

The 26th Annual
Washington State Assessment Conference

"Assessing What We Value – Valuing What We Assess"

Sponsored by:



**Washington Educational
Research Association**

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**Office of
Superintendent
of Public Instruction**

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*December 7-9, 2011
Hilton Seattle Airport Conference Center
Seattle, Washington*

The 26th Annual
Washington State Assessment Conference
is jointly sponsored by

**Washington Educational Research Association
and
Office of Superintendent of Public Instruction**

Washington Educational Research Association

P.O. Box 15822
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The 26th Annual Washington State Assessment Conference

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PRE-CONFERENCE PROGRAM

Wednesday, December 7

Morning Schedule

7:30 - 8:30 a.m.

Check-in and Continental Breakfast, Conference Center

Clock Hours Sign Up at Registration Table

8:30 a.m. - 12:00 p.m. Workshops

10:15 - 10:30 a.m. Break

Workshop 1 - Crystal A

Assessing Habits of Mind: Rubrics and Checklists

Bena Kallick, Director, Institute for Habits of Mind

This session will focus on introducing the habits of mind and discovering how the habits might describe what we value for our students. We will move from this awareness to exploring how we might use check lists and rubrics as a way to assess whether students are improving in their use of the habits.

Workshop 2 - Mercer

The Superintendent's Challenge: Leading for Learning During Interesting Times

Linda Quinn, Superintendent, Ferndale School District

This session will focus on the role of the superintendent as leader of learning and also as lead learner. Participants will consider strategies for maintaining a learning focus amidst all of the other demands on a school district CEO. Quinn will propose a district improvement planning model based on democratic leadership. She will explore the various tensions inherent in a democratic approach. Guiding questions will include: how can a superintendent be a democratic leader without reducing his/her role to counting votes; how can a leader respond to the will of the majority while respecting the opinions of the minority; and, most importantly, how can a leader provide conditions for both excellence and equity for every individual student? A veteran educator but a relatively new superintendent, Quinn will also share lessons learned through the process of transitioning to the superintendent's role, where her experiences during the first two years have included major reductions in force at all levels, a facilities crisis, and a teachers' strike. This will be an interactive session with facilitated conversations aimed at providing opportunities to learn from other participants as well as the presenter.

Workshop 3 – Emerald F

Generating Data That Motivates Instructional Change: Lessons from Leaders

Margery Ginsberg, Associate Professor, University of Washington, and UW Doctoral Students: Kimberlee Armstrong, Susie Askew, Amy Baeder, Ailene Baxter, Anthony Craig, Shari Farris, Tim Fries and Tasha Lewis

This session explores how to use data to influence the improvement of instruction - what kind, how much, where to collect and communicate it, and when to do so. Come learn from doctoral students who, as educational leaders, have developed ways to use data to motivate instructional change. Examples include tracking the progress of students with failing grades, shadowing students in special programs, and designing a cycle of inquiry to support English Language Learners. The session provides handouts for clear-minded implementation in your own setting.

PRE-CONFERENCE PROGRAM

Wednesday, December 7

Morning Schedule (continued)

Workshop 4 – Crystal B ***K-12 Data and Reports: Washington's New K-12 Longitudinal Data System***

Deb Came, Director Student Information; Sheri Dunster, Student Information Coordinator; and, Gil Dean, Project Manager, OSPI

OSPI will be launching its longitudinal data warehouse and reporting system this winter. Student, educator, and financial data are integrated for more robust analyses and reports than ever before. Come find out what's being stored and what reports and data queries are available.

Workshop 5 – Crystal C ***Using Formative Assessment to Increase Students' Mathematical Understanding***

Virginia C. (Gini) Stimpson, Math Education Researcher/Resource, University of Washington

We will examine evidence that formative assessment can increase student learning; detail what keeps teachers from using formative assessment; experience an approach that addresses some teachers' reluctance to use formative assessment; and share what the participants have found to be other effective approaches to formative assessment.

12:00 - 1:00 p.m. **Lunch** in the Emerald Room

Afternoon Schedule

1:00 p.m. - 4:30 p.m. Workshops

2:30 - 2:45 p.m. Break

Workshop 6 – Crystal A ***Assessing Habits of Mind: Goal setting, Conferences, and Journals***
Bena Kallick, Director, Institute for Habits of Mind

This session will focus on a brief introduction to the habits of mind. We will explore how to use goal setting with our students so that they take greater responsibility for keeping track of their attitudes and behaviors as learners. There will be many examples of how teachers use these practices in their classrooms.

Workshop 7 – Crystal B ***Excel Dashboards for Educators***
Tara Richerson, Technology Standards Program Manager, OSPI

Educators are asked to collect, organize, and respond to a variety of student data. New ideas which enable us to move beyond the numbers and basic charts to other meaningful data displays will be shared in the interactive session. Bring your laptop and learn to build dashboards that integrate data from a variety of sources.

PRE-CONFERENCE PROGRAM

Wednesday, December 7

Afternoon Schedule (continued)

Workshop 8 – Emerald F ***Multi-Level District/School Approach to Implementing Minute-by-Minute Formative Assessment at the Secondary Level (on a Shoestring)***
Nancy Katims, Director of Assessment, Research, & Evaluation, Edmonds School District; Kimberlee Armstrong, Assistant Principal, Lynnwood High School; Christine Avery, Principal, Meadowdale Middle School; Dana Marsden, K12 Science Coordinator; and Kim Verver, Secondary Math Coordinator, Edmonds School District

Here's the task – Create and deliver professional development across a large district to help all secondary teachers answer the question “How will we know if students have learned it?” Oh, and you have no project budget.

The Edmonds School District is in the second year of accomplishing this task. This highly interactive presentation will describe the approaches used, from the perspective of (1) the district office and (2) a participating middle school and high school. The presenters will share activities that address both the content of formative assessment (based on Dylan Wiliam’s work) and district and school leadership strategies. Topics will include sharing and clarifying learning targets, using effective questioning techniques, and giving effective feedback. The presenters will also discuss a study of the impact of the professional development on both administrators and teachers. Each participant will receive an electronic toolkit of materials.

Workshop 9 – Crystal C ***Two Pathways—One Destination: A Systemic Approach to Powerful Teaching and Learning***
Nancy Young, Northshore School District and Jodi Bongard, Issaquah School District and teams to be determined from both districts engaged in this essential work

Issaquah and Northshore School District Leadership Teams share their different paths toward a systemic effort to create common understandings of high quality teaching and learning. While their final destination is the same, Northshore pursued the Instructional Rounds model using STAR Protocol and the Five Dimensions of Teaching and Learning, and Issaquah chose Powerful Teaching and Learning, implementing Learning Walks and the STAR Protocol. Wherever you may be in your journey toward high quality teaching and learning, you’ll have an opportunity to learn from the experiences of teams of central office administrators, principals, and teachers who have been engaged in this essential work.

Workshop 10 – Mercer ***Elements of Effective Science Instruction: A Short Course***
Washington State Regional Science Coordinators: Adrienne Somera, ESD 189; Jeff Ryan, Olympic ESD; and Wendy Whitmer, NEWESD 101

Join the Regional Science Coordinators as we explore the Elements of Effective Science Instruction (EESI); a synthesis of research on characteristics of effective science instruction. We will actively engage with the four elements of EESI and explore how they can improve the teaching, learning and assessment of rigorous science instruction.



CONFERENCE PROGRAM

Thursday, December 8

7:30 - 8:30 a.m.

Check-in and Continental Breakfast, Hilton Conference Center
Clock Hours Sign-up at Registration Table

8:30 -10:00 a.m.

General Session, Emerald Ballroom

Welcome:

Bob Silverman, Educational Consultant and conference co-chair
Christopher Hanczrik, OSPI and conference co-chair

KEYNOTE

Performance Based Assessment That Promotes Rigorous, Self-Directed Learning

Dr. Bena Kallick
Director, Institute for Habits of Mind

This keynote will focus on creating a classroom environment that promotes self-directed learning. The presentation will be organized around three key concepts: self managing, self monitoring, and self modifying. Each will be accompanied with examples from classrooms to show the application of these ideas.

10:00 - 10:15 a.m.

Break



CONCURRENT SESSION #1
Thursday, December 8
10:15 - 11:30 a.m.

-- Emerald A --

1.1 Keynote Follow Up Session

Bena Kallick, Director, Institute for Habits of Mind

This session will give participants the opportunity to discuss ideas presented at Bena Kallick's keynote presentation and to raise questions and make other comments.

-- Emerald B --

1.2 OSPI Mathematics Assessment Updates for High School

Patty Stephens, Mathematics Content Specialist for High School/EOC and Greta Bornemann, Mathematics Director, Teaching and Learning, OSPI,

Participants will receive pertinent mathematics assessment information specifically geared for high school/end-of-course: 1) 2011 Lessons Learned from Scoring Student Work—suggestions for ways students can increase scores; strengths and weaknesses in student performance. 2) Updates for 2012 – new sample assessment items; alignment of Released items to the current performance expectations; upcoming events; etc.

-- Emerald C --

1.3 RTI: How do we know that it works?

Mike Jacobsen, Director of Assessment and Curriculum, White River School District

This presentation will describe a multiple year, best practice approach to evaluating the RTI model. The presentation will include discussion of the needs of different audiences, what specific components of RTI should be evaluated, what tools and data are available and how to display data. Also included will be evidence of effectiveness using HSPE/MSP data, benchmark assessments, in program assessments, progress monitoring and effect sizes.

-- Crystal A --

1.4 Washington Writing Update: The Common Core Standards and the State Assessment

Nikki Elliott-Schuman, Writing Assessment Specialist, OSPI

This workshop will focus on the analysis of the 2011 Writing MSP/HSPE data in order to inform curricular and instructional decisions. Participants will receive a new booklet of exemplars for grades 4, 7, and high school as well as engage in hands-on interactive activities as time allows. We will also provide an update on writing in 2012 and beyond with a special emphasis on the Common Core State Standards and the SMARTER Balanced Assessment Consortium.

-- Crystal B --

1.5 K-12 Data and Reports: Washington's New K-12 Longitudinal Data System

Deb Came, Director, Student Information; Sheri Dunster, Student Information Coordinator, and Gil Dean, Project Manager, OSPI

OSPI will be launching its longitudinal data warehouse and reporting system this winter. Student, educator, and financial data are integrated for more robust analyses and reports than ever before. Come find out what's being stored and what reports and data queries are available.

-- Crystal C --

1.6 OSPI's Standards & Resources Website

Anne Banks, Learning and Technology Program Manager, OSPI

Enjoy a tour of OSPI's Grade Level Standards & Resources website which contains the learning standards for Washington. The site also includes aligned resources including; professional development information, glossary links, assessment information, ELL information, and a search feature to locate standards by grade and skill. Come to this session to discover more about this user-friendly site and what a powerful resource it is!

-- Mercer A --

1.7 The Role of Reading Strategies in Middle School Reading Comprehension: A Classroom-Based Action Research Project
Kimberlee K. Monpas-Huber, English Teacher, Albert Einstein Middle School and Jack B. Monpas-Huber, Director of Assessment & Student Information, Shoreline Public Schools

How can we enhance reading comprehension through students' increased use of reading strategies in middle school? How can we measure our success? This session will share the results of one action research project that used multiple measures to inform classroom instruction in the middle school English classroom.

-- Mercer B --

1.8 Developing DRA Anchor Papers & Stem Questions: A Literacy Curriculum and Assessment Process that Aligns and Informs Instruction

Christy Clausen, Elementary Literacy Curriculum Specialist, Everett Public Schools; Ali McElwee, Reading Specialist @ Forest View Elementary, Everett Public Schools

Are you mulling over options for aligning your curriculum and assessment resources so they're well-articulated and motivating for teachers? Learn how one district developed DRA anchor papers for calibration scoring; aligned MSP stem questions to new reading curriculum for shared and guided reading; and followed-up with professional development to make use of these instructive materials.

-- San Juan --

1.9 PreK-3 Aligning Professional Development and Assessment to Improve Instructional Practices

Anne Arnold, Early Learning Liaison, Edmonds School District

Funded by The Bill & Melinda Gates Foundation, the Edmonds School District has worked to create a PreK-3 program with six pilot elementary schools and 35 preschool/childcare programs that feed students into the District's kindergartens. By aligning instruction, building connections between our Pre-K partners and K-3 teachers, and assessing students with a variety of tools, we have been able to influence instructional practices, more closely meet student needs in the social/emotional domain and build collaborative relationships that support student learning and promote success in school and beyond. This presentation will describe the program and second-year evaluation findings.

-- Orcas A --

1.10 Effects of Reflective Assessment on Middle School Students' Academic Achievement and Perceptions of Related Instructional Practices

David Denton, Assistant Professor and Arthur K. Ellis, Professor and Director of Global Studies, Seattle Pacific University

Results from two studies are shared on the effects of engaging middle school students in reflective assessment. Both studies used control groups with analysis of change scores. Additional variables were examined, including students' perceptions of instructional practices and sense of creativity. Significant differences were found between treatment groups.

-- Orcas B --

1.11 Growth and Value-Add modeling with MSP/HSPE - A Practical Approach

Greg Lobdell, President and Director of Research, Center for Educational Effectiveness

This session will describe a growth modeling methodology for MSP/HSPE which provides measures of building or district value-add.

11:45 a.m. - 1:00 p.m. Lunch
Emerald Ballroom

Annual Praeger's Follies
...contest announcement and rules
Michael Power, Tacoma Housing Authority
Jeff Katims, OSPI

Washington Educational Research Association
Annual Business Meeting
Nancy Katims, Executive Board President

JIVE
Jazz Choir from Bothell High School, Northshore School District
Mrs. Sheri Erickson, Director

CONCURRENT SESSION # 2

Thursday, December 8

1:15 - 2:30 p.m.

2:30 p.m. – 2:45 p.m. Break

-- Emerald A --

2.1 High School Science Assessment Update

Linda Cabe Smith, Science Assessment Specialist, OSPI

This session will provide an overview of the changes for the high school state science assessment during the transition to assessing the K-12 Science Learning Standards. The current status of development for the 2012 Biology end-of-course exam (EOC) will be shared, along with information about the new test map, Test and Item Specification document, development of Performance Level Descriptors, Contrasting Groups Study, and Standard Setting.

-- Emerald B --

2.2 Transitioning to the Common Core State Standards for English Language Arts

Luisa Sanchez-Nilsen, Elementary Reading Specialist, OSPI

Receive an overview of the recently published Common Core State Standards for English Language Arts and (ELA) Literacy in History/Social Studies, Science, and Technical Subjects Common Core Standards. The presenters will explain some of the major constructs of the ELA Common Core Standards, and some of the major similarities and differences between the ELA Common Core State Standards and WA State Grade Level Expectations. There will be time to review the documents and discuss the impact the changes may have on instruction. Finally, phases of implementation of the new Washington State Assessments will be reviewed.

-- Emerald C --

2.3 Assessment Operations and Data Updates

Kimberly DeRousie, State Test Coordinator and Jeff Katims, Lead Data Analyst, OSPI

This presentation will cover changes to the Washington State assessments and procedures for the 2011-2012 school year and beyond. Topics covered will include End-of-Course exams, online testing and other operational and data issues. There will be time for questions from the audience.

-- Crystal A --

2.4 OSPI Mathematics Assessment Updates for Grades 3-5

Mary Holmberg, Mathematics Content Specialist Grades 3 – 5, OSPI

Participants will receive pertinent mathematics assessment information specifically geared for grades 3 – 5: 1) 2011 Lessons Learned from Scoring Student Work—suggestions for ways students can increase scores; strengths and weaknesses in student performance. 2) Updates for 2012 – new sample assessment items; alignment of Released Items to the current performance expectations; upcoming events; etc.

-- Crystal B --

2.5 Ferrucci Junior High: Closing the Achievement Gap

Ailene Baxter, Principal, Ferrucci Junior High, Puyallup School District

Ferrucci Junior High, a grade 7-9 school in the Puyallup School District was recently honored with the 2010 Washington State Achievement Award-Special Recognition Closing the Achievement Gap. The presenter, Ailene Baxter, Ferrucci Junior High Principal, will discuss the systems and strategies used to move both staff and students forward to higher achievement. She will also share potential pitfalls and lessons learned.

-- Crystal C --

2.6 The Role of Value-Added Measures in an Evidence Based Framework for Improving Teacher Preparation and Development

Marge Plecki, Associate Professor and Ana Elfers, Research Assistant Professor, University of Washington – Seattle
This session presents a comprehensive framework that can be used to guide the systematic collection of evidence for improving teacher preparation and professional development. We argue that multiple forms of assessment are needed for continuous improvement and accountability. We illustrate how value-added measures can be incorporated into the framework by examining 5th grade teachers in Washington state.

-- Mercer A --

2.7 Middle School Writing Assessment: A Community Affair!

Jerry Miller, Director of Instructional Support, Issaquah School District; Corrine DeRosa, Principal, Issaquah Middle School; Barbara Galler, Language Arts Teacher, Issaquah Middle School; and, Kristen Allen-Bentsen, PTA President, Issaquah Middle School

This presentation will overview the All-school Writing Assessment at Issaquah Middle School, where district and building administrators, teachers, parents and community members come together to score student writing. Participants will hear about the history of the project, how parents are identified and trained to help score student writing along with teachers and administrators, logistics of administering the assessment, scoring, and using the data for instructional decisions.

-- Mercer B --

2.8 The Effectiveness of One-on-One Volunteer Tutoring in Elementary Reading

Michael Power, Manager of Educational Programs, Tacoma Housing Authority and Kevin Cummings, University of Washington, Department of Educational Psychology

The presenters conducted a review of the research literature on the effectiveness and characteristics of successful programs for Read2Me, a volunteer reading tutoring program in Tacoma Public Schools. We will present the results of the study and a profile of effective volunteer tutoring programs in elementary reading. Participants may bring a favorite children's book and share strategies for engaging young readers.

-- San Juan --

2.9 Assessing and Valuing Teacher Learning

Tasha Lewis, School Improvement Consulting Teacher, Seattle Public Schools

Are teachers learning? If so, how do we know? Urgency around closing the student achievement gap has moved instructional leaders to focus more and more on student learning results. Professional learning communities and the employment of instructional coaches have become popular and necessary initiatives in supporting teachers toward the aim of increasing student achievement. And yet, how do we know teachers within learning communities or teachers supported by instructional coaches are learning? How can instructional leaders assess the learning of their teaching core to better understand how to impact student learning? This presentation considers different frameworks to help instructional leaders assess teacher learning and change in practice by understanding how their participation and interactions with colleagues in learning communities might indicate changes in practice.

-- Orcas A --

2.10 Leadership for School Change

Scotland Nash, Instructional Coach, Seattle Public Schools

When educators apply organizational change theory they can implement and support sustained school reform. Assessing how leadership, vision, teamwork, and action implementation guide reform will allow school administrators to support their faculty and staff to implement necessary strategies that help a greater number of students achieve higher levels of success.

-- Orcas B --

2.11 Writing for Statewide Education Journals -Tips From The Editors

Peter Hendrickson, Research and Evaluation Consultant - Editor, *The WERA Educational Journal*; Andrea Meld, Applications Analyst, Kent School District - Editor, *The Standard Deviation*; Gene Sementi, Assistant Superintendent, West Valley School District (Spokane) - Editor, *Curriculum in Context*; and, Antony Smith, Assistant Professor, UW Bothell - Editor, *Washington State Kappan*

Editors of WERA, WSASCD, and Washington State Kappan publications invite you to a panel discussion on academic writing. Topics include: focus and guidelines for each publication; ABCs of APA format and other technical tips; submission and review process and motivational strategies to move beyond PowerPoint(c) to publication.



CONCURRENT SESSION # 3
Thursday, December 8
2:45 - 4:00 p.m.

-- Emerald A --

3.1 WELPA: a New Name, a New Assessment of English Language Proficiency

Margaret Ho, English Language Proficiency Assessment Coordinator, OSPI; Kimberly De Rousie, State Test Coordinator, OSPI; Jake Parizek, State Solutions Manager, CTB/McGraw-Hill; and, Shelby Gallagher, Washington State Project Manager, CTB/McGraw-Hill
Why does Washington State have a new language proficiency assessment? How does this test link with current state ELD standards? With Common Core standards? How is administration of the WELPA similar to/different from administration of the WLPT-II? This session will highlight practices essential for a successful first administration in 2012.

-- Emerald B --

3.2 Understanding the Achievement (Accountability) Index

Pete Bylsma, Director, Assessment and Student Information, Renton School District; Sarah Rich, Research Director, State Board of Education; and, Kathryn Sprigg, Director, Office of Accountability, Highline School District

The State Board recently created an index that rates schools on a number of outcomes and indicators. The results of this system are now being used by OSPI for recognition purposes, and districts are using the data in various ways to improve schools. This session explains how the Achievement Index is calculated, tools to access the data, and how districts are using the data.

-- Emerald C --

3.3 MSP Science Assessment Update

Kara Monroe, Science Assessment Specialist, OSPI

This session will provide an overview of the grades 5 and 8 Science Measurements of Student Progress (MSP). Learn about the analysis of results from the 2011 Science MSP. Updates for the 2012 assessment will be highlighted, along with resources for educators including the Test and Item Specification document, Performance Level Descriptors, the online tutorial, and other materials to help students prepare for spring 2012.

-- Crystal A --

3.4 Secondary Reading Assessment: HSPE & MSP Grades 6-8. Updates and Lessons Learned from 2011, and New Sample Materials for 2012

Cindy Knisely, Secondary Reading Assessment Specialist and Beth Simpson, Elementary Reading Assessment Specialist, OSPI

Educators acquire information and tools to guide student performance using feedback from the 2011 Measurement of Student Progress for grades 6-8 and the High School Proficiency Exam. In addition, teachers will receive training on sample materials to use in their classrooms for the 2011-2012 school year and the newly created Moodle site for reading assessment where teachers can share and access more materials related to the MSP and HSPE. Receive an update on how more than half of all students in grades 6-8 performed on the online version of the MSP.

-- Crystal B --

3.5 Standards-based Grading at the Secondary Level: FEAR NOT!

Susan Henderson, 9th grade English Teacher; Rachel Johnson, AVID Teacher and On-time Graduation Specialist; and, Vanessa Ramsey, 7th grade Physical Science Teacher, Puyallup School District

Consider the stories of three secondary practitioners who put assessment theory into practice by implementing a standards-based assessment system in their classrooms. Hear about the four phases of this action research process and learn about the strategies they used to transform their practices. {The four phases: FEAR: that traditional grading practices actually harm students. COURAGE: to make the shift from traditional grading methods and to deal with the related challenges. COMFORT: that standards-based grading brings equity and honesty to communicating about student achievement. HOPE: to release guilt related to former inequitable practices and find joy in the grading and reporting process.}

-- Crystal C --

3.6 OSPI Mathematics Assessment Updates for Grades 6-8

Anton Jackson, Mathematics Content Specialist Grades 6 – 8, OSPI

Participants will receive pertinent mathematics assessment information specifically geared for grades 6 – 8: 1) 2011 Lessons Learned from Scoring Student Work—suggestions for ways students can increase scores; strengths and weaknesses in student

performance. 2) Updates for 2012 – new sample assessment items; alignment of Released Items to the current performance expectations; upcoming events; etc.

-- Mercer A --

3.7 Change at the CORE: Shrinking the Math Achievement Gap

Annette Holmstrom, Instructional Coordinator; Jeff Loupas, Director of Mathematics and Assessment; and Andrew Eyres, Executive Director of Teaching and Learning, University Place School District

When one school district targeted the *instructional core* – that crucial juncture where student, teacher, and math content meet – low-income students quickly realized notable achievement gains. Learn how administrators and teacher leaders teamed up to scale up powerful instructional strategies to engage and challenge struggling math learners. This session will provide valuable information to guide leaders' efforts to improve math achievement of underserved populations.

-- Mercer B --

3.8 Evidence-based Practice in Education- Really??

Peter Hendrickson, Ph.D., Research and Evaluation Consultant; Kim Markworth, Ph.D., Education Dept., Western Washington University; Jessica Cohen, Ph.D., Western Washington University; Candace Gratama, Ed.D., The BERC Group, Executive Vice President; Bob Rayborn, WERA Past President

Powerful voices call for curriculum and instruction to be based on "gold standard" research or best evidence. But most observers agree we base teaching on "expert opinion," the lowest level of evidence. Panelists address Evidence-based Practice from several perspectives.

-- San Juan --

3.9 Comparing Results across Modes of Administration: Online versus Paper and Pencil the Second Year

Valerie Link, Senior Psychometrician and Shameem Gaj, Psychometrician Educational Testing Service

This presentation will examine WCAP test results by mode of administration (e.g., score comparability between the 2011 Grade 5 Math Online test to the 2011 Grade 5 Math Paper and Pencil test). Methodology and results for the second year of online administrations for Grades 6 to 8 will be presented as well.

-- Orcas A --

3.10 Response to Intervention in Bethel

Paul Goldman, Professor, Washington State University; Roger Samples, Bethel School District; Robert Maxwell, Bethel School District; and, Michael Dunn, Washington State University

This session focuses on Bethel's district-wide implementation of RTI between 2007 and 2011. A brief overview of significant developments in RTI in Washington and nationally opens the presentation followed by a discussion of the impact of RTI on struggling students and of the implementation challenges for principals who lead the effort at the building level.

-- Orcas B --

3.11 Data Dashboards – Vancouver's Tool to Align Action with Shared District Outcomes

Paul Stern, Analyst, Vancouver Public Schools

Vancouver is building a data dashboard to assist building administrators monitor student needs and student outcomes. The dashboard takes principals from building-level summary data to student-specific information with a few clicks of the mouse. We can also explore student performance by subject, classroom, and demographic groups. We will share the design and functionality of the dashboard, show how it's linked to our district performance scorecard, and answer questions.

4:00 p.m. – 6:00 p.m. Emerald F

Networking Reception (and Team Planning)

Light Refreshments and No Host Bar

- Casual setting for unwinding and socializing with conference colleagues and friends.
 - Team planning -- opportunity for district teams to relax, debrief, and plan together.
To reserve a table for your team, stop by the registration table.
 - Chat with the WERA President -- opportunity to share your ideas for WERA activities and ways that WERA can best serve you and your colleagues.

Thank You Platinum Sponsors: Data Recognition Corporation and Educational Testing Service

CONFERENCE PROGRAM

Friday, December 9

7:30 - 8:30 a.m.

Check-in and Continental Breakfast, Hilton Conference Center
Clock Hours Sign-up at Registration Table

8:30 -10:00 a.m.

General Session, Emerald Ballroom

Welcome:

Bob Silverman, Educational Consultant and conference co-chair
Christopher Hanczrik, OSPI and conference co-chair

KEYNOTE

The Purposeful Classroom

Dr. Douglas Fisher

Professor, San Diego State University

Building student competence requires precision teaching rather than prescriptive methods. We can increase our precision when we have a clear learning purpose, create meaningful tasks for students, and employ systems for determining when learning goals have been met. In this session we consider the role that learning goals play in increasing student achievement. In addition, we examine the various ways that teachers can check for understanding and then guide student learning based on these formative assessment processes.

10:00 - 10:15 a.m. Break

CONCURRENT SESSION #4

Friday, December 9

10:15 - 11:30 a.m.

-- Emerald A --

4.1 Keynote Follow Up Session

Doug Fisher, Professor of Language and Literacy Education, San Diego State University

This session will give participants the opportunity to discuss ideas presented at Doug Fisher's keynote presentation and to raise questions and make other comments.

-- Emerald B --

4.2 Design and Constructing the End-of-Course Biology Assessment

Shameem Gaj, Psychometrician, Educational Testing Service (ETS); Valerie Link, Senior Psychometrician, ETS; and, Cinda Parton, Director, Assessment Development, OSPI

This presentation will address the development of the test design for the upcoming End-of-Course Biology Assessment. Content representation, item characteristics, and statistical requirements will be discussed. Field test design will be considered as well.

-- Emerald C --

4.3 RTI/PLC Data Teams: How to Develop and Sustain a High Performing Team

Mike Jacobsen, Director of Assessment and Curriculum, White River School District

Participants will learn about the process of setting up and maintaining RTI/PLC data teams. Included will be discussions about team membership, team norms, specific data protocols, guiding questions, data display and measureable outcomes. Examples of forms and procedures currently in use in the White River School District will be shared with participants. Time will also be allocated for participants to work individually or in teams to develop data team procedures to implement in their respective settings.

-- Crystal A --

4.4 SMARTER Balance

Joe Willhoft, Executive Director for SMARTER Balance, OSPI

This session presents the most current information about the SMARTER Balanced Assessment Consortium, the system of assessments aligned to the Common Core that will be used starting in 2014-15. Topics: Implementing a Consortium vision across 29 member states; Test purposes and system design; Implications for students, educators and policymakers in Washington and the other states.

-- Crystal B --

4.5 Transitioning to the Common Core Standards for Math

Greta Bornemann, Director of Mathematics, Teaching and Learning, OSPI

Come learn about the recent adoption of the Common Core State Standards as Washington's new K-12 English language arts and mathematics learning standards. Participants will have an opportunity to learn about the Common Core State Standards Initiative in general, its accompanying assessment initiative, and what supports are available for transitioning to the new standards. We will seek input from your perspective as to what supports might best serve your district's needs.

-- Crystal C --

4.6 Reading MSP Grades 3-5: Lessons Learned from 2011 and Sample Materials for 2012

Beth Simpson, Elementary Reading Assessment Specialist and Cindy Knisely, Secondary Reading Assessment Specialist, OSPI

Educators acquire information and tools to guide student performance using feedback from the 2011 Measurement of Student Progress. In addition, teachers will receive training on sample materials to use in their classrooms for the 2011-2012 school year and the newly created Moodle site for reading assessment where teachers can share and access more materials related to the MSP. Receive an update on how students in grades 4 and 5 performed for the first time on the online version of the MSP and view what 3rd graders will be expected to do starting in the spring of 2012.

-- Mercer A --

4.7 Got Math Assessments?

John Parker, Director of Instructional Leadership - Math and Science and Michelle Fox, Asst. Principal, Puyallup School District

Discover how the Puyallup School District developed and implemented a comprehensive mathematics assessment system for grades 3-6 designed to help schools and students meet the rigorous state MSP math requirements. Participants will take a look at achievement gains realized through use of the diagnostic and formative math assessments.

-- Mercer B --

4.8 Common Core Standards and Standards Based Grading - A Perfect Marriage

Forrest Clark, Math Teacher, North Thurston Public Schools

Adoption of the Common Core Standards will require a realignment of curriculum, instruction and assessment. Schools must also be able to clearly communicate student achievement to all stakeholders. This session addresses the details of planning and implementing Standards Based Grading for Common Core Standards at the building and classroom level.

-- San Juan --

4.9 Lesson Study: Developing Capacity While Assessing Teaching and Learning

Amy Baeder, Secondary Science Coach, Teacher Education Program, University of Washington

Attendees will learn how to set up lesson studies that offer opportunities to deeply assess student learning and incorporate observations of teachers in this interactive, multimedia session. The presenter will share her experience organizing lesson study as a teacher and a supervisor of pre-service teachers. Handouts include protocols and strategies for any context.

-- Orcas A --

4.10 The Mathematics Collection of Evidence: Policies, Guidelines, Implementaion and Preparation for 2013!

Scott Brittain, Mathematics Content Specialist, Grades 6 – 8 and Lesley Klenk, Collection of Evidence (COE) Coordinator, OSPI

Please join us in a presentation specially designed for educators who are new to the Mathematics COE process. OSPI COE Mathematics/Science Specialist, Scott Brittain, will guide educators through the COE Option in Mathematics including Math COE policies and their links to the EOC exams, collection requirements, forms, and submission dates. We will explain the selection of instructional and submission-approved mathematics tasks on the COE webpage and discuss methods for COE submission protocol at the school level. This presentation will prepare educators for what is to come in the Math COE in February 2013 and beyond.

-- Orcas B --

4.11 Assessment Data Exploration Using Excel 2010 Slicers

Pat Cummings, Director of Research and Evaluation, Tacoma Public Schools; Andrew Schwebke, Director Curriculum & Instruction, Tacoma Public Schools; and, Dawn Wakeley, Associate Director Teaching and Learning , Tahoma School District

A powerful tool for data exploration in Excel 2010 are "slicers" which are visual controls that allow you to quickly and easily filter your data in an interactive way. Also, the Data Mining add ins and Power Pivot features are extraordinary tools for those in the business of making sense out of assessment results. Exploring education data sets is greatly enhanced when the user can easily interact with the information and publish reporting tools to the web to share the analysis. Using the End-of-Course Math results from Tacoma we will demonstrate how to use slicers, data mining statistical analysis tools, build interactive presentation reports, and publish results to the web to share with others.

11:30 - 12:30 p.m.
Lunch, Emerald Ballroom

Praeger's Follies Contest Award Winners Announced

Address:

Key Issues for the 2012 Legislative Session

Alan Burke, Deputy Superintendent

Washington State Superintendent of Public Instruction

CONCURRENT SESSION #5

Friday, December 9

12:45 - 2:00 p.m.

-- Emerald A --

5.1 WaKIDS (Washington Kindergarten Inventory of Developing Skills)

Dana Ziembra, Washington Kindergarten Inventory of Developing Skills (WaKIDS) Coordinator, OSPI

What is WaKIDS All About? This presentation will provide information about the Washington Kindergarten Inventory of Developing Skills (WaKIDS) process that is being implemented in kindergarten classrooms this school year. Information included will be an overview of the WaKIDS process and specific data being collected through WaKIDS. This session will include a question and answer period.

-- Emerald B --

5.2 Got Data? Making Sense of All These Numbers

Carmen Gonzales, Assistant Director of STEM; Katie Randall, Elementary Math Specialist; Tonni Best, Chinook Middle School, School Based Math Specialist; and, Shane Updike, Performance Manager, Highline Public Schools

This presentation will discuss Highline Public School's journey using data in math through the use of common unit assessments and OSPI math benchmark assessments. The team will talk about strategies used to respond to data and how we support teachers to become "data wise."

-- Emerald C --

5.3 Using Mathematics Sample Items in the Classroom

Patty Stephens, Mathematics Assessment Specialist, High School/EOC; Mary Holmberg, Mathematics Content Specialist Grades 3 – 5; and, Anton Jackson, Mathematics Content Specialist Grades 6 – 8, OSPI

OSPI math assessment specialists for grades 3-8 and EOC will discuss formative assessment strategies and activities that use released items and sample items in the classroom.

-- Crystal A --

5.4 District Assessment Directors Network Meeting

Dawn Wakeley, Associate Director Teaching and Learning, Tahoma School District

This is the annual December meeting coordinated and planned by Dawn Wakeley, Brian Rick, Pat Cummings, and Amy Nelson. Test coordinators throughout the state are encouraged to attend.

-- Crystal B --

5.5 European Travels with Bob, Michael and Peter

Bob Silverman Vice President Educational Technology Consulting; Michael Power, Tacoma Housing Authority and Peter Hendrickson, Consultant

Come have fun and relax. Hear about our three recent European trips and share your own stories. This is a time to step back and expand your horizons.

-- Crystal C --

5.6 Assessing the Value of Leadership Coaching

Michael Silver, Director of Educational Administration Programs, College of Education, Seattle University

Leadership coaching is increasing as professional development support for administrators, but little has been done to assess the value of coaching. This session will present an overview on quality standards for coaches, coaching practice, and various strategies to assure that coaches are providing value to principals. Participants will discuss approaches to assessment and research findings, including international perspectives on leadership coaching.

-- Mercer A --

5.7 Invest in Youth – Analysis of Tutor Effectiveness In After School Tutoring at Four Seattle Public Schools

Linda Elman, Consultant, Data Made Friendly and Jill Hearne, Consultant

This session will review the process used to try to evaluate an after-school program in Seattle Schools. We will highlight the needs of the service providers and the schools, and the challenges in collecting data. We will share findings as well as attempts to revise the evaluation design for the 2010-11 school years.

--Mercer B --

5.8 The College Bound Scholarship at Year Four: New Evidence about the Effectiveness of Outreach Efforts Across Washington's Schools

Hilary Loeb, Director of Research and Evaluation, College Success Foundation; Emily Schoettle, University of Washington; Michelle Alejano, Director, College Bound Scholarship Program, College Success Foundation; and, Julie McNalley, Senior Research and Evaluation Officer, College Success Foundation

The CBS is an early commitment scholarship opportunity for low-income seventh and eighth graders promising to graduate from high school, demonstrate good citizenship, and seek admission to a college or university. Come learn about evidence from surveys and interviews about promising CBS outreach and support activities in schools across Washington.

-- San Juan --

5.9 Education for Incarcerated Youth has great Merit and Value!

Kathleen Sande, Institution Education Program Supervisor, OSPI

Washington State Courts incarcerate over 10,000 youth between the ages of 14 and 21 each year. A program of education is provided for these youth inside short-term detention centers, long-term juvenile facilities and group homes, as well as adult jails and prisons by the local school districts and Educational Service Districts across the State. This session will provide an overview of Juvenile Justice Institution Education programs, where they are located, their differences and similarities and how youth move back and forth from to the juvenile justice schools from their home schools. Outcome data will be provided from Federal Title 1 Delinquent services provided to youth in the institutions.

-- Orcas A --

5.10 Assessing Out-Of-School Programs

Rudi Bertschi, Program Supervisor, 21st Century Community Learning Centers, OSPI

What are the measures of quality for out-of-school programs? These programs are designed to provide “opportunities for academic enrichment” and they may include youth development, drug and violence prevention, counseling, art, music, and recreation, and STEM education. Do these programs really make a difference in school?

-- Orcas B --

5.11 The Academic Achievement of Former English Language Learners from Multilingual Backgrounds

Elizabeth Autio, Evaluation Associate, Education Northwest

Once proficient in English, are former English language learners (ELLs) prepared to meet state standards? This study looked at the math and reading performance of fourth- and fifth-grade former ELLs in two Washington districts with multilingual ELL populations. It compared their achievement to that of current and never ELLs, and contextualized findings relative to former ELLs from Spanish-speaking backgrounds.



CONFERENCE EVALUATION

WERA has posted an online survey for evaluating this conference. Your thoughts and opinions are of great value to those planning future conferences. Please take a few minutes after the conference to complete the evaluation form online at:

<http://www.surveymonkey.com/s/WERA2011>

Lead Presenter Contact Information – December 2011 Conference

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THANKS FOR COMING!!
Safe Travels Home!



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