



The Standard Deviation

Newsletter of the Washington Educational Research Association (WERA)

February 2017

President's Column



Welcome to this edition of Standard Deviation. If you are a long-time WERA member, you know this publication has a history of providing interesting and timely information about our organization. Thanks to Dr. Antony Smith, Standard Deviation is now back in publication and you may

notice some interesting additions. I thank Tony for taking the lead as editor to revitalize this communication.

The December WERA/OSPI conference was very successful. We celebrated our 50th anniversary with a great program, exciting keynote speakers, and accolades to former presidents and board members of this long-time organization. Looping videos around the venue showed how WERA's early meetings were held at schools, with lunches at the local McDonald's restaurant. It is far different than now with over 1,100 members and a robust set of professional development opportunities that are held throughout the year. This growth and development of WERA is because of leaders over the years who have worked to make our organization strong and vibrant.

You will find more information about those professional development opportunities in this newsletter, and I encourage you to continue to support WERA by sharing the Standard Deviation with others.

Teena McDonald
WERA President

In this Issue

President's Column	1
Calendar of Events.....	1
Winter Conference Note	2
Call for Papers for the WEJ.....	2
Don't Miss the P-3 Symposium	3
Call for Applications for WERA Grant Awards	3
Tribal Sovereignty in Washington State	4
WERA Board, 2016-17	5

Upcoming Event

2017 P-3 Early Learning Symposium

March 6, 2017 (Mon) P3 Colloquium

March 7, 2017 (Tue) P3 Symposium

Hilton Seattle Airport Hotel and Conference Center

Register at the WERA web site:

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

Standard Deviation is a quarterly publication published in February, May, and October.

Do you have an event in upcoming months that might be of interest to Standard Deviation readers and WERA members? If so, please contact Antony Smith, editor of the Standard Deviation, to have your announcement included in the newsletter.

We are also looking for short pieces featuring educational research topics in Washington State to share with WERA members. The article on page 4, "Since Time Immemorial: Tribal Sovereignty In Washington State," is an example of the kind of article we hope to include in issues of this newsletter.

Finally, we are also looking for volunteers to serve as reviewers of submitted articles.

Please contact Antony at: smithant@uw.edu



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December Conference Note

The December Conference featured a rich program of sessions addressing P-postsecondary education. Members also celebrated WERA's 50th anniversary, sharing photos and memories of the organization's history. WERA has been acknowledged as one of the most active and successful state AERA affiliates.

We tried a few new things with our sponsors/exhibitors at the 2016 December Conference. Exhibitors are important to the financial health of WERA. As a group, they contribute between \$10,000 and \$15,000 for the rights to share their products at our conferences. These help support fees for well-known keynote speakers at our conferences, fund WERA research grants, and support costs of technology necessary for WERA to stay current in today's world.

We made two changes that were uniformly appreciated by our exhibitors and supported on our conference evaluations. First, exhibitor tables were brought to a more central location outside the Emerald Ballroom. Second, exhibitors contributed 13 door prizes that were distributed at lunch on Friday to WERA members who filled their 'punch card'. Even if it was for a quick "Hello, will you initial this?" exhibitors appreciated the opportunity to interact with more WERA members than they had in previous years. We will plan to continue this tradition at future conferences.

Paul Stern
WERA Board Member

Call for Papers for the WERA Educational Journal (WEJ)

The *WEJ* is WERA's peer-reviewed journal that is published twice a year (in November and May) and is available to the general public on WERA's [website](#). The first issue was published in July 2010 and the issues have grown in length and sophistication over the years. The writing style is easy to read, the articles have different formats (e.g., academic papers, reprints of existing noteworthy reports, book reviews) and use both quantitative and qualitative methods, and the topics covered have practical applications for WERA's members. In some cases, dissertations are summarized into the journal's format. Here are a few of the topics covered in the *WEJ*:

- Early childhood education
- Curriculum and instruction
- State and national standards
- Professional development
- Special populations (e.g., gifted, ELLs, students with disabilities)
- Assessment results covering various content areas
- Early warning indicators
- Social and emotional issues
- School and district effectiveness
- Teacher and principal evaluation
- Education finance and policy
- Educational technology
- Educational leadership
- Educator preparation

The [November 2016 issue](#) had four papers related to district efforts to improve student learning. The May issue will include several papers on the theme of **Trust**, although papers on other topics will be covered as well.

If you want to submit a paper for the *WEJ*, see the [Submission Guidelines](#) posted on the WERA website. The deadline for the November 2017 issue is July 15. If you have questions about the process or about possible submissions, email Pete Bylsma, the *WEJ* editor, at WEJeditor@gmail.com or his work email at bylsmapj@mukilteo.wednet.edu.

Dr. Pete Bylsma
WEJ Editor

Don't Miss the Annual P-3 Symposium

This year's symposium will have a focus on the social and emotional development of children and practical strategies for early learning educators to address the foundational needs of children. We also will have a Research Colloquium on the day before the symposium to hear from a variety of researchers who are exploring critical topics in the field of early learning.

March 6, 2017: P-3 Research Colloquium

1:30 pm – 5:30 pm, \$50

March 7, 2017: Early Learning Symposium

8:30 am – 4:30 pm, \$150

Keynote: Steve Zwolak

"I believe the power to change society lies in changing the way young children are taught."

Steve is a former classroom teacher and is the CEO of LUME Institute and Executive Director of University City Children's Center. His approach brings together theoretical, observational, and neuroscientific research that emphasizes that the emotional development of children is critical to future success.



Call for Applications for WERA Grant Awards

Education Research & Program Evaluation Studies: WERA sponsors competitive grants (maximum award of \$5,000) for studies of educational issues. Studies lasting up to 18 months may be proposed. The purpose of the awards is to support studies that focus on instructional improvement, classroom assessment, educational measurement at both the district and state level, and the evaluation of education programs. Research and evaluation proposals focusing on issues associated with school reform that include partnerships with school districts are particularly encouraged. Applicants must be current WERA members and preference will be given to applicants who have not received a previous WERA grant. Continuation of previous WERA grants will not be funded.

Grant application deadline April 1, 2017: Applications must be received by the grant Chair no later than 5:00pm PST. Electronic submission of applications is required through an email attachment to the Chair. Such emails must bear a "sent date" of no later than April 1, 2017. Applications may also be mailed or faxed, but an electronic email attachment copy is still required. Acknowledgment of electronic submission will be sent to the primary contact. Do not send materials for which acknowledgment has already been received.

Applications should be sent or delivered to:

Jack Monpas-Huber, Grant Committee Chair, c/o WERA
P O Box 15822
Seattle, WA 98115
E-mail: weraoffice@gmail.com

Grant award announcement: Grant awards will be announced via e-mail and in the Standard Deviation.



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Since Time Immemorial: Tribal Sovereignty In Washington State

The 2015 legislature passed SB5433 requiring the *Since Time Immemorial* tribal sovereignty curriculum to be taught in all schools in Washington State. All 29 federally recognized tribes within the State of Washington have endorsed the use of the curriculum. The curriculum is free and online at <http://www.k12.wa.us/IndianEd/TribalSovereignty/default.aspx>

The *Since Time Immemorial* curriculum has been designed around three pedagogical approaches: an inquiry based approach, place-based approach, and an integrated approach. First, the entire curriculum was developed to inquire around the following five essential questions:

1. How does physical geography affect the distribution, culture, and economic life of local tribes?
2. What is the legal status of tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands?
3. What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long established homelands to reservations?
4. What are ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?
5. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities?

Second, our place-based approach encourages teachers and students to address the essential questions in the context of tribes in their own communities. Finally, teachers choose how to integrate the tribal sovereignty lessons into their existing curriculum and determine how much time to spend on tribal sovereignty content to complete their units throughout the year. The *Since Time Immemorial* tribal sovereignty lessons are aligned to OSPI recommended social studies units and the Common Core State Standards for English/Language Arts. Where appropriate, units build toward successful completion of Content Based Assessments (CBA).

Regularly scheduled basic training and training of trainers opportunities are offered at no cost through the OSPI Office of Native Education. If you have questions or wish to register for a training, please contact Joan Banker (Administrative Program Specialist II) with the OSPI Office of Native Education at joan.banker@k12.wa.us or (360) 725-6160.



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The WERA Board, 2016-17

President

Teena McDonald
Assistant Clinical Professor, Educational
Leadership/Program Coordinator, Principal
Certification Program/Program Faculty,
Superintendent Certification Program
Washington State University
PO Box 1495, Spokane, WA 99210
509-358-7948
mailto:tpmcdonald@wsu.edu

President Elect

Susana Reyes, Ed.D.
Assistant Superintendent,
Mead School District
2323 E Farwell Rd, Mead, WA 99021
509-465-7600
susana.reyes@mead354.org

Past President

Glenn Malone, Ed.D.
Executive Director of Assessment,
Accountability & Student Success
Puyallup School District
253-841-8876
malonege@gmail.com

Members at Large

Andrea Cobb
Executive Director of the Center for the
Improvement of Student Learning (CISL)
Washington Office of Superintendent of
Public Instruction
PO Box 47200/600 Washington St.
Olympia, WA 98504
360-725-6032
cindy171@gmail.com

Feng-yi Hung, Ph.D.
Director of Assessment and Program
Evaluation
Clover Park School District
253-583-5052
fhung@cloverpark.k12.wa.us

Hilary Loeb, Ph.D.
Director, Puget Sound Coalition for
College and Career Readiness
Puget Sound Educational Service
District
800 Oakesdale Avenue SW, Renton,
WA 98057
425-917-7603
hloeb@psesd.org

Executive Secretary

Sharon Rockwood
Washington Educational Research
Association
P.O. Box 15822
Seattle, WA 98115
Phone: 206-417-7776 ext. 2
FAX: 206-417-4525
weraoffice@gmail.com

Brian Rick, M. Ed.
Director of Research and Assessment
Bellingham Public Schools
1306 Dupont St., Bellingham, WA 98225
360-676-6526
mailto:brian.rick@bellingshamschools.org

Paul Stern
Business Enterprise Analyst
Vancouver Public Schools
PO Box 8937, Vancouver, WA
98668
360-313-1100
Paul.Stern@vansd.org



The Standard Deviation is published spring, winter, and fall as an online newsletter. Submissions are welcomed from WERA members and others. Kindly submit articles for consideration using APA format to Antony Smith at smithant@uw.edu. Previous issues and submission guidelines are available online at <http://www.wera-web.org>.