik@k12.wa.us
(Term expires April 30, 2011)

The mission of the Washington Education Association is to improve the professional practice of educators engaged in instruction, assessment, evaluation, and research.



WERA Services

- WERA provides professional development through conferences, publications, and seminars.
- WERA provides forums to explore thoughtful approaches and a variety of views and issues in education.
- WERA provides consultation and advice to influence educational policy regarding instruction, assessment, evaluation, and research.



**Washington Educational
Research Association**
PO Box 15822
Seattle, WA 98115

We're on the Web!

Visit us at:
www.wera-web.org

The Standard Deviation Newsletter

Editor

Andrea Meld, Ph.D.
Assessment and Student Information
OSPI
360-725-6438
andrea_meld@q.com

Photo Editor

Don Schmitz
Mukilteo School District

WERA Board Liaison

Phil Dommes, Ph.D.
North Thurston School District

Editorial Assistants

Angie Mangiantini
Debra Hawkins
OSPI

Layout Designer

Michelle Sekulich
The Boeing Company

Executive Secretary

Sharon Rockwood
WERA

The Standard Deviation is published spring, winter, and fall as an online newsletter. Submissions are welcomed from WERA members and others. Kindly submit articles for consideration using APA format.