



*The 21st Annual*  
**Washington State Assessment Conference**

*"Navigating the Rapids of Educational Change"*

Sponsored by:



**Washington Educational  
Research Association**



**Office of Superintendent  
of Public Instruction**

*December 7-9, 2005  
Seattle Airport Hilton Hotel  
Conference Center  
Seattle, Washington*

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The 21st Annual  
Washington State Assessment Conference  
is jointly sponsored by the:

**Washington Educational Research Association**

and

**Office of Superintendent of Public Instruction**

**Washington Educational Research Association**

P.O. Box 64489  
University Place, WA 98464  
(253) 564-4816

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*The 21st Annual  
Washington State Assessment Conference*

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*Sponsoring Organizations for the Thursday Evening  
Hospitality Hour:*

CTB/McGraw-Hill  
Educational Data Solutions  
Harcourt Assessment  
Pearson Educational Measurement

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**\*\*\* PRE-CONFERENCE PROGRAM \*\*\***  
**Wednesday, December 7**

Morning Schedule

7:30 - 8:30 a.m.

**Check-in** and Coffee, Conference Center  
**Clock Hours Sign-up** at Registration Table

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

Workshop 1 – Crystal A

**What's Hot, What's Coming**

*Pete Bylsma, Research/Evaluation/Accountability Director, OSPI*

*Joe Willhoft, Assessment Director, OSPI*

*Debbi Hardy, Curriculum Director, OSPI*

*Bob Harmon, Assistant Superintendent for Special Programs, OSPI*

Important updates will be provided on a range of statewide issues. These include new testing policies (e.g., early testing, testing schedules, new alternate assessments, early test returns, retesting), new grade level expectations and other curriculum issues, results and implications of recent alignment studies, and the new AYP policies and results for 2005.

Workshop 2 – Crystal B

**How to Choose and Use Accommodations**

*Dalrae Danilson, Special Ed. Teacher, Mt. Vernon School District*

State assessments will be administered in grades 3-8 and high school starting this year. This session will summarize WASL performance results for students using accommodations, research on effective bundles of accommodations for students with disabilities, and procedures for evaluating the effectiveness of instructional and testing accommodations. Participants will receive a five-step training module on How to Choose and Use Accommodations (on CD).

Workshop 3 – Emerald F

**OSPI Reading WASL Released Test Debut**

*Lesley Klenk, Reading Assessment Unit Manager, OSPI*

*Judy Norris-Handy, NBCT, Reading Assessment Specialist, OSPI*

*Erin Haerling, Reading Assessment Specialist, OSPI*

NCLB implications leave districts scrambling to find tools to help students prepare for 2006 reading assessments in grades 3-8 and high school. Led by OSPI Reading Assessment Unit staff, participants will review 2005 WASL Reading results in grades 4, 7, and 10. Other topics will be the creation and uses of the exciting new Reading Released Test. There will be training in implementing/scoring the Grade 4, 7, and High School Reading Released Test, with instructional implications of historically difficult WASL Reading items.

Workshop 4 – Mercer

**Data Displays for Data Analysis – 2005 version**

*Joe Kinney, Director of Assessment, Spokane School District*

*Ric Williams, Director of Curriculum and Assessment, Everett School District*

This is the fifth year WERA has produced the DD4DA software. It generates PowerPoint presentations with your school's data in each content area. Science results are new this year. Data includes WASL trends in percent meeting standards and strand-level data. Participants will receive a free CD that includes the software and "how to" instructions. Bring your

# \*\*\* PRE-CONFERENCE PROGRAM \*\*\*

Wednesday, December 7

## Morning Schedule (continued)

### Workshop 5 – Crystal C

#### **Introduction to Item Response Theory: Understanding the Measurement Model Used for the WASL**

*Yoonsun Lee, Psychometrician, OSPI*  
*Joe Willhoft, Director of Assessment, OSPI*

This session will introduce the measurement concepts and models in Item Response Theory (IRT). Discussion will cover theoretical foundations/applications of IRT and comparisons between IRT and classical test theory. Participants will obtain a basic understanding of estimating person ability, item parameters, and raw-to-scale score transformations. Examples from WASL will be used extensively.

10:15 - 10:30 a.m. **Break**, Refreshments

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

## Afternoon Schedule

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

#### Workshop 6 – Crystal B

##### **The Importance of Trust in Schools**

*Kathy Fromme, Coordinator, Comprehensive School Reform, OSPI*

Recent research provides evidence that schools with a high degree of trust are far more likely to make and sustain changes that help improve student achievement. The presenter will share the research on trust in schools and discuss various types of trust. Participants will examine five critical trust attributes relating to school improvement planning and professional learning communities.

#### Workshop 7 – Emerald F

##### **The Missing Link Between Fluency and Comprehension – The Importance of Vocabulary Instruction**

*Sue Geiger, K-12 Reading Administrator, OSPI*  
*Terry Bergeson, Superintendent of Public Instruction, OSPI*  
*Anita Archer, Master Instructor and Author*

Research about vocabulary and its relation to achievement, and to comprehension in particular is compelling. The importance of teaching vocabulary both directly and strategically has been well substantiated. Attendees will be introduced to research-based practices, a proposed state initiative for vocabulary in all content areas, and will participate in discussion about statewide focus on vocabulary instruction.

**\*\*\* PRE-CONFERENCE PROGRAM \*\*\***  
**Wednesday, December 7**

Afternoon Schedule (continued)

Workshop 8 – Mercer

**New Developmentally Appropriate WASL Options for Students with Disabilities**

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

A statewide taskforce convened in 2004 to propose recommendations related to the passage of HB 2195 regarding students with disabilities. The committee incorporated recent federal changes into its work. Participants will receive updated Guidelines for IEP Teams including new assessment options and ways to determine the most appropriate statewide assessment.

Workshop 9 – Crystal A

**Performance Based Assessments in Science**

*Dawn Wakeley, Assistant Principal, Tahoma School District*

*Ethan Smith, High School Science Teacher, Tahoma School District*

Can your students actually do science? Learn how performance assessments influence lesson design and instruction in the Tahoma School District. Participants will receive five operational performance assessments (grades 6-10) with scoring guides and data collection strategies to help identify patterns and trends at the classroom, grade level, and system levels.

Meeting 10 – Crystal C

**Meeting of District Assessment Directors Network**

*Bob Silverman, Executive Director of Assessment, Puyallup School District*

This is the regularly scheduled network meeting. The group plans its own agenda and conducts business and discussion under Bob's leadership.

2:30 - 2:45 p.m. **Break**, Refreshments

**\*\*\* CONFERENCE PROGRAM \*\*\***  
**Thursday, December 8**

7:30 - 8:30 a.m.

**Check-in and Coffee**, Hilton Conference Center

**Clock Hours Sign-up** at Registration Table

8:30 -10:00 a.m.

**General Session, Emerald Ballroom**

**Welcome:**

*Emilie Hard, Conference Co-Chair, Tahoma School District*  
*Andrea Meld, Conference Co-Chair, OSPI*

**Opening Address:**

**Achieving Large Scale Reform**

***Michael Fullan***

*Former Dean, Ontario Institute for Studies in Education, University of Toronto,  
Author, and Special Advisor to the Premier and Minister of Ontario Education*

This address will focus on the latest knowledge about how to achieve school reform on a large scale across the three levels of school-community, district/region, and state policy. Case examples will be used to show what can be accomplished in relatively short time frames.



10:00 - 10:15 a.m.

**Break**, Refreshments in Lobby

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

-- Emerald A --

**1.1 Keynote Follow-up**

*Michael Fullan, Keynote speaker, University of Toronto*

This session will give participants the opportunity to discuss ideas presented in the morning presentation with Michael Fullan, and to raise questions and make other comments.

-- Emerald B --

**1.2 WASL Assessment Matrix: A Guide to Reading Assessments for Grades K-12**

*Sue Geiger, K-12 Reading Administrator, OSPI*

This session will give administrators, teachers, and assessment personnel an overview of assessments for reading K-12. Information will include the major uses of each type of assessment, building an assessment system within a school or district, and how these components fit within the framework of the K-12 Reading Model.

-- Emerald C --

**1.3 Developing and Using Classroom-Based Assessments Related to EALRs and Aligned with the Demands of the WASL**

*Catherine Taylor, Associate Professor, University of Washington*

This session will present a model for developing classroom-based assessments (CBA). The model begins with the notion of valued performances (work worth doing) and shows how valued performances align with the demands of WASL. Guidelines for developing high quality CBAs and classroom-based scoring rules will be presented.

-- Mercer A --

**1.4 School District Models of Standards-Based Mathematics Assessments for Grades 1-8**

*Nancy Katims, Director of Assessment, Research & Evaluation, Edmonds School District*

*Bruce Kelley, Director of School Improvement, Battle Ground School District*

*Bob Isenberg, Assessment Director, Kent School District*

School districts have an ongoing quest to find models of quality mathematics assessments for grades 1-8 that can be given districtwide to provide evidence of students' progress toward meeting key standards. This session will describe two such district-designed modes: (1) a Grade 2 math assessment using paper-and-pencil and oral interviews to assess place value understanding, with sample anchors illustrated through both paper and video clips, with three years of data, and (2) a WASL-like mathematics assessment given districtwide three times a year in grades 1-8, with two years of data available.

-- Mercer B --

### **1.5 Impact of School Improvement on Staff Perception of the Nine Characteristics of High Performing Schools**

*Greg Lobdell, Director of Research, Center for Educational Effectiveness*

OSPI's School Improvement Assistance program is assisting struggling schools throughout the state in their school transformation efforts. Using perceptual data from throughout the 3-year program, this session will evaluate the change in staff perceptions of the Nine Characteristics of High Performing Schools, with particular emphasis on identifying which factors had the greatest influence on academic achievement.

-- Orcas A --

### **1.6 Graduation and Dropping Out: Calculations and Interventions**

*Pete Bylsma, Director, Research/Evaluation/Accountability, OSPI*

*Sue Shannon, Senior Researcher, OSPI*

*Deborah Gonzalez, Assistant Superintendent, Puget Sound ESD*

This session will explain the new method used to calculate the graduation rate used for AYP purposes, the rates for the various student groups, and the latest research on promising practices that can reduce the dropout rate. Activities of specific schools in Washington will be included.

-- Orcas B --

### **1.7 Beyond Topical Alignment: Equity in the Classroom**

*Debbi Hardy, Curriculum Director, OSPI*

*Kathy Bartlett, Director, Special Education Learning Improvement, OSPI*

*Lina Conrad, K-12 Reading and Mathematics Specialist, OSPI*

In this session participants will learn about the three C's of alignment (content, context, and cognitive demand) through the Reading and Mathematics GLEs. Participants will learn practical strategies for differentiating instruction, keeping in mind alignment to the standards, to ensure equitable access to the general education curriculum.

-- Crystal A --

### **1.8 From Compliance to Commitment: A Report on Effective Districts in Washington State**

*Duane Baker, Director, School Information Services, Washington School Research Center, Seattle*

*Pacific University*

This presentation will focus on recent findings from a Washington School Research Center-sponsored study of effective districts in Washington State. The session will include the context within which district improvements are taking place, six identified characteristics of district effectiveness, and implications for other Washington State districts. Although focusing on district findings, the presentation will also include connections to school-level and classroom-level practices.

-- Crystal B --

**1.9 The Global Culture of Math: How Students From Different Cultures Solve Mathematical Problems**

*B. Keith Salyer, Associate Professor, Department of Education, Central Washington University*

*Connie Weiner, Assistant Professor, Department of Education, Central Washington University*

As schools become more representative of a global community it is important that teachers understand and appreciate the mathematical methods that culturally diverse students bring into the classroom. This presentation will provide participants with an overview and hands-on practice in using the different methods students from the global community use to solve problems. We will also review instructional math material from different cultures.

-- Crystal C --

**1.10 OSPI Reading WASL Released Test Debut - High School**

*Lesley Klenk, Reading Assessment Unit Manager, OSPI*

The class of 2008 is preparing for the Spring administration of the WASL that will determine their graduation status as they finish their last two years of high school. Educators have the opportunity to support the growth of student achievement in reading with the use of the High School Practice Test in Reading. This full-length assessment is an equivalent test form with the same number of items, points, and constructed response. Participants will learn how to deliver the assessment, score it, and report the results to students, parents, and schools.

-- San Juan --

**1.11 The Saga Continues: on the Four Strand by Four Level Writing Guide**

*Steven Schuman, President, Rainier Group*

*Ric Williams, Curriculum and Assessment Director, Everett School District*

This session is an update from the 2004 WERA Conference on an exciting new four-strand writing scoring guide that melds the best of the six-trait system, rubric design, and GLE expectations. New versions of the scoring guide, now extended down through kindergarten, are better aligned with the state GLEs/WASL. Participants will receive the scoring guides plus supporting annotations and a staff development play for the process of assessment training.

11:30 a.m. - 12:30 p.m.

**Lunch, Emerald Ballroom**

Annual Praeger's Follies contest announcement and rules

***Bob Silverman, Puyallup School District***

12:30 - 1:30 p.m.

**Second General Session, Emerald Ballroom**

**Address:**

**The Path to Success for the Class of 2008:  
Preparing a New Generation of Graduates**

*Terry Bergeson*

*Washington State Superintendent of Public Instruction*

**CONCURRENT SESSION # 2**

**Thursday, December 8**

**1:45 p.m. -3:00 p.m.**

-- Emerald A --

**2.1 Keynote Follow-up**

*Terry Bergeson, State Superintendent of Public Instruction*

This session will give participants the opportunity to discuss ideas presented at Terry Bergeson's noon keynote presentation, and to raise questions and make other comments.

-- Emerald B --

**2.2 Codes of Conduct for Testing: A National Perspective and New Codes for Washington**

*John Fremer, Vice President of Client Services, Caveon Test Security*

*Karen Banks, Assessment and Evaluation Consultant*

*Joe Willhoft, Director of Assessment, OSPI*

A survey of each state's regulations governing testing codes of conduct was recently completed by Caveon Test Security, Inc.; a summary will be presented. This survey was used by OSPI staff to develop draft WACs for use in Washington. Copies of new WACs for districts, schools, and test proctors will be distributed.

-- Emerald C --

### **2.3 Beyond Problem-Solving: What Students, Parents, and Educators Should Know to Maximize WASL Scores**

*Thomas Fuller, English/ACT Prep. Teacher, Riverside, Illinois*

Comprehensive assessment preparation involves much more than simply teaching problem solving strategies. The presentation will introduce aspects of a scientific approach designed to help students minimize their unhealthy emotions and maximize their assessment performance.

-- Mercer A --

### **2.4 Math Transitions from High School to Community College**

*Nancy Katims, Director of Assessment, Research, and Evaluation, Edmonds School District*

*Lynn Caulkins, Assessment and Data Specialist, Edmonds School District*

*Dave Pavelchek, Sr. Research Manager, Social & Economic Sciences Research Center – WSU*

*Paul Stern, Sr. Research Associate, Social & Economic Sciences Research Center - WSU*

Current news articles have questioned whether school districts are properly preparing students for college-level mathematics, citing high numbers of students who require “remedial” mathematics upon entering college. The presenters will describe the results of two different studies conducted in Washington State that examine various factors associated with high school students placing into college-level mathematics. Some factors considered include the level of high school mathematics taken prior to the college placement test, how well students performed in their high school math classes, and the length of time between finishing high school math and taking the college placement test.

-- Mercer B --

### **2.5 Are Science Standards Enough? Deep Alignment to Understanding the GLEs**

*Eric Wuersten, Science Curriculum Program Supervisor, OSPI*

Participants will explore middle level science materials and relate those through an alignment process to the GLEs. GLEs are useful only if teachers understand the concepts, principals, and processes identified in them. The session will cover how learning communities can foster the work needed to gain sufficient understanding of the GLEs in order to adequately engage student learning in preparation for the WASL.

-- Orcas A --

### **2.6 Using Student-Involved Assessment Practices to Raise Student Achievement**

*Bruce Herzog, Teacher/Assessment Trainer, Nooksack Valley School District*

*Joni Heutink, Teacher/Assessment Trainer, Nooksack Valley School District*

Research shows that effective assessment practices can raise student achievement by as much as four grade level equivalents, impact the achievement of low performing students the most, and increase motivation! In this session the key elements of effective assessment and grading will be described. There will be discussion about how to begin implementing these elements.

-- Orcas B --

## **2.7 An Introduction to Social Studies Classroom-Based Assessment Scorer Training**

*Caleb Perkins, Program Supervisor, Social Studies/International Education, OSPI*

OSPI has developed classroom-based assessment models (CBAs) for social studies to ensure that students become engaged, informed citizens and are meeting the state's social studies EALRs. These CBAs provide critical feedback regarding what students should know and be able to do in civics, history, geography, and economics at the elementary, middle, and high school levels. This session will illustrate how to use and score some of the 29 social studies CBAs OSPI has developed, and will include recently released CBA training sets.

-- Crystal A --

## **2.8 The WASL in Writing: Implications for Classroom Instruction**

*Nikki Elliott-Schuman, Writing Assessment Specialist, OSPI*

This focus of this session will be on the analysis of the Washington Assessment of Student Learning (WASL) writing data to inform curriculum and instruction. Particular emphasis will be given to instructional strategies to help students write more effectively. Participants will be involved in hands-on interactive activities. They will also receive the latest information about the WASL in Writing.

-- Crystal B --

## **2.9 Development of the "Alternative Assessment" for Obtaining a Certificate of Academic Achievement**

*Robert Butts, Alternative Assessment Coordinator, OSPI*

*Lesley Klenk, Karen Hall, and Judy Cromett, Alternative Assessment Project Coordinators, OSPI*

A status report will be provided on the development of an "alternative assessment" for students who likely have the reading, writing, and mathematics skills measured on the high school assessment, but who have not met one or more standards after taking the WASL twice. If approved by the Legislature, the alternative assessment process will be available to students in the class of 2008 and beyond as an alternative pathway to obtain a Certificate of Academic Achievement. Information will be provided on the proposed process and guidelines, the status of the pilot project, the proposed WASL/GPA index, plans to collect student work samples, and the opportunities and challenges of using "multiple measures" to make reliable and objective decisions for individual students.

-- Crystal C --

## **2.10 Washington State LASER: Program and Student Assessment Results from the First Years of the Program**

*Dennis Schatz, Co-Director, Washington State LASER, Pacific Science Center*

*Dave Weaver, Senior Research Associate, RMC Corporation, Portland, Oregon*

*Peter Finch, Assistant Superintendent, West Valley School District, Yakima*

More than 130 school districts across the state – serving about 70% of the students in the State – use the LASER model to implement inquiry, standards-based science programs. Last year's fifth grade Science WASL allowed LASER to get its first look at student success, with promising results. All of this will be discussed at the session.

-- San Juan --

### **2.11 OSPI Reading WASL Released Test Debut - Grade 4**

*Erin Haerling, Reading Assessment Specialist, OSPI*

With the implications of the No Child Left Behind Act, districts are scrambling to find tools to help students prepare for the 2006 reading assessments. Participants will learn about the creation and suggested uses of the exciting new OSPI reading assessments, the Reading Released Test. Training will be given in the implementation and scoring of the Grade 4 Reading Released Test. Instructional implications regarding historically difficult WASL Reading item types will be discussed.



3:00 p.m. - 3:15 p.m.

**Break, Refreshments in Lobby**

**CONCURRENT SESSION #3**

**Thursday, December 8**

**3:15 - 4:30 p.m.**

-- Emerald A --

### **3.1 Teaching Students to Construct and Interpret Graphs on the Washington Assessment of Student Learning (WASL)**

*Karen Hall, Mathematics Assessment Specialist, OSPI*

Assessing construction and interpretation of graphs reveals strengths and weaknesses of students' graphing skills in grades 3-8. This presentation will focus on bar graphs and circle graphs in grades 3-5 and histograms and line graphs in grades 6-8.

-- Emerald B --

### **3.2 Simplifying Data for Ease of Understanding and Use: Presenting Data in Dashboard Formats**

*Peter Hendrickson, Assessment Specialist, Everett School District*

*Susan Klein, Assessment Coordinator, Highline School District*

*Don Schmitz, Director of Assessment and Program Evaluation, Mukilteo School District*

*Bob Silverman, Executive Director, Assessment/Accountability, Puyallup School District (facilitator)*

A recent trend in data representation is to create data "dashboards," which are simplified versions of key data at the school or district level. In this session, three district assessment leaders will present ways that their districts have used dashboard formats to represent their demographics, assessment data, and other information. The session will also address protocols for creating dashboards, the software tools currently in use, the advantages for policy makers, and the issue of potential over-simplification of complex issues in dashboard presentations.

-- Emerald C --

### **3.3 Goal II Classroom Based Assessments for Arts, Social Studies, and Health and Fitness**

*AnneRene Joseph, Program Supervisor, The Arts, OSPI*

*Caleb Perkins, Program Supervisor, Social Studies, OSPI*

*Lisa Rakoz, Program Supervisor, Health and Fitness, OSPI*

Join OSPI's program supervisors for the Arts, Social Studies, and Health and Fitness in a joint overview presentation about the newly developed, released, and implemented Classroom Based Assessments to measure what we want students to know and be able to do at the benchmark levels of grades 5, 8, and high school in these Goal II subject areas. Participants will receive a copy of a joint PowerPoint, copies of the CBAs, an Arts DVD of student samples, a timeline for implementation, next steps, and on-going staff development. There will be an opportunity to learn about the exciting work in these subject areas.

-- Mercer A --

### **3.4 OSPI Reading WASL Released Test Debut - Grade 7**

*Judy Norris-Handy, Reading Assessment Specialist, OSPI*

With the implications of the No Child Left Behind Act, districts are scrambling to find tools to help students prepare for the 2006 reading assessments. Participants will learn about the creation and suggested uses of the exciting new OSPI reading assessments, the Reading Released Test. Training will be given in the implementation and scoring of the Grade 7 Reading Released Test. Instructional implications regarding historically difficult WASL Reading item types will be discussed.

-- Mercer B --

### **3.5 An Examination of the Conversion of a Large High School to Small Learning Communities and the Implications for High-Achieving Disengaged Students**

*Colleen Ponto, OSR Community Coordinator/Doctoral Candidate, Seattle University*

There is a growing high school reform movement underway in the United States – to convert large high schools to small high schools. Even though reported benefits of the conversion are fueling the movement, what remains unclear is how a conversion from large to small high schools influences the teaching/learning act and subsequent student engagement. To explore the nature of this relationship, a qualitative multiple-case study involving interviews and observations of high-achieving disengaged students was conducted. The results of this research will be presented.

-- Orcas A --

### **3.6 Academic Progress in Washington State: A Report on Results from the 2005 National Assessment of Educational Progress**

*Kathryn L. Sprigg, State NAEP Coordinator, OSPI*

Are we making progress on improving the academic achievement of students in Washington? The National Assessment of Educational Progress, a federally mandated program, recently released results from the 2005 assessments of reading and mathematics. This session will report on the findings, compare the results to the 2003 NAEP, consider how NAEP data can be used in the classroom, and how results can be used to confirm progress on the WASL.

-- Orcas B --

### **3.7 Kids in the Middle: Meeting the Developmental Needs of Young Adolescents in the Classroom**

*Connie Weiner, Assistant Professor, Department of Education, Central Washington University*

*Keith Sallyer, Associate Professor, Department of Education, Central Washington University*

Young adolescents today are technologically advanced, mobile, and have access to an enormous amount of information. Yet, they still have needs that must be addressed in the classroom. When working with middlers, educators should have a clear understanding of young adolescence in contemporary society and the ability to interact with their students successfully. These concepts will be discussed.

-- Crystal A --

### **3.8 Washington State Grade Level Expectations in Writing: A New Level of Specificity**

*Nikki Elliott-Schuman, Writing Assessment Specialist, OSPI*

*Charlotte Carr, CC Consultants, Seattle*

The new Writing Grade Level Expectations (GLEs) describe a connected series of learning competencies necessary to create proficient writers. They provide specific learning standards for students in grades K-10, clarifying skills and strategies all students need to demonstrate proficiency in each content area. This session is an opportunity for teachers across the state to learn about the new Washington State Grade Level Expectations in Writing. Participants will receive a copy of the pre-print writing GLE draft and engage in hands-on activities designed to help them learn more about the document. The presentation will also include a writing lesson that will help students reach grade level expectations.

-- Crystal B --

### **3.9 Assessing School Climate: Tools You Can Use**

*Pete Bylsma, Director, Research/Evaluation/Accountability, OSPI*

*Craig Bowman, School Improvement Coordinator, Puget Sound ESD*

This session will describe several new surveys, aligned with the characteristics of effective schools, that assess how school staff, students, and family members perceive a school. When data from the surveys are entered into a spreadsheet template, a variety of graphs are produced automatically. Attendees will receive a CD with these tools.

-- Crystal C --

### **3.10 AYP Policies, Results and Sanctions**

*Bob Harmon, Assistant Superintendent, Special Programs, OSPI*

*Gayle Pauley, Title I Director, OSPI*

This session will examine the new policies used for calculating Adequate Yearly Progress (AYP) in 2005. State, district, and school AYP results for 2005 will be highlighted, and the sanctions that occur at the district and school levels will be explained.

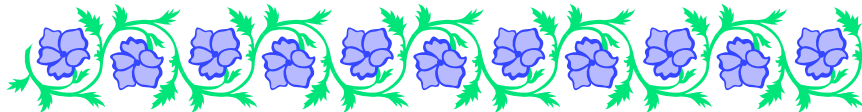
-- San Juan --

### **3.11 The Current State of Science Education in Washington State: Results from 5 Surveys Conducted in 2005**

*Eric Wuersten, Science Curriculum Program Supervisor, OSPI*

*Paul Stern, Sr. Research Associate, Social & Economic Sciences Research Center - WSU*

OSPI, in conjunction with the state's science educational stakeholders, is engaged in an effort to understand what is happening in our science classrooms and clarify the need for professional development in science. Surveys of teachers in training, K-12 administrators, elementary and secondary science teachers, and instructors at colleges of education were conducted in 2005. These will be discussed.



#### **Hospitality Session**

**4:30 - 6:00 p.m.**

***Emerald E, F***

Don't miss this opportunity to socialize with your colleagues while enjoying tasty hors d'oeuvres provided by our generous sponsoring organizations.

Entertainment: White River High School Jazz Ensemble  
*Timothy Fleming, Director*

#### **Research Network meeting on Thursday night:**

The Washington Education Research Network, jointly co-sponsored by OSPI and WERA, will hold its fifth annual December meeting of Washington researchers and educators to discuss and share current and future research to help improve student learning. There will be hor d'oeuvres and a dessert buffet.

Time: 6:30 to 8:30 p.m.

Location: Crystal A room in the Conference Center

**\*\*\* CONFERENCE PROGRAM \*\*\***  
**Friday, December 9**

7:30 - 8:30 a.m.

**Check-in and coffee**

8:30 - 10:00 a.m.

**Third General Session, Emerald Ballroom**

**Welcome:**

*Dan Phelan, WERA President*

**Address:**

**Sustainable Leadership for Sustainable Improvement**

*Andy Hargreaves*

*Chair of Education, Boston College School of Education  
Founding Editor-in-Chief, "Journal of Educational Change"*

This address will establish key principles for making sustainable benefits for all students. Drawing on thirty years of leadership and change in eight North American high schools, and on literature about best practices of environmental and corporate sustainability, the presentation will show how sustainable improvement focuses on DEPTH of learning and achievement before superficially tested performance; LENGTH of impact in the long haul, beyond short term targets and across multiple leaders; BREADTH of influence where leadership becomes a distributed responsibility; JUSTICE in ensuring leadership actions do not harm, but benefit; DIVERSITY that replaces standardization and alignment; RESOURCEFULNESS that renews and conserves energy; and CONSERVATION that builds on the best of the past to create an even better future.



10:00 - 10:15 a.m.

**Break, Refreshments in Lobby**

**CONCURRENT SESSION #4**  
**Friday, December 9**  
**10:15 - 11:30 a.m.**

-- Emerald A --

**4.1 Keynote Follow-up**

*Andy Hargreaves, Chair of Education, Boston College School of Education*

This session will give participants the opportunity to discuss ideas presented at Andy Hargreaves' keynote presentation, and to raise questions and make other comments.

-- Emerald B --

**4.2 Helping Schools Improve: What We Found in the Evaluation of the School Improvement Assistance Program**

*James Leffler, Program Director, Services to the Field, Northwest Regional Educational Lab, Portland*  
*Rob McGregor, Assistant Superintendent, School Improvement, OSPI*

Thirteen schools in the Washington School Improvement Assistance Program have just completed three years of school improvement through the SIAP. The program provides a School Improvement Facilitator, resources, and a state designed model for school improvement. The presentation will include a brief history of the program, a summary of results from the evaluation findings from Cohort I and II schools, next steps and potential SIA program improvements, and their implications for other schools working on school improvement.

-- Emerald C --

**4.3 Teacher Observation and Student Learning: Making the Link**

*Sharon Collins, High School Principal, Bellevue School District*  
*David Wellington, Middle School Principal, Bellevue School District*

Are your teacher observations and evaluations getting stale? Are they making a positive difference for teachers? For students? This session will present a new lens for assessing teaching. Presenters will share their experiences, with a focus on how to change your approach to observation, ease teachers' fears, address performance issues, improve school climate and, most importantly, improve student learning.

-- Mercer A --

**4.4 Grading Students: Surviving a Radical Change to Standards-Based Grading**

*Forrest Clark, Math Teacher, University Place School District*  
*Susan Follmer, Junior High Principal, University Place School District*  
*Victoria Stevens, Junior High Math Department Leader, University Place School District*

This session follows up last year's session on "Grading Students: Concept Mastery vs. Effort, Behavior and Cuteness." Junior high math teachers will discuss lessons learned while implementing a standards-based, concept mastery grading policy, and explain modifications made during the year in response to student and parent feedback. This session is for all educators interested in standards-based grading for learning, and is based upon actual classroom experience.

-- Mercer B --

#### **4.5 Using Focus Group Research and Community Outreach to Guide your Work with Hispanic/Latino Families**

*Ann Oxrieder, Assistant to the Superintendent, Bellevue School District*  
*Rubicela Acosta, President, Hispanic America Group*

Use research as a tool to effectively understand and work with your Hispanic families and students. An example will be shared about Bellevue's findings that answers important questions. What can schools do to be more welcoming? How can we promote more Hispanic parent involvement and improve the learning environment? How can we understand Hispanic culture? This session will present the results of focus groups of parents of preschool, elementary, middle and high school students as well as the program being implemented in response to the research.

-- Orcas A --

#### **4.6 Changing the Way We Identify Students, Measure Progress and Evaluate Special Education Programs**

*David Anderson, Research Analyst, OSPI*

Federal laws direct a change in the way states identify students with learning disabilities, measure progress and evaluate special education programs. This session will examine trend data for Washington's special education students as context for a discussion of these changes and implications for state and district policies.

-- Orcas B --

#### **4.7 English Language Learners Caught in the Middle**

*Sheila Valencia, Professor, University of Washington*  
*Tom Stritikus, Professor, University of Washington*

This session will describe a paper that analyzed instructional conditions for English language learners in Washington State. Data for this study were drawn from six highly impacted school districts representing over half the ELL students in the state. Data collection included interviews with district and school personnel, including ELL program directors and school leaders at two elementary and one middle school. Data were gathered on the type of support provided for ELL students, the program model, nature of curriculum, program entry and exit requirements, and professional development efforts. Additionally, a quantitative analysis unpacked the state reading achievement results of ELL students.

-- Crystal A --

#### **4.8 The Many Implications of Assessment in the Mathematics Classroom**

*Sharon Lipton, Mathematics Helping Corps Regional Coordinator*  
*Mary Jo Ormsby, Mathematics Helping Corps Regional Coordinator*

Assessment in mathematics is not just for evaluating student knowledge. How do you use assessment to monitor student progress and make instructional decisions? Assessment should not just be paper and pencil tasks. What are the alternative forms of assessment and how do results get used to improve student learning?

-- Crystal B --

#### **4.9 Finding Research Based Evidence for Effective Reading Instruction that Meets the Individual Needs of Low Achievers**

*Tom Hancock, Associate Professor of Educational Psychology, George Fox University*  
*Kathleen Allen, Assistant Professor of Education, Saint Martins University*

Scientifically responsible methods of matching reading interventions to personal profiles will be discussed. A simple cognitive control model for meeting individual needs will be presented with methods for training lower achieving students metacognitively with their own cognitive profiles (from Woodcock). An experimental study conducted in ten regular classrooms and yielding state reading test gains illustrates sound research based evidence.

-- Crystal C --

#### **4.10 Educational Change through Collaboration and Inquiry (math and science)**

*Tamara Nelson, Assistant Professor, Science Education, WSU Vancouver*  
*David Slavit, Associate Professor, Mathematics, WSU Vancouver*  
*Anne Kennedy, Director of Science and Mathematics, ESD 112, Vancouver*

This presentation will discuss a professional learning community model used in a US DOE-funded project entitled Partnership for Reform in Secondary Science and Mathematics (PRISSM). PRISSM facilitates professional development that brings teachers together to investigate and understand science and mathematics educational goals (such as state and national standards), students' ideas and misconceptions, and teaching that supports and challenges students in achieving deeper conceptual understanding. Research associated with this project considers the influence of leadership on cultural practices in schools.

-- San Juan --

#### **4.11 Dropout Prevention: Connecting Kids to High School**

*Carolyn Cohen, Owner, Cohen Research and Evaluation*  
*Debora Boeck, Grants Developer, Edmonds School District*  
*Shawn Webber, SAIL Specialist, Lynwood High School*  
*Davis Patterson, Research Analyst*

Three years ago the Student Adventures in Learning (SAIL) program invited 60 incoming 9<sup>th</sup> graders to join an innovative effort to help them stay in school. The profile of entering participants included an average GPA of 0.5, a poor attendance history, and one or more of several other issues such as gang involvement. What difference did SAIL make in the lives of these young people? This presentation will report on program outcomes and evaluation findings. The evaluation incorporated an extensive review of student outcome data, attitude surveys, interviews, and comparison group analysis.

11:30 a.m. - 1:00 p.m.

**Lunch**, Emerald Ballroom

Praeger's Follies Contest Award Winners Announced

**Musical Entertainment:**

**Mountain Meadow Drum Ensemble**

*White River School District*

**CONCURRENT SESSION #5**  
**Friday, December 9**  
**1:15 - 2:30 p.m.**

-- Emerald A --

**5.1 How Teachers' Beliefs Affect Student Performance on the WASL**

*Joshua Garcia, Principal, Federal Way School District*

This study investigated the relationships between fourth grade teachers' beliefs and student performance on the WASL. Specifically, the relationship between teachers' beliefs and student achievement on the mathematics and reading sections of the WASL was examined. Results indicated a significant relationship between teacher beliefs and student academic achievement. This session will discuss these findings.

-- Emerald B --

**5.2 Teacher's Response to Washington's Standards-Based Reform: Emerging Evidence about the State's Theory of Action**

*Hilary Loeb, Research Consultant, College of Education, University of Washington*

*Ana Elfers, Research Consultant, College of Education, University of Washington*

*Michael Knapp, Professor, College of Education, University of Washington*

*Marge Plecki, Professor, College of Education, University of Washington*

Because teachers' efforts are central to the success of standards-based reform, it behooves education leaders to consider whether the assumptions embedded in this reform theory are sound. This presentation will explore teachers' practices and views associated with Washington State's approach based on a discussion of recent retention and survey data.

-- Emerald C --

**5.3 Development and Implementation of an Observation Tool for an After School Program Designed to Increase Interest in Science, Technology, Engineering and Math**

*Karen Peterson, Executive Director, Puget Sound Center for Teaching, Learning and Technology*

This session will describe the development and implementation of an observation rubric used to evaluate after school clubs geared to increase girls' interest in science, technology, engineering, and math. Topics include: research used to select observation areas, tool use, and measures of effective and ineffective practices. The rubric and scoring guide will be provided.

-- Mercer A --

#### **5.4 Eastern Washington Connections and Inquiry: Building Capacity for Change in Science and Math Instructional Practices**

*Christine Tuckerman, Director, Center for School Improvement, ESD 101, Spokane*

*Jonathan Hanson, Science Specialist, ESD 101, Spokane*

*Barbara Sanders, Associate Professor, Whitworth College*

*Mindy Poindexter, Science Teacher, Freeman School District*

The Math Science Partnership (MSP) project, Eastern Washington Connections and Inquiry is a three-year teacher development project involving three higher education partners, ten school districts, and ESD 101. Through an intense summer academy and structured ongoing school year professional development activities, the project is increasing both content knowledge and teaching skills for 100 area teachers.

-- Mercer B --

#### **5.5 Teacher Licensure Tests and Student Achievement: Is Teacher Testing an Effective Policy?**

*Dan Goldhaber, Research Associate Professor, University of Washington School of Public Affairs*

*Dan Player, Research Associate, University of Washington School of Public Affairs*

This presentation will examine the relationship between teacher performance on commonly-used licensure tests and growth in student achievement, hoping to yield information that will help states make more informed decisions about the way they license teachers. In short, it investigates whether or not licensure tests are an effective policy tool for ensuring teacher quality.

-- Orcas A --

#### **5.6 Does WASL Performance Predict Postsecondary Achievement?**

*Paul Stern, Sr. Research Associate, Social & Economic Sciences Research Center - WSU*

This presentation will present findings from an investigation of the relationship between 10<sup>th</sup> grade WASL scores for the class of 2002 and their enrollments in college, attending college courses in remedial math or English, and persistence in college from the first to second year.

-- Orcas B --

#### **5.7 Helping New Teachers Thrive - Induction in Washington State**

*Sue Anderson, Coordinator, Beginning Teacher Assistance Program, OSPI*

*Jeanne Harmon, Executive Director, Center for Strengthening the Teaching Profession (CSTP)*

What are the key elements for a successful new teacher induction program, and the essential skills for those hired to mentor? The Center for Strengthening the Teaching Profession (CSTP) and OSPI, supported by the Paul G. Allen Family Foundation, have been working with a team of educators from around the state to look at the latest research and answer these questions. We will discuss the program and mentor guidelines they have developed, and consider local implications.

-- Crystal A --

**5.8 Clever and Unusual Analyses of WASL Data (Data Analyses You Wish You had Thought of First!)**

*Bob Silverman, Executive Director, Assessment and Accountability, Puyallup School District*

*Jack Monpas-Huber, Data Analyst, Northshore School District*

*Linda Elman, Director of Research and Evaluation, Central Kitsap School District*

*Nancy Katims, Director of Assessment, Research & Evaluation, Edmonds School District (facilitator)*

As the amount of WASL data grows, we are provided with a wealth of information across grades, subjects, and years. Most of us continue to examine the data in traditional ways, but know in our hearts that we could do more with all these cool results! In this session, three district assessment experts will share unusual ways they have analyzed WASL data, including such topics as the effect of TV watching on WASL performance. Audience discussion time will be included.

-- Crystal B --

**5.9 Empowering Teachers through Peer Collaboration**

*Sue Yerian, Program Coordinator for the National Board Teacher Certification, Tukwila School District*

Over the past two years the Tukwila School District, through a Stuart Foundation grant, has supported 35 teachers through the National Board Certificate process. This presentation will describe the successes and challenges of moving toward an "induction to retirement" professional development program with the goal of producing teacher leaders.

-- Crystal C --

**5.10 Examining the Relationship Between Instructional Models and Elementary Language Learners' Proficiency in English**

*Margaret Ho, Program Supervisor, Bilingual Education, OSPI*

This session will discuss a longitudinal study of elementary English Language Learners enrolled in alternative language development programs. The study focuses on the Pullout and the Content ESL models, which are the two most often selected in Washington State schools. Analyses of student records on measures of language proficiency (WLPT) as well as on measures of academic achievement (ITBS and WASL) yield surprising results.

-- San Juan --

**5.11 What do Parents Think about Schools and does the School Improvement Process Make a Difference?**

*Jill Hearne, Consultant, Hearne Associates*

*Greg Lobdell, Director, Center for Educational Effectiveness (CEE)*

Schools serving diverse populations struggle with issues of communication and inclusion of parents. Using Center for Educational Effectiveness survey data from over 20,000 parents in more than 200 schools, we will focus on analysis of differences in perception based on a number of factors including ethnicity, home primary language, and poverty level.

**THANKS FOR COMING!! WE HOPE TO SEE YOU AT THE SPRING CONFERENCE ON MARCH 8-10, 2006 AT THIS SAME LOCATION.**

## Lead Presenter Contact Information – December 2005 Assessment Conference

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**NOTES:**

