

Preliminary Breakout Sessions for 2018-2019 WERA Winter Conference (December 6-7, 2018)

Revised October 30, 2018

Session Time	Last Name	First Name	Job Title	Employer	Co-Presenter(s)	Presentation Title	Presentation Description
Thurs. AM	Stembridge	Adeyemi				Keynote Follow-Up Session	This session will give participants the opportunity to discuss ideas presented at Dr. Adeyemi Stembridge's keynote presentation and to raise questions and make comments.
Thurs. AM	Jackson	Anton	Director of Assessment Development	OSPI	Kara Todd, Content Coordinator for Test Development, OSPI; Dawn Cope, Science Assessment Lead, OSPI; Shelley O'Dell, ELA Assessment Specialist, OSPI	Interpreting Summative Score Reports: math, science, and ELA	Students who took the Smarter Balanced math or English language arts (ELA) assessments or the Washington Comprehensive Assessment of Science in spring 2018 generated score reports. Educators can access score reports online and districts receive paper Family Reports that can be shared with parents. At this session, OSPI staff will walk through the online math, ELA, and science score reports and paper Family Reports and gather session attendee questions and input on supports necessary to use and communicate score report information.
Thurs. AM	Parr	Andrew	Research Director	Washington State Board of Education	Randy Spaulding, Executive Director, Washington State Board of Education	The Washington School Improvement Framework (WaSIF)-How Schools and Districts use the new Framework	School district personnel have been using data from the school Achievement Index developed by the SBE and the OSPI to varying degrees. The winter 2014 Index version was the first to include growth model data which provided much more information about schools than proficiency rates alone. In winter 2018, the SBE and OSPI released the ESSA Compatible WaSIF which provides new information on English Learners and measures of school quality and student success. The presenters will share their experiences with the rollout and uses of Washington's new system of school differentiation.
Thurs. AM	Williams	Nova	Assistant Director of Learning Services	Mercer Island School District	Dr. Lindsay Myatch, Director of Special Services, Issaquah School District; Aimee Batliner-Gillette, Principal, Northwood Elementary School (Mercer Island)	Reading and The Brain: How We Can Provide Equitable Learning Experiences for Dyslexic Student Across All Three Tiers	In the spirit of disrupting the status quo, legislators passed SB 6162, requiring schools to screen grades K-2 for weaknesses associated with dyslexia and provide MTSS interventions for students. As a team (principal, special services director, assistant director of learning services, and certified LETRS trainers), we will provide crucial information to aid implementation. This learning encompasses: Basic law information, brain research for literacy, conceptual models for reading, basic dyslexia knowledge, indicators of dyslexia in early readers, assessments, interventions
Thurs. AM	Nishida	Nasue	Executive Director	Center for Strengthening the Teaching Profession	Jeanne Harmon - Consultant to CSTP Sue Anderson - Director, Educator Effectiveness, OSPI	Evaluation for Growth: Exploring the New TPEP Toolkit	What are some key practices of districts successfully using the evaluation system to leverage educator growth? Join us for an overview of a new toolkit for growth and evaluation developed by WA educators, and come away with a couple of new ideas for your district or school.
Thurs. AM	Grevstad	John	English Teacher	Tacoma Public Schools	Hayley Hathaway (Instructional Facilitator: Chief Leschi Schools, Alessandra Pollock: Alessandra Pollock Consulting	Eliminating Performance Gaps in Dual Credit Courses	Enrollment in dual credit courses is expanding to include more students from low-income and underrepresented communities. However, performance gaps persist. The English department at Stadium High School simultaneously eliminated participation and performance gaps by restructuring and offering English courses from the University of Washington. In four years, over 500 hundred Stadium students have earned earn over 3000 English credits. Of these students, almost 200 students (earning over 1000 credits) are from URM or Low-income communities. This success can be replicated at other schools.
Thurs. AM	Lombardo	Dr. Lindsay	Director of Secondary Curriculum	Sumner School District	LeeAnn Alfano	Thinking Outside of the "Shiny Box"- Using the Curriculum Adoption Process to Ensure Equity for Teachers and Learners	Districts are renewing efforts around curriculum adoptions in the pursuit of a guaranteed and viable curriculum for ALL students. However, purchasing materials and getting them into the hands of our staff is only the first step. Dr. Lombardo and Ms. Alfano will share a detailed adoption and implementation process which outlines how curricular materials, professional learning and instruction can serve as change agents for student learning. They will also share how to connect this work with a variety of best practices such as: PLC's, instructional frameworks, and distributed leadership.
Thurs. AM	Lenihan	Tracie	Digital Learning TOSA	East Valley SD	Ryan Seidel, Maths and Technology Instructional Specialist, East Valley SD. Tiffany Thompson, 4-12 ELA Instructional Specialist, East Valley SD.	Leveling the playing field: How students use 1:1 technology to achieve college & career readiness.	In this session, we will discuss how East Valley High School has implemented a 1:1 laptop initiative to provide every student access to the information and skill development necessary to transition to life beyond high school. You will learn how teachers are transforming their practice by creating authentic learning experiences for their students. Discover 1:1 strategies that empower student ownership of learning and increase their college and career readiness skills.

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Thurs. AM	Silva	Carolina	Research Assistant	Washington State University		Supporting Undocumented Youth in K-12	This session is based on qualitative research with undocumented students in Eastern Washington. Results shed light on the intricate ways undocumented youth experience inequities in Washington schools in today's political climate. Drawing from the narratives of undocumented college students, this session seeks to illuminate the many ways educators can support undocumented students along their K-12 schooling journeys. Participants will walk away with an understanding of recent legislative changes and best practices when working with undocumented students.
Thurs. AM	Ward	Justin	Data Analyst	OSPI	Aira Jackson, ELA Director, OSPI	Determining the Predictive Power of Local Assessments for Student Performance on the State SBA	You might think a student's performance on district-level assessments is correlated with his/her performance on the state's SBA. In this breakout session, we will walk through the surprising results from a simple analysis of the use of local assessment in Washington's K-4 Literacy Program. This session will cover the methodology used, a brief interpretation of the results, and steps for replicating similar analysis for your education organization.
Thurs. AM	Young	Laura	Music Teacher	White River SD		Building Better Schools with Music	Music education has the power to impact student learning and school culture when implemented with great support. Experience musical activities that blend rigor, empathy, teamwork, and literacy while developing an understanding of what a quality elementary music program really entails. Explore the What, Why, and How of general music! This session is geared towards administrators, data nerds, and other attendees looking to take their data vitamins with some tasty jams.
Thurs. AM	Johnson	Krissy	Attendance Program Supervisor	OSPI		Title: The power of SQSS Measures: Highlighting Attendance	This session will highlight the compelling research behind the School Quality & Student Success Measures (SQSS) 9th Grade Success, Dual Credit and Attendance, including data on Washington students. OSPI staff will provide an overview of the measures, relevant OSPI resources & tools, as well as a deep dive into attendance best practices.
Thurs. AM	Bourque	Beth	MTSS Administrator	North Mason School District	Rebecca Roberts, Counselor, North Mason School District	Igniting a movement in a rural community. North Mason School District is focusing on the Whole Child, Whole School, Whole Community through an MTSS Model.	In 2009-2011, Mason County had the highest prevalence of adults reporting ACE scores of three or more in the state of Washington (WA State Health Assessment, 2018). The North Mason School District leadership team spent the 2017-2018 reviewing this and other data, researching best practices, and reviewing districts that report success with an MTSS model. An overview of WHY we are choosing to focus on Social-Emotional Learning (SEL), WHAT our next steps will be, and HOW we will sustain our efforts and measure outcomes.
Thurs. AM	Fosnick	Katie	Special Education Specialist	Puyallup School District		Developing Systems: Aligning SBA Interim Assessments to IEPs & Present Levels of Performance	This session targets participants with a growth mindset, seeking to increase expectations of students with disabilities. We'll provide a framework for developing a system to align SBA Interim Assessment Blocks to students' IEPs and present levels of performance; and to give access and exposure to the language and format of the assessment while also providing a tool for monitoring student growth. Participants will leave with ideas and strategies to implement a plan of their own.
Thurs. AM	Bond	John	Professor of Educational Leadership	Seattle Pacific University	Julieta Altamirano-Crosby	Strategies for enhancing equity and engagement for Latino families	This round table session will focus on strategies that teachers and administrators can apply to enhance relationships with Latino parents. The emphasis will be on how student achievement can be positively impacted through proactive engagement with parents and families. Research, specific strategies, and practical ideas will be shared and discussed.
Thurs. AM	Grubbs	Kathryn	Academic Advisor	University of Washington	Nancy B. Hertzog, Professor, University of Washington Alex Goodell, Director of Outreach Programs/Program Operations Specialist, UW Sakhavat Mammadov, Research Associate, UW	Hearing All Voices: The Importance of Creating Spaces and Places to Discuss and Share Experiences of Equity in Education	Creating spaces where all members of an educational community can share their experiences related to equity in education is important to disrupt the Status-Quo. Presenters will share their experiences and results of two events that brought communities together to discuss equity. Evaluations of both events elicited positive reflections and suggested future actions to address equity issues in participants' own contexts. We hope our round table attendees will share their experiences, and the exchange of ideas may create new opportunities to amplify all voices in educational equity conversations.

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Thurs. AM	Hagerty	Tricia	District Implementation Coach	Pacific PBIS Coaching Institute	Bella Bilkowski, PhD, School and District Success Coach	Closing the Gaps: Using PBIS to Increase Equitable Outcomes and Culturally Relevant Practices	Schools and districts are investing in an integrated Positive Behavioral Interventions and Supports (PBIS) framework to reduce suspensions and create safe, positive and culturally relevant learning environments where students experience greater success and connectedness. District coaches will describe the core features and processes for successful implementation of through local examples. PBIS is not fully implemented unless it is culturally responsive. Learn about measurement tools and coaching supports local districts are using to implement with fidelity and increase equitable outcomes.
Thurs. AM	Strey	Melanie	Director of Educational Planning	Wenaha Group	Luisa Sanchez-Nilsen, Director of Education and Innovation, Tulalip Tribes of Washington	Co-Design with Elders, Families, Students, and Staff on Creating Shared Educational Priorities	Co-Design is a facilitation process that values shared power of each member. The Co-Design participants' perspectives are grounded in and gives equal value to historical values and beliefs, educational research, and personal experiences. The presenters share lessons learned into policy and procedures that perpetuate or challenge inequities, decision making processes that are developed with people not to people, the intentionality to cultivating non-traditional leaders, and the commitment to honoring past native traditions as the work of school leadership.
Thurs. AM	Okeze	Amy	Program Manager, Special Services	Puget Sound ESD	Conn McQuinn, Consultant, McQuinnable Educational Services	Applying the Secrets of Neurobiology to Enhance Student Success	Recent research allows us a clearer understanding of key neuroscience topics that relate to learning, including: The underlying neurological mechanisms of learning, which is a physical change in the brain. This process can either be enhanced or inhibited by instructional practices and environmental conditions; The interplay between stress, executive function, and learning; The social-emotional context of learning and the power of relationships in school. This fast-paced session will connect these neuroscience concepts to strategies and practices at the classroom and school level.
Thurs. PM-1	Bylsma	Pete	Director, Assessment/ Program Evaluation	Mukilteo School District	Joe Willhoft, Consultant, National Assessment Governing Board Cathy Taylor, Consultant, Center for Assessment Development, Research, and Evaluation Marty McCall, Psychometrician, OSPI/NWEA/SBAC Fengyi Hung, Assessment Director, Tacoma Public Schools Jack Huber, Director of Data Management, Archdiocese of Seattle	Are Standardized Tests Biased?	Many believe standardized tests are biased against people outside the dominant white culture. This leads to skepticism about testing in general, and some parents pull their children out of all such tests. A panel of assessment experts will provide information about how standardized tests were developed and used historically, insights about how standardized tests are constructed, the steps taken to identify bias in items and with a test as a whole, how these assessments compare with those commonly used in the classroom, and areas of bias that continue to be a problem.
Thurs. PM-1	Smith, Jr.	Dr. Marion	Executive Director, Learning Improvement	Kent School District		Stay Woke! Critical Race Theory (CRT) in Education Intro Seminar	This interactive and experiential introductory seminar will build on the foundations of a 3-part Racial Equity Institute to introduce participants to Critical Race Theory – its tenets, constructs and how it may be used as a lens to impact professional practices. As a result of the professional learning in this intro seminar, participants will: *Calibrate a collective working definition and understanding of Critical Race Theory (CRT) *Name and identify how the tenets of CRT (1. The Permanence of Racism; 2. Interest Convergence; 3. Critique of Liberalism; 4. Whiteness as Property; 5. Counterstorytelling) may be used to inform their thinking to surface and address inequitable systems, policies and practices.
Thurs. PM-1	Finnegan	Patty	Bilingual Education Program Supervisor	OSPI		Closing the Opportunity Gap with Dual Language Education	Dual language education is one of the most powerful tools for closing opportunity gaps for our English learners (ELs) and one of Superintendent Reykdal's top goals for all students in K-12 public education. This session will provide a data overview of dual language programming, and districts will share their experiences building and expanding these programs for ELs.
Thurs. PM-1	Parr	Andrew	Research Director	Washington State Board of Education	Randy Spaulding, Executive Director, Washington State Board of Education	Washington's Educational System Health: Ensuring Equity and Achievement	The Washington State Board of Education (SBE) recently submitted a required report to the Education Committees of the Legislature on the six Statewide Indicators of Educational System specified in statute. In collaboration with an expanded list of agency partners, the report describes the annual goals for those indicators, recommends evidence-based reforms for the Washington educational system, and reports on other educational outcome measures. This session will explore the indicators through the latest version of the SBE's Equity Index, and will include an update on the recommended reforms.

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Thurs. PM-1	Theaker	Robert	Sr. Research Manager	Curriculum Associates, LLC		Using Equitable Growth for Comparison and Improvement	At first glance, any discussion of student academic growth seems straight forward: look at a distribution of scores, perform some descriptive calculations, report the results. But is this an equitable method for all students? This session will provide an equitable alternative. i-Ready Diagnostic assessments provide two growth measures, typical and stretch, to provide not only fair comparisons for yearly growth for all students based upon their understanding of the chronological grade standards, but also for equitable growth to reach aspirational goals.
Thurs. PM-1	Palmer	Bill	Director of Technology Integration	Bellingham School District	Jessica Sankey, Director of Health and Wellness, Bellingham School District	Equity Issues in Technology Use	Using devices has become the dominant activity in our lives. One of the main learnings from a recent 1:1 initiative is that technology equity issues are broader than access to devices and internet. The larger equity questions are about how students use technology at home and at school, and the impact this has on their physical, mental, emotional health and their learning. This session focuses on how Bellingham schools and central services are partnering with families and the community around issues of health, wellness, learning in a digital world.
Thurs. PM-1	Strachan	Stephanie	Assistant Professor	Western Washington University	Adam Clements, 4th grade teacher, Okemos Public Schools	Promoting a Culture of Talk in the Classroom Using the P4 Framework	Elementary teachers are encouraged to construct classrooms where children engage in rich text-based discussions: using evidence to support claims, building on the ideas of others, and actively listening to peers. Yet we've found that teachers are rarely provided with professional development as to how to teach young children to engage in these discussion practices. In this session, we share our method of supporting a culture of talk in the K-5 classroom: the P4 Framework. If you are interested in facilitating discussion throughout the day with multiple text genres, we invite you to join us!
Thurs. PM-1	Armstrong	Kimberlee	Director of Diversity, Equity, and Outreach	Edmonds School District	Dr. Kristine McDuffy, Superintendent - Edmonds School District	Leading from the inside out: Moving Theory into Practice	This presentation will provide attendees with equity-focused instructional leadership strategies designed to guide in the development of a race and equity policy, framework, and implementation plan. We will provide history and examples from Edmonds School District's journey, including intentional work with the school board, community and cabinet while highlighting our continued movement towards equity-minded work. Attendees will hear From Superintendent Dr. McDuffy and Director of Diversity, Equity, and Outreach, Dr. Armstrong.
Thurs. PM-1	Reyna	Sylvia	Migrant Program Supervisor	OSPI	Lupe Ledesma, Migrant Program Supervisor, OSPI	Closing the Opportunity Gap for Migrant Students	Migrant education students have some of the most challenging barriers in education due to the nature of their migratory lifestyle. In this session, we will explore data that brings clarity to what those barriers are and possible solutions that allow migrant students equal opportunity to a successful and meaningful education.
Thurs. PM-1	Pratt	Kristen	Assistant Professor	Western Oregon University		Gentrification: A Threat to Equity for Diverse Learners	Schools are spaces where students are socialized to embrace the sociolinguistic ideologies of those in power. Dual language schools have been shown to challenge linguistic hierarchies and promote a language as resource orientation for ELs. However, the recent threat of gentrification within dual language programs risks reifying hegemonic ideologies of language hierarchies and subjects emergent bilinguals to continued marginalization. This study explores one school's resistance to gentrification and offers suggestions for maintaining equitability for emergent bilingual students.
Thurs. PM-1	Trollinger	Danielle	Doctoral Fellow	University of Portland		Improving School Climate through a Communal Approach to Equity	This presentation will unpack research-based strategies to improve school and classroom climates and promote the well-being of the entire community. Specific strategies include enlisting student help in creating classroom routines, teaching positive actions, and inspiring students to become community members on and off school grounds. This presentation will also offer an array of valid and reliable assessments to help measure school and classroom equity experiences.
Thurs. PM-1	Drake	Kris	DART Data Coach	Tacoma School District	Alexa Zarelli, DART Data Coach, Tacoma School District & Uyen Christiansen, DART Data Coach, Tacoma School District	Empowering Student Ownership = Growth	Join Tacoma Public School's Data Assessment Research Team (DART) as they share how they took a group of teachers on an interactive quest. Participants will discover how to empower students in taking ownership of their learning through mindset, data collection & goal setting. You will have an opportunity to experience how DART Data Coaches worked with teachers in developing their toolboxes that allowed students to take the drivers' seat in their learning & growth. This session will conclude with an opportunity to hear reflections on this journey. Is empowering students part of your roadmap?

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Thurs. PM-1	Jones	Nathalie	Educational Equity and Evaluation Consultant	Puget Sound Educational Service District	Colleen Fortune, Math Teacher, Sedro-Woolley HS Steven Gunderson, Counselor, Sedro-Woolley HS Hilary Loeb, Director, Strategy, Evaluation and Learning, Puget Sound ESD Ken Mock, Interim Manager Reporting Services Data Solutions, WSIPC	Success in High School and Beyond: High School and Beyond Planning and WSIPC's My School Data Tool	High School and Beyond (HSB) Plans support students' college and career readiness through course planning, career exploration and learning about postsecondary opportunities. Across Washington, districts are in different stages with HSB planning and use a range of technological tools. This interactive session will highlight findings from a recent evaluation of HSB programs and products, like WSIPC's My School Data tool. Sedro-Woolley will share their experience of developing and implementing a robust system and adopting technological tools to support HSB.
Thurs. PM-1	Fisk	Steve	Lewis & Clark HS principal	Spokane Public Schools	Dr. Becky Cooke, Superintendent, Marysville SD; Dr. Teena McDonald, Associate Professor, WSU	College Acceptance and High School Offerings: What college bearing opportunities in High School Gives all Students the Most Promising Access	This session will share analysis of college credit coursework in the high school. Participants will discuss cost, equity, completion rates, and college acceptance in the State of Washington. This session is designed for large and small districts seeking to make the best informed decision around college bearing credit courses and college access in their high schools.
Thurs. PM-1	Matthews	Catherine	Director of Assessment and Research	Everett Public Schools	Chris Shier, Regional Director Curriculum Associates	Leveraging Diagnostic Data to Identify and Remediate Individual Learning Gaps for Each Learner	Learn how Everett Public Schools uses Diagnostic Assessments in reading and math to analyze student learning against the Common Core State Standards in Reading and Math, identify specific learning strengths and gaps, and provide targeted individualized online instruction to fill the gaps and accelerate learning.
Thurs. AM	Lomax	Kendra	Managing Director of Teacher Education by Design	University of Washington	Deborah Massachi, Managing Director of INSPIRE, University of Washington	Problem-Solving the Substitute Teacher Shortage	Ongoing, job-embedded professional development has the power to support teacher learning and collective school improvement. However, many schools are finding it hard to locate enough substitute teachers to release grade-level or department teams to collaborate together within the school day. This shortage of available substitutes can create a real barrier to engaging teachers in job-embedded professional learning. We'll share examples of creative strategies and invite participants to think together about practical solutions and big dreams for overcoming this challenge.
Thurs. PM-1	Cowin	Kathleen	Clinical Associate Professor of Educational Leadership	Washington State University Tri-Cities	Sarah Newcomer, Assistant Professor of Literacy Education, Washington State University Tri-Cities; Ana Manguia, Community Connections Manager, Pasco School District; Scott Piippo, Teacher Richland High School, Richland School District; Bonita Kroontje, Librarian Connell Elementary School, North Franklin School District; Nathan Cummings, Teacher Carmichael Middle School, Richland School District; Bailey Carlson, Teacher Waitsburg Elementary School, Waitsburg School District	Becoming a Culturally Responsive, Socially Just Leader: A Mentoring Approach	Principals' beliefs and actions have powerful effects on the lives of students, their families, staff, and the community. How do beginning school leaders see aspects of culturally responsive, socially just leadership, as embodied by their mentors? This workshop demonstrates how to establish a research-based mentoring program providing reciprocal and reflective learning experiences for the mentor and protégé while exploring issues of culturally responsive, socially just leadership. Participants will experience a mentoring session exploring culturally responsive, socially just leadership.
Thurs. PM-1	Lee	Nathanie	Elementary Teacher Education Coach and Instructor	University of Washington	n/a	Teachers of Color: Negotiating One's Racialized Identities	This multiple case study highlights the tensions and negotiations of 4 novice teachers of color as they bring their histories and experiences into their teaching practices and negotiate their racialized identities in diverse teaching contexts.

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Thurs. PM-1	Ogden	David	Assessment Facilitator	Renton School District	Andrea Meld	Data Visualization Roundtable	Participants will discuss opportunities and challenges they face making their K-12 Education data visible and at the level of detail their decision makers need. The WERA Data Visualization SIG can play a helpful role in problem solving and connecting you to many users with different data visualization software programs (e.g., Tableau, Power BI, Qmlativ).
Thurs. PM-1	Smith	Stephanie	Family and Community Engagement Coordinator	Elma School District		Resiliency Building Environments	Successful classrooms have high concentrations of two critical components balanced together: emotional availability and academic accountability. These two traits, when fostered well together, create the ideal environment student learning flourishes within. Adversely, when either of these components are neglected, the learning is diminished. This interactive session will provide a tool for participants to self-assess their classroom climate and give strategies to strengthen the imperative relationship between academic rigor and emotional intelligence.
Thurs. PM-2	O'Dell	Shelley	ELA Assessment Specialist	OSPI	Anton Jackson, Director of Assessment Development, OSPI; Kara Todd, Content Coordinator for Test Development, OSPI	Interim and Summative Data Uses: Elementary	In the 2017-18 school year, over 250,000 Washington students took Smarter Balanced interim assessments and over 1 million students took summative assessments. For each of these students, data exists that can be used to inform instruction that can move these students' learning forward. At this session, OSPI staff will discuss the data available for both types of assessment and facilitate a discussion on using interim and summative data to determine instructional next steps.
Thurs. PM-2	Wessel	Andrea	Sexual Health Education Program Specialist	OSPI	Emily Maughan, Program Specialist, OSPI	Utilizing Data Informed Practices to Influence School Climate and Culture	This traditional breakout session will detail how data informed practices can influence and transform administrative, educator, and school climates. According to Kent Peterson, educational leadership professor at University of Wisconsin-Madison, "culture is always at play in a school's success or failure" (2002). It is critical for schools to use data to inform their policies and practices to address school culture and climate, whether it is surrounding educators or students. This session will provide an overview of the School Health Profiles and the Healthy Youth surveys, two sources of data that Washington schools and districts have the ability to access.
Thurs. PM-2	Knisely	Cindy		Tacoma Public Schools	Steve Bates, Data Analytics Lead, Mathematica Policy Research Inc.	Evaluating i-Ready Online Instructional Materials	TPS adopted two approaches for evaluating i-Ready Online Instructional Materials. The first approach is the district internal analysis for using versus not using the lessons. Second, is the evaluation coach developed by Mathematica. The Ed Tech Rapid Cycle Evaluation (RCE) Coach, a free web-based toolkit, guides practitioners through steps of conducting RCEs using a rigorous, quick-turnaround approach to determine whether an intervention meets the needs of a district, school, or classroom. Findings from both approaches will be discussed. This will be an interactive learning session.
Thurs. PM-2	Hartung	Sharon	Special Education Program Supervisor	OSPI		Access for All! Universal Design for Learning and Differentiation of Instruction	This interactive session will provide the audience the opportunity to explore the similarities and differences of Universal Design for Learning (UDL) and Differentiation of Instruction. These two models of instructional design and lesson delivery, when demystified, can provide the opportunity for all learners to access high quality content in general classroom settings at all levels P-20. (All learners = learners with abilities that are typical, special, highly capable, language rich) The session will conclude with a discussion on how this fits with the Every Student Succeeds Act rules.
Thurs. PM-2	Bylsma	Pete	Director, Assessment/Program Evaluation	Mukilteo School District	Alexandria Johns, College & Career Counselor, Kamiak High School	Follow Your Graduates After High School	Schools try to prepare students for college and careers but we rarely know what happens to them after graduation. This session looks at how the Mukilteo School District has studied the college and work experiences of its graduates using locally-developed surveys and National Student Clearinghouse data 1, 3, and 5 years after graduation. Students also provided feedback about their experiences in grades K-12. The results provide new insights about how well students are prepared for life after they leave us and guide school improvement efforts.
Thurs. PM-2	Katims	Nancy	Program Evaluation Specialist	Boeing Academy for STEM Learning at the Museum of Flight	Seth Margolis, Director of William A. Hessel Education Dept., Boeing Academy for STEM Learning at the Museum of Flight'	Launching Partnerships to Improve STEM Learning	Six informal science institutions, working with Highline District teachers, have developed, piloted, and implemented district-wide a three-week science unit designed to teach the NGSS Engineering Practices to Grade 5 students. Audience members will interactively learn about classroom activities and museum-based experiences of the Rocket Launch unit. Presenters will also describe three years of survey data documenting changes in students' attitudes toward and self-confidence in doing science, and state assessment results for participating schools compared to demographically-similar schools.

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Thurs. PM-2	May	Tania	Director of Special Education Outcomes	OSPI	Kristen Wong-Callisto, Director of School Improvement, OSPI	Data-driven Priorities for Improving Outcomes for Students with Disabilities	This session will provide an overview of the Washington School Improvement Framework (WSIF) and related supports, as well as a state overview of special education centered around data-driven priorities for improving outcomes for students with disabilities. The discussion will include supporting cross-departmental leadership and collaboration, increasing expectations through a growth mindset, leveraging evidence-based practices and professional development opportunities, resource allocation and braided funding, as well as teacher recruitment and retention.
Thurs. PM-2	Richerson	Tara	Supervisor for Data and Assessment	Tumwater School District		Data out of the box	One of the promises of our abundance of data is its democratization the ability for anyone to access and share the stories found within the data. However, this work requires a basic level of data literacy that many may not have. Physical representations of data offer an approach to developing literacy that is more intuitive than digital tools, and can engage diverse audiences in communicating with and reacting to data. In this session, we will share strategies that bring your data out of the box and onto the table as a way to foster public engagement and promote new conversations.
Thurs. PM-2	Courtney	Kristin	Professor	WSU	n/a	School District Investment in the Preparation and Induction of Student Teachers	Are districts investing in the student teaching process in an efficient and effective way? This presentation suggests that school districts should be a driving force in developing integrative approaches to teacher preparation by investing in preparation and induction of student teachers. Attendees will learn how districts can reimagine their roles and responsibilities in the preparation process. Organizational structures and frameworks will be shown to support districts in investing in teacher candidates in order to prepare, hire and retain highly qualified teachers.
Thurs. PM-2	Mammadov	Sakhavat	Post-Doctoral Research Associate	University of Washington	Nancy B. Hertzog, Ph.D., Director of Robinson Center for Young Scholars, University of Washington.	How Students' Mindsets and Achievement Goals Change as a Result of Participation in Summer Program	Students' beliefs about their competence and achievement can be influenced by teachers and learning environments. We investigated changes in mindsets, achievement goals, and effort beliefs of advanced middle and high school students (n=526) as a result of their participation in a five-week summer program. Students completed pre/post questionnaires in which they self-reported their implicit theories of intelligence, goal orientations, and effort beliefs. Analyses examined changes by gender, program, and content of classes. Results and implications will be discussed.
Thurs. PM-2	Greenberg Motamedi	Jason	Senior Researcher	Education Northwest	Chelsea Wheldon, Program Manager for Equity in Educator Preparation and Pathways, Professional Educator Standards Board Jisu Ryo, Program Manager, Educator Assessment & Data Analysis, Professional Educator Standards Board Maria Timmons Flores, Professor of ELL / Bilingual Education, Western Washington University	Testing Barriers for Teacher Candidates of Color	People of color face many barriers on the pathway to becoming a teacher. The tests that candidates must pass to earn their credentials are a significant barrier. This presentation will share research and recommendations from PESB's Teacher Testing Barriers Work Group, which finds that testing is a greater barrier to becoming a teacher for candidates of color than for White candidates. The session will include an overview of testing policy for teacher candidates, qualitative and quantitative descriptions of the impact of testing on teacher candidates of color, and the group's recommendations.
Thurs. PM-2	Heikes	Kaaren	Director, Policy and Partnerships	Washington State Board of Education	Andrew Parr, Research Director, WA State Board of Education; Joshua Halsey, Director, WA State Charter School Commission	Performance of WA's Charter Public Schools	What are the demographics of charter public schools in WA? Are WA charter public schools ensuring engagement, equity and achievement? How are these schools performing compared to academically, ethnically, and economically comparable groups of students in other public schools? Join state leaders for analysis of the academic, financial, and organizational performance - using customized frameworks and state accountability measures - of our state's charter public schools.
Thurs. PM-2	Pedroza	Concie	Director of Leadership Development for Equity & Impact	Seattle Public Schools	Fa'izah Bradford and Deborah Northern, Racial Equity Coordinators	Racial Equity & System Coherence	SPS adopted Ensuring Equity & Excellence Policy #0030 in 2012; we are in the process of analyzing our successes and challenges to determine how we braid our work with other departments and systems while keeping foundational conversations around individual, institutional and systemic racism within the context of schools.
Thurs. PM-2	Wakeley	Dawn	Executive Director Teaching and Learning	Tahoma School District	Jennifer Wright, School Data Solutions	Using Data for Change - District, School and Students	Improvements in supporting students, especially those at risk, is always the goal. Systemic change requires finding and analyzing data sources to identify needs of the system and also individual students, analyzing the data and then taking action. This presentation will expose multiple data sources and strategies for data analysis. Participants will explore sample data sets in a collaborative environment to practice analysis of data. Data sources will include Skyward, Homeroom and OSPI, although applicable to any student information or data warehouse system.

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Thurs. PM-2	Lynch	Joshua	Student Discipline, Behavior, & RTL Program Supervisor	OSPI	Kelcey Schmitz, Integrated Student Supports Program Supervisor, OSPI; Lee Collyer, Special Education Program Review Supervisor, OSPI	Disrupting Narratives Concerning "Disruptive Students": A Discussion About School Discipline	During this round table discussion, participants will have the opportunity to engage with OSPI staff about reforming school discipline policies and practices to ensure equity, engagement, and achievement for all students. The conversation will focus on disrupting engrained assumptions about disruptive behavior in school settings, while allowing participants to exchange ideas about problems of practice in school discipline.
Thurs. PM-2	Williams	Nina	Director, Multilingual Education	Kent School District	Allison Deno	Achieving Equity Through Dual Language Programs	Dual language programs provide equity and access for culturally and linguistically diverse learners, and build biliteracy, bilingualism, and biculturalism for all students. How do we ensure that all languages of instruction are equitably supported, and: Our assessment system supports multiple languages? Our school, district, and state data sets intentionally and explicitly include all languages of instruction? The culture of our district supports and values biliteracy, bilingualism, and biculturalism? This session will build on information presented at the OSPI DL Frameworks session.
Thurs. PM-2	Yoshina	Eileen	Manager, Equity in Education Services	Puget Sound Educational Service District	Dr. LaWonda Smith	Educators of Color Fishbowl: Creating a Space of Leading With Hearts and Minds	Educators of Color are key to the success to students of color. How do we make the shift to valuing their input as "added" perspectives to truly allowing ourselves to be transformed by their wisdom, experience and practice? Listen to the perspectives of educators of color about what attracts them to education and keeps them engaged in the profession, and discuss the transformation that must occur in order to truly create and thrive in a diverse and culturally responsive educator workforce.
Thurs. PM-2	Lomax	Kendra	Teacher Educator	University of Washington		Using Instructional Activities to Support Primary Teachers' Learning about the Mathematical Practices	In this session, we will consider ways to support K-2 teachers to learn about and engage students in the mathematical practices described in the Common Core State Standards. As one example, we will explore how modeling with mathematics (MP4) can be introduced and collaboratively explored through the routine instructional activities Counting Collections and Three-Act Tasks. Resources will be available for coaches and instructional leaders interested in engaging teachers in this learning.
Fri. AM	King, Jr.	John	President and CEO	Education Trust		Keynote Follow-Up Session	This session will give participants the opportunity to discuss ideas presented at Dr. John B. King, Jr.'s keynote presentation and to raise questions and make comments.
Fri. AM	Lobdell	Gregory	CEO & Director of Research	Center for Educational Effectiveness	Roni Rumsey, Director of Professional Development, CEE	Understanding 400K Student Views of School Safety and Respect	Districts in WA have used CEE to survey over 870K WA state students over the last 18 years with the EES-Student with Social and Emotional Learning instrument, including over 400K over the last 3 academic years. This session presents findings of analysis of student voice on school safety and cultural responsiveness based on ethnicity, gender, home language, and post-HS plans with emphasis on the last 3 years and the changes in the geo-political climate in WA and the US.
Fri. AM	DeRousie	Kimberly	State Test Coordinator	OSPI	Lucas Snider, Student Information Coordinator, OSPI; Dawn Hartung, Vancouver Public Schools	District Coordinators/Administrators: Assessment Cycle and Overview of Application Uses and Resources	This session is designed to provide operational information for new District Test Coordinators and Administrators to successfully navigate the assessment landscape and prepare for state testing. Testing tools and templates will be provided to guide and support district and school staff.
Fri. AM	Meld	Andrea	Assessment Analyst	Kent School District	Brian Gabele, Director of Assessment and Program Evaluation, Clover Park School District Bryan Mills, Research and Development Manager, Center for Educational Effectiveness (CEE)	The Impact of Gifted/HiCap Programs on Student Achievement: What Ever Happens to HiCap Students?	We spend a great deal of effort identifying elementary students for HiCap programs and try to avoid disproportionality in selection. What happens to these students later? Are they Gifted Today but not Tomorrow? (Lohman, 2006). This session presents a longitudinal view of students selected for HiCap almost 10 years ago. Find out how these students compare with their non-HiCap peers at the secondary level in terms of state assessments, honors coursework, GPA, and participation in the Advanced Placement program. The research for this presentation was partly funded by a 2017 WERA Research Grant.

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Fri. AM	Berger	Molly	K-12 English Language Arts Specialist	OSPI	Kendra DeBow, Washington Reading Corps Program Lead, Washington Service Corps	Washington Reading Corps 3.0: Where We've Been and Where We're Going to Build Equity, Engagement, and Achievement in Reading for All	Washington Reading Corps places AmeriCorps volunteers in schools to tutor struggling pre-K-5 readers. Started in 1998, it has gone through 2 major iterations. Come learn what the data has shown, how we are using that to plan WRC 3.0 to build strong readers, and how you can host a tutor. Review current research on tutoring and volunteers in your schools and share ideas for implementing or strengthening your practice.
Fri. AM	Nishida	Nasue	Executive Director	Center for Strengthening the Teaching Profession I(CSTP)	Pete Bylsma, Director, Assessment/Program Evaluation, Mukilteo School District Fengyi Hung, Assessment Director, Tacoma Public Schools Names of 2 principals and three teachers from the two districts will be named later	Measuring Student Growth: Methods and Challenges	Teacher and principal evaluations require measures of student growth, but the vast majority of teachers do not administer state assessments. This session features a panel of school principals, teachers, and assessment directors that will discuss different ways to measure student growth and the challenges they face when setting appropriate goals and measuring growth during the year. Audience members will interact with the panelists and be encouraged to share their perspectives.
Fri. AM	Guzman Reyes	Sally	Family and Community Engagement Specialist	Edmonds School District	Brandon Lagerquist, Assessment Director - Edmonds School District Rashanah Botely, Family Resource Advocate - Edmonds School District Joe Webster, Principal - Edmonds School District	Equitable Practices in Family Survey Data Collection	Learn about Edmonds School District's journey to increase representative response rates on our district's wide family survey and how we are striving to achieve valid data that reflects the communities we serve. Our team will share the systemic components of culturally responsive data collection, building leader role, and how the data is used to drive change.
Fri. AM	Hertzog	Nancy	Professor	University of Washington	Jann H. Leppien, Ph.D., Margo Long Endowed Chair in Gifted Education Professor, Graduate Studies in Education (Gifted and Talented)	Barriers that Limit Underserved Students' Participation in Highly Capable Programs: Exploring a More Equitable Approach	Today there is systemic inequitable access to gifted programs. Many school districts continue to develop systems of identification that reflect practices that do not match the recommended research. Examples of problematic identification practices may include the use of national versus local norms, using arbitrary cut-off scores or weighting various instruments, or using matrices to make decisions about program participation. Participants will engage in lively discussions that explore implementation of best practices to identify students who require enhanced or accelerated learning.
Fri. AM	Malit	Almai	Director of Instructional Leadership for Assessment and Accountability	Puyallup School District	Mary-Elizabeth Gendreau, teacher and Administrative Intern, Puyallup School District	Using Formative Assessment to Increase Equity, Engagement and Achievement in the Primary Classroom	Through the use of Common Core aligned Primary Math Quick Checks, participants will be provided with systematic strategies for equity and access which promote high levels of achievement for all students in the Primary grades. Participants will be shown how the development of data cycles and the use of formative assessment can allow teachers to deliver focused, data driven instruction therefore increasing interest and promoting academic growth.
Fri. AM	MacIver	Martha	Associate Professor	Johns Hopkins University School of Education	James M. Bush, Director of Family and Community Partnerships, Seattle Public Schools	Engaging Families During the Transition to High School	How can we engage families more effectively during the critical transition to high school when students need support for attendance and course passing in 9th grade? Participants will learn about a collaborative continuous improvement initiative undertaken by Seattle Public Schools and the National Network of Partnership Schools (NNPS). Middle and high schools have worked together in a networked learning community to try new ways of preparing families for their important role in supporting students during ninth grade. Participants will learn how they can extend this work in their own contexts.
Fri. AM	Williamson	Julie	District Assessment Coordinator	Battle Ground School District	Allison Tucharth & Dave Cresap Co-Directors of Curriculum, Instruction & Assessment	Running Start Accessibility: A Partnership for Testing	The Southwest Washington Assessment Group partnered with Clark Community College to offer SBA ELA and math assessments, as well as the WCAS on the Clark College Campus. In an effort to make testing more accessible for our Running Start students, especially with the new requirements for ESSA, we were motivated to make testing a more convenient option. Join us to learn about this amazing opportunity. We will discuss our motivations, the overall impact on testing and student participation, the specific details of implementation and what we learned about the process.

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Fri. AM	Matthews	Catherine	Director of Assessment and Research	Everett Public Schools	Becky Clifford, Executive Director of Special Services Everett Public Schools	Creating Urgency for Equity in College, Career and Life Readiness In EPS: Data and Student With Disabilities	Everett Public Schools' first Strategic Goal is "Each student graduates from high school ready for college, career and life." This goal guides our work, resource allocation and program development. Join in this session to actively engage with administrators to learn how the Special Services Department leverages rich data analysis and fosters collective responsibility through collaboration to bring students with disabilities into focus for college, career and life readiness.
Fri. AM	Gaytley	Alicen	Instructional Coach	Wenatchee School District	Jodi Smith, Assistant Superintendent of Learning & Teaching, Wenatchee School District (retired 2018) Tiffany Hepton, Kindergarten Teacher, Renee Wilkens, 1st Grade Teacher, Heidi O'Banion, 1st Grade Teacher, Jodee Smith, 4th Grade Teacher, Wenatchee School District	From Action Research to System Change: PLC Unit Planning as a Roadmap to Equity, Engagement, and Achievement	Too much to teach with too little time? Learn how one district is disrupting systemwide inequities and curriculum chaos by engaging teacher teams in the work of developing a guaranteed and viable curriculum for all, unit by unit. Five unique PLC teams from three diverse buildings conducted action research to implement the highest effect size practices according to Hattie and Marzano. Teams used a district adopted program (Reading Wonders/Maravillas), SBA item specifications, and GLAD resources to create a PLC model so powerful that it changed the school district's assessment practices.
Fri. AM	Bagley	Sylvia	Director of Teacher Leadership	University of Washington	Ryan Mateo Sharnbroich, teacher, Northshore Middle School. Carly Hancock, Instructional Coach, Federal Way School District.	Book Clubs for Equity: Teachers Reading, Discussing, and Taking Action	Books can serve as the foundation for rich discussions about uncomfortable but necessary topics. In this presentation, we share results from two action research projects designed to spark conversation about equity-driven concerns. One study involved middle school teachers meeting in a monthly book club to question their beliefs around gender identity and expression, and how they could best support their queer students. The other focused on white educators at a diverse elementary school reading two books about culturally relevant pedagogy and committing to trying strategies with their students.
Fri. AM	Stadler	Jon	Director, Assessment and Student Information Services	Renton School District	Stephen Rencher, Assistant Principal, Lindbergh High School; Timothy Schultz, Assistant Principal, Nelsen Middle School; and Kimberly Booker, Assistant Principal, Benson Hill Elementary	Using data to increase equity K-12	Renton School District is using data dashboards and Early Warning Indicator Systems (EWIS) across K-12 to interrupt cycles of absences, behavioral issues, and low academic achievement among students and teachers. Renton's methods, successes and challenges at the elementary, middle and high school levels will be shared and explored. Data regarding changes in student and staff behavior will be shared.
Fri. AM	Cope	Dawn	Science Assessment Lead	OSPI	Anton Jackson, Director of Assessment Development, OSPI	Questions and Answers about State Science Assessment	Students in grades 5, 8, and high school took the operational Washington Comprehensive Assessment of Science (WCAS) for the first time in spring 2018. OSPI staff have gathered and continue gathering information from the field about this first administration. At this session, OSPI staff will share information and gather session attendee questions and feedback on anything related to the WCAS and its first administration to continue support for the field.
Fri. PM	Wakeley	Dawn	Executive Director Teaching and Learning	Tahoma School District	Brian Rick, Bellingham School District; Brian Loffer, Bethel School District; Feng-yi Hung, Tacoma Public Schools	District Assessment Directors Network	This is the annual networking session for district assessment coordinators and others supporting our state assessment system. In this session we select hot topics from what's currently happening in the field where those responsible for assessment could benefit from collaborating with colleagues to share practices, new learning, and insights on what's working and what's still a challenge. This is a great session for assessment directors to wrap up your conference learning and connect with colleagues.
Fri. PM	Drake	Linda	Director of Career and College Ready Initiatives	Washington State Board of Education	Andrew Parr, Research Director, State Board of Education Parker Teed, Policy Analyst, State Board of Education	Making Graduation Requirements Work for All Students	Graduation requirements are based on the idea of equity: the opportunity for all students to meet certain standards. How can we prevent requirements from becoming a barrier that prevents some students from moving forward? We will explore data on how districts are implementing the requirements and on the use of waivers and flexibility within the requirement framework. The High School and Beyond Plan is integral to the graduation requirements framework, and new tools and resources for planning are available to help all students meet requirements and prepare for postsecondary life and careers.
Fri. PM	Arden	Sarah	Senior Researcher	American Institutes for Research	William Rasplica, Executive Director of Student Services, Franklin Pierce Schools	Access and Equity: Using Intensive Intervention to Improve Special Education Services and Instructional Quality	Panelists will discuss ways to build and sustain systems of intensive intervention and address ways in which intensive intervention can provide a critical opportunity to improve the quality of special education services. Panelists will address the Data-based Individualization (DBI) approach and will discuss how components of the DBI process can help teachers identify present levels of performance, set ambitious goals, monitor progress, and individualize instruction. Panelists will also discuss common misperceptions often act as barriers to this type of high-quality service delivery.

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Fri. PM	Hilary	Loeb	Director, Strategy, Evaluation and Learning	Puget Sound Educational Service District	Janet Gordon, Evaluator, Kauffman and Associates, Inc. Andrew Eyres, Assistant Superintendent, Capital Region ESD 113 Shanna Brooks, Regional Literacy Coordinator, North Central ESD	Illuminating the Elusive: Year One Findings from Evaluating Teacher Professional Development in Washington	Washington offers coordinated teacher professional development in four content areas. This delivery model is implemented through a dynamic partnership of OSPI and the nine Washington Educational Service Districts. This presentation highlights the participatory approach to engaging teacher-leader stakeholders to co-create a Theory of Action that guides our program evaluation. We will share the results of statewide teacher learning efforts. Join us as we embark on our journey to measure influence and impact of professional development on teachers and students.
Fri. PM	Okun	Matthew	Instructional Specialist	Seattle Public Schools	Maria Breuder, Principal, McGilvra Elementary, Seattle Public Schools	Equity and HiCap/Gifted Students	This session will explore a variety of options and models for Highly Capable programs in Seattle Public Schools (especially regarding identification, eligibility, and services). This session will engage participants in productive dialogue about future work towards racial equity in HC programs, including looking at current barriers to equity. Participants will be expected to participate in small group discussions on specific topics related to equity and services for gifted students.
Fri. PM	Berger	Molly	K-12 English Language Arts Specialist	OSPI	Shelley O'Dell, ELA Assessment Specialist, OSPI; Leslie Klenk, Certificate of Academic Achievement Options Administrator, OSPI; Aira Jackson, ELA Director, OSPI	BTCE, ERWC, LAA/LDC, COE-L: Spelling Success for Graduation, Careers, and College	Bridge to College English, The Expository Reading and Writing Course, the Locally Administered Assessment/Locally Determined Pilot Course, and Collection of Evidence-local offer options for success for Washington juniors and seniors in English Language Arts. Come learn the nuances of each of these courses; what the data is showing, and which may be a strong fit for your students. Learn how these courses both disrupt and support the traditional English curriculum and benefit all Washington learners. Discuss with other participants and share successes and challenges in secondary ELA.
Fri. PM	Hess	Jody	Program Supervisor	OSPI	Dr. Todd Christensen; Dr. Nancy Hertzog, Director, UW Robinson Center for Young Scholars; Dr. Jann Leppien, Professor, Whitworth University	Equity of Access to Highly Capable Services -- Project HiCapPLUS Professional Learning Modules	How does OSPI support educators to equitably identify and serve diverse Highly Capable K-12 students as recent legislation requires? How do we break down barriers for English Learners, twice exceptional and students affected by poverty to access HiCap services? Join us to learn about Project HiCapPLUS online professional learning modules "Access and Equity" and "Pedagogy and Strategies" for Highly Capable Program leaders. Available at no cost, the modules are rich in research-based practices. OSPI's Canvas learning management system houses the modules and enables educators to collaborate with colleagues in their districts and across Washington.
Fri. PM	Walker	Bridget	Executive Director	Bridget Walker, PhD Consulting Inc.	Lisa Hoyt, PhD, Executive Director, Lisa Hoyt PhD Consulting Inc.	Disrupting Failure: Transforming Programs for Students with Emotional and Behavioral Disabilities Through Meaningful Program Evaluation and Effective Leadership	Creating programs that increase engagement, improve outcomes and address equity for students with EBD can be done! Presenters will provide an overview of an effective, team-based participatory program review and improvement process and share how it facilitates meaningful change for programs serving students with EBD and with it, improved outcomes for students. We will also discuss challenges and potential solutions that emerge for the administrators and staff that are leading and supporting these programs. We will also share outcome data from programs who have engaged in this crucial work.
Fri. PM	Smith	Rebecca	Assistant Professor	University of Portland		-Let's Get Appy: Technology-Based Formative Assessment	Formative assessment practices improve learning for all students, and in the digital age, technology-based assessments make learning engaging and relevant. This active professional learning session will expose educators to several technology-based formative assessments, such as Kahoot!, Plickers, Edpuzzle, and more. Participants will engage in Appy Hour, an innovative instructional strategy that involves experiencing technology first as a student, then as a teacher. Come with your own device, leave with personally designed assessments for immediate use, and get ready to be Appy!
Fri. PM	Calvo	Naomi	Director of Research, Evaluation & Assessment	Bellevue School District	Shomari Jones, Director of Equity, Bellevue School District	Want to know about equity and engagement? Ask the students.	How welcoming is a school's environment? Do students feel like they belong? Do they find their classwork engaging, do they see themselves in the curriculum, have they developed strong relationships with their teachers, are they hearing a lot of racist comments at school? In this session we will share lessons learned from our use of focus groups and Panorama student surveys to build stronger school cultures, explore inequities, help measure the success of district initiatives, and understand more about students experience school.

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Fri. PM	Rumsey	Don	Science Instructor & Doctoral Candidate	Enterprise Middle School		The Value of Human Connection: What middle school students want their teachers to know about them	As schools and districts struggle to close the achievement gap, recent research has begun to weigh students' social/emotional well-being as a factor in student outcomes. From this literature, we are learning that students are less likely to recall a curricular approach or instructional strategy than they are a meaningful connection with teachers or staff. This presentation combines known research on the importance of relationship ties to student learning with powerful first-hand accounts of what middle schoolers want their teachers to know about them as individuals, not simply as FTE.
Fri. PM	Soots	Barbara	Instructional Materials and Open Educational Resources Program Manager	OSPI		Explore the Washington Open Educational Resource Hub	Open Educational Resources (OER) are teaching and learning materials that can be freely used, adapted, and shared to better serve all students. Interest in OER is surging and more open core instructional materials are becoming available. In addition, as more districts develop OER, we have a tremendous opportunity to share resources via our OER Commons Washington Hub. We'll highlight data trends in OER adoption, hear from districts developing open resources, and discuss how to include OER options in instructional materials selection and adoption.
Fri. PM	Dils	Laurie	Sexual Health Education Program Supervisor	OSPI	Lee Collyer, Program Review Supervisor, Special Education, OSPI	Sexual Health Education as an Equity Issue	Sexual Health Education (SHE) varies widely around WA State. How can districts that choose to offer SHE ensure that it meets the needs of all students, increases equity, addresses the context of the community and is consistent with state laws? How can good SHE support academic achievement, student engagement and attendance/school completion? In addition to a general discussion, the needs of specific groups of students will be addressed: students receiving special education services and students who identify as LGBTQ+.
Fri. PM	Sullivan	Kimberly	Director of Assessment	Yelm School District	Christopher Balow, Ph.D., Executive Director of Research and Assessment, Illuminate Education	Building an Assessment System to Drive Effective MTSS	Many school districts lack a coherent system of assessments designed to support an effective MTSS implementation. Districts may lack critical assessment components such as universal screeners, computer-adaptives, curriculum-based measurements, formatives, diagnostics and progress monitors in academic and behavioral domains and therefore have an incomplete picture of their students. In this session you will learn how one WA district took a systematic approach to designing an assessment system that drives MTSS from assessment to diagnosis to intervention from a whole child perspective.
Fri. PM	Wheeler	Toni	Alternate Assessment Coordinator	OSPI	Janice Tornow, Special Education Program Supervisor, OSPI	IEP Decision Team Decision Making Guidelines for State Assessments	Session will review the IEP Team Decision Making Guidelines for Participation in State Assessments. Session will cover what decisions the IEP team is responsible to make, and what options are available for accountability and Graduation Alternative Assessments.
Fri. PM	Beilke	Machelle	Assistant Director of English Learners	Tacoma Public Schools		Promoting Effective Practices for English Learners with General Education Teachers	Recognizing that general education teachers provide the majority of instruction for English Learners, Tacoma Public Schools has worked with general education teachers to increase effectiveness with English Learners by offering courses and coaching. The courses include a basic understanding of second language acquisition, effective strategies and considerations for English Learners, as well as the importance of practicing cultural responsiveness. Results from pre- and post-surveys from teachers indicate positive results related to attitudes, beliefs, and practices toward English Learners.