

**A 40-Year History
of the
Washington Educational Research Association
(WERA)**



by
**James J. Kiefert
Leonard T. Winchell**

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A 40-Year History of the Washington Educational Research Association (WERA)

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INTRODUCTION

WERA celebrates its 40th anniversary in 2006. In its humble beginning a few dedicated educators, working primarily in educational research, met together and called their group the Puget Sound Educational Research Council (PSERC). The organization has grown into a vibrant and resourceful organization of over 600 members now known as the Washington Educational Research Association (WERA).

For the first 24 years, from 1966 to 1990, the research organization was managed, coordinated and led by volunteer educators who performed their “research association” duties above and beyond their regular positions. By 1990 the organization had grown so much that the governing board decided it was necessary to contract with a professional to serve as executive secretary to handle the time consuming activities of membership, budget, billings and payments, correspondence, negotiations with hotels for conference facilities, and general coordination and leadership needed to manage the organization.

One of the job duties listed for the WERA executive secretary was to serve as the WERA historian. Since 1990 when the organization first had a paid executive secretary, this duty has primarily been accomplished by keeping paperwork files on memberships and payments to the organization for memberships, conference attendance, and other activities. Some other records have been maintained, although there has never been a determination of what should be maintained. Much has been purged over the years in order to keep the files passed along to a reasonable size. Each executive secretary did some housecleaning, and made decisions on what to keep and what to throw away. Most of the early records have been lost, or possibly never saved in the first place.

In the early 2000s, an item recurring in conversations at WERA Board meetings was the need to document WERA’s history in writing while there were still people around with some memories of the early days about how the organization evolved. Since 2000 Leonard Winchell has served as WERA executive secretary. Leonard was an active WERA member while working in the Tacoma School District between 1970 and 2000, and was very interested in getting the WERA history written. At its planning retreat in May 2004, Leonard proposed to the WERA Board that WERA budget funds for a project to write a WERA history. Preliminary discussions with Jim Kiefert had already taken place, and Jim had indicated a willingness to lead such a project in reviewing the files, and drafting a document. Jim was an early WERA president, and executive secretary from 1971-90. His involvement and memory of the organization’s early days were

important reasons Jim was asked to lead this project. Jim agreed to be the project lead researcher and writer. The WERA Board approved initial funding for the project in 2004-05, and for its completion in 2005-06.

The authors spent a great deal of time reviewing WERA files and discussing their memories of the important milestones of WERA since its inception. Review of WERA files soon revealed that documents from earlier years were not cataloged or filed for historical use, and existing data were inconsistent and incomplete. Boxes of files passed from one executive secretary to another were examined, and records were obtained from some WERA members for this project. Much of the recorded history no longer existed, since files had been periodically purged, and useful history had not been documented prior to these housecleaning activities.

Memories and comments from past WERA presidents were gathered for use in this document. In 1994 WERA President Nancy Angelo asked past presidents to send a paragraph describing the turning points and highlights of their year as president. In 2004 Jim Kiefert sent an additional survey to all past presidents. At the 2005 past presidents' breakfast, those in attendance were asked again for memories of their year in office. These comments and memories are included in Appendix E of this document. The authors want to thank the past presidents and officers who contributed documents and comments for this project. Many attempts were made to find the past presidents, but some were not found. Some are deceased.

Working together, the authors prepared the document that follows. Jim did the initial writing and organizing of the written document. Leonard served as consultant to Jim as needed, did editing, organizing, and produced the final document for presentation to the WERA Board in spring 2006. Leonard provided additional information from his records and memories, and added some details from the 1990s when Jim was working in Oregon, and not active in WERA. Since 2000, Leonard has written and/or prepared most of the WERA records and has access to all WERA information from 2000 to date. This document includes historical items, to the extent they were found, as well as information reflecting current organizational operations.

WERA ROOTS AND EARLY YEARS

In 1966 Bob Marum, Superintendent of the King County ESD, was having coffee with Bill Shertzer, Assistant Superintendent for the Shoreline Schools, discussing the plight of the "poor souls" responsible for educational research in the public schools. They agreed to pursue an effort to try to create an organization that would support and nurture those responsible for using educational research to improve education. They felt the need to share ideas, information, and programs, and to discuss events and trends that were happening locally, regionally and nationally. There was a need to apply research results to the classroom.

School districts were assessing students with nationally normed tests, and teachers were using teacher-made assessment instruments to determine how well students were learning and how well teachers were teaching the curriculum.

Additional contacts were made with Bob Hodges from Renton, Herb Kramer from Seattle, and Bill Kalenius from Clover Park school districts. All were intrigued by the idea to meet together, and they met the next week in Bob Marum's office to discuss, in depth, the need and function of a potential group or organization.

Bob Marum recalled, "We soon realized that our collective ignorance was a bit of a barrier", so they decided to seek help from a person who had some experience with educational research and research organizations. At the time the most prominent educational research person in the Pacific Northwest was Dr. Keith Goldhammer at the University of Oregon. Bob called for an appointment, and the five founding fathers (Bob Marum, Bill Shertzer, Bob Hodges, Herb Kramer, and Bill Kalenius) drove to Eugene, Oregon the next week. Dr. Goldhammer was very encouraging and made suggestions that helped chart the course for the new Puget Sound Educational Research Council (PSERC).

Within a month a meeting was scheduled, and representatives were called from the Office of Superintendent of Public Instruction, the University of Washington, Seattle University, Seattle Pacific University, and local school districts. The first meeting was short, about two hours, but enthusiastic. Meetings were held at the King County ESD office and districts from throughout the Puget Sound Area were invited to attend.

In the early years of PSERC, other researchers outside the immediate Puget Sound area became actively involved, and the name of the organization was no longer reflective of the membership. The organization changed its name from the Puget Sound Educational Research Council (PSERC) to the Washington Educational Research Association (WERA) in 1973.

EARLY FINANCIAL AND PERSONNEL SUPPORT

The commitment from Bob Marum, who was superintendent of the King County School and Educational Service Districts 110 and 121, provided the financial stability the fledgling organization needed to establish itself. Bob used the resources of his office to organize the meetings, send out notices, and provide secretary/treasurer services. In 1971, when Jim Kiefert was hired as Bob's assistant superintendent, Bob assigned the PSERC (later WERA) responsibilities to Jim and his secretary.

WERA Board members were often asked how WERA was able to survive through the depressed financial times of the early 1970s. Board members responded by crediting the consistent support from the Educational Service District as well as the membership balance between central office administrators, research, evaluation and assessment staff, university professors, private testing companies, and building principals.

BIG CHANGES IN 1972-73

Membership in the organization was growing. On a published announcement from the Puget Sound Educational Research Council dated Sept. 14, 1972, two workshops and the FIRST PACIFIC NORTHWEST EDUCATIONAL RESEARCH CONFERENCE were announced. Don Mickey from Bellevue School District chaired the September workshop on People Power, Zeitgeist Communications, Fast Forum, or Community Forum. Art Maser from the Highline School District chaired the November workshop on Evaluation Methods for Open Concept Education. Gil Sax from the University of Washington chaired the May conference patterned after the national American Educational Research Association (AERA) format. Spring conferences have since modified the AERA model to meet the needs of a more diversified membership than the primarily research-oriented group that attends AERA. A PSERC membership list was distributed at the spring conference to encourage networking between members and conference attendees. It became a common practice to distribute a membership list to all members.

In the spring of 1973 the Executive Board proposed the name change from PSERC to the Washington Educational Research Association (WERA), which was approved at the May 1973 membership meeting. Thus WERA was born.

EARLY RESEARCH

In 1973 WERA applied for and received a research grant through the Coordinating Council for Occupational Education in the Office of the Superintendent of Public Instruction. For five consecutive years the Executive Board managed the research grants using WERA members to fill special committees to carry out the survey research. These funds provided financial support for Board planning retreats, travel and conference expenses. It also provided an excellent opportunity for WERA members to work together on projects.

In 1976 WERA received a grant from the U.S. Office of Education, Region X to write an evaluation guide that could be used by educators to improve existing programs and provide data for decision makers. The result was a 62 page consumable PROGRAM/PROJECT EVALUATION GUIDE written by Jim Kiefert and Art Maser and published by the Bureau of School Services and Research at the University of Washington. Jim and Art, as well as other WERA members, conducted workshops using the evaluation guide in universities and school districts throughout the northwest. Over 5,000 guides were printed and distributed. The workshops were done as a service of WERA. The only cost to participants was a fee to allow WERA to pay travel costs of the presenters.

CONSIDERATION OF ASSOCIATION NAME CHANGE

Throughout the years WERA contemplated other names for the organization. In the mid-1980s, WERA held joint meetings and conferences with the Northwest Evaluation

Association (NWEA), an organization consisting of evaluation and curriculum specialists from Oregon and Washington. During 1983-86, Oregon researchers and evaluators were encouraged to join WERA and were provided conference incentives. NWEA was developing a test item bank whose items were based on student learning objectives.

Many WERA members contributed substantially to this project, and papers were presented at WERA conferences. The item bank was field tested in many Washington and Oregon school districts and was eventually transformed from shoe boxes of test items with learning objectives to a computerized model that could be used by classroom teachers. After discussion about whether to change the WERA name to be more inclusive of regional involvement, the officers of WERA decided to keep the WERA name.

ROLE OF THE EXECUTIVE SECRETARY

The secretary/treasurer role was originally a volunteer position. It was held by Bob Marum for five years (1966-1971) and by Jim Kiefert for nineteen years (1971-1990). In 1990, when Jim moved to Oregon, WERA made a bold and successful move to contract their first paid executive secretary. The organization was financially solid with consistent membership and successful conferences.

Jim Nelson was the first person paid to perform specific WERA duties, and was contracted as executive secretary from 1990 to 1996. Steve Schuman served in 1996, and Bob Fizzell from 1996 to 2000. Leonard Winchell has been the executive secretary from 2000 to present.

The addition of a contracted executive secretary gave the Executive Board the ability to expand the support services to WERA members and to take the burden from officers who served voluntarily and had regular employment obligations. Current duties of the executive secretary include such things as:

- correspondence
- telephone and fax responses to inquiries
- taking and writing minutes for all Board meetings and organizational meetings
- maintenance of all financial records and accounts, including budgets
- sending billings and receiving payments
- payments for all organizational bills
- preparation of annual reporting required by the IRS and Washington State
- negotiating contracts with hotel staff and keynote presenters, including contract development as needed
- preparation, production, and distribution of materials for WERA Board meetings and all conferences
- running the WERA registration desk at conferences
- responding to member and Board needs as necessary

In spring 2003 the WERA constitution was amended to recognize the executive secretary position as an ex officio, non-voting member of the WERA Board. It is the only Board

position not elected by a vote of the membership. The executive secretary is selected annually by the WERA president, with approval from the Board.

CONSTITUTION

The Executive Boards of PSERC and WERA have addressed governance issues from the very beginning. The first constitution designated an Executive Board to perform the business functions of the organization. General membership meetings were held whenever the members gathered. In more recent years a general membership meeting has been held at the spring conference.

Amendments to the constitution require approval by a two-thirds vote of the voting membership. This is accomplished either by written ballot or approval at a membership meeting.

The 1973 constitution said the purpose of WERA shall be:

1. To promote, maintain and improve the quality and effectiveness of educational research, evaluation and related services;
2. To identify and define educational problems that need investigation;
3. To assist in the dissemination of research and evaluation findings;
4. To promote in-service experiences for personnel who are engaged in research and evaluation activities.

The current constitution (latest revision November 2004) lists the same four purposes but expanded the breadth and depth.

1. Promote, maintain, and improve the quality and effectiveness of educational research, evaluation, assessment and related services.
2. Identify and define educational issues and provide a forum for their discussion;
3. Assist in the dissemination of research and evaluation findings;
4. Promote inservice experiences for personnel who are engaged in educational research, evaluation, assessment, instruction, and related activities.

A copy of the most recent WERA constitution is included as Appendix A of this document.

EXECUTIVE BOARD

The first constitution (1973) specified the elected officers of WERA to be a president, vice president, secretary/treasurer, past president, and one member elected at large. Later another at-large position was added, and in 1987 two additional at-large positions were added, to reach the current four positions. Initially, all served one-year terms, although the vice president often moved into the presidency the following year.

With the addition of the appointed executive secretary as an ex officio Board member, the separate secretary/treasurer position was discontinued. This group constitutes the Executive Board. In the original constitution, the president elect was referred to as the vice president. It is current practice to elect a president elect, who basically functions as a vice president the first year of board membership, but then automatically moves into the president role the following year. Once a person is elected as president elect, it is expected they will serve a year as president elect, a year as president, and a year as past president on the Board.

For many years prior to 2005, members at large served two-year terms. In November 2004 the constitution was amended to increase the term of members-at-large from two years to three years. The Board recommended this constitutional amendment to the membership as a way to make the Board more efficient.

Board meeting times are scheduled annually by the Board at its planning retreat. Current practice is for the Board to meet four or five times a year for regular business. In addition, they meet for a planning retreat as well as the evening before each scheduled conference. This pre-conference meeting is a joint meeting with the conference planning committee and is organized exclusively to review final details for managing the upcoming conference. No regular business is routinely scheduled, although an occasional important business item that needs discussion or approval has been dealt with at these meetings.

Board members typically have assignments made by the president, including leadership for publications, grants, awards, audit, training, elections, and occasionally a special project. The WERA constitution prescribes that the past president chairs the annual spring conference.

BOARD PLANNING RETREATS

From the very beginning the Executive Board recognized the need to get away from their everyday jobs in order to devote the time necessary to adequately plan WERA programs for the next year. Since the WERA governing body was made up of elected volunteers, it was important to have team building activities and for members to get to know each other and assess the skills of the members.

Executive Board members performed WERA activities above and beyond their paid employment; therefore, planning retreats were held in a special place without distractions. Spouses were often invited so they could meet other spouses and do some bonding and team building as well. WERA activities often took Board members away from home for conferences and other activities, and the retreat was in part a recognition of their donated time and hard work.

Planning retreats in recent years have been for two days and have been scheduled annually in late spring. Agenda items normally include a review of the past year, development of goals for the upcoming year, and discussion and planning for significant events and projects proposed for the upcoming year. A preliminary budget is also developed at the retreat, and a Board calendar for future meetings is established.

POLICIES AND PROCEDURES

In addition to the member-approved constitution, the WERA Board is guided by written bylaws, which are called “Policies and Procedures.” If these existed prior to 1990, no evidence was found. The first written policies and procedures found were from 1990. These were Board written and approved rules to guide their own activities and do not require a vote of the membership.

Between 1990 and 1999, policies were sometimes re-written, amended, and modified in other ways. Sometimes notes indicated the years changes had been made. However, over the years they became confusing and inaccurate. Often there were contradictory portions within the document, and old items were not consistently replaced when new items were added. Over time, Board practice changed, but not all changes had been incorporated into new policies and procedures.

During 2002-03, Duncan MacQuarrie (WERA president) and Leonard Winchell worked periodically throughout the year re-writing each section, and bringing the sections back to the Board for discussion and approval. The final document was in a new format designed so changes could be made within sections, a new copy of that section produced, and the old section replaced. This procedure to keep the policies current has continued to the present, and each Board member has a current, up-to-date set in their Board notebook.

A copy of the most recent policies and procedures is not included in this document because it is somewhat lengthy, and is a changing document intended to guide the Board. The Board can and does make changes as appropriate to maintain the accuracy of the guidance provided. As of 2006, major sections of the policies and procedures were: Awards, Conferences, Executive Board, Executive Secretary, Fiscal, Publications, Research Grants, Training/Professional Development, and appendices containing information about WERA affiliation with AERA, and the written working agreement with OSPI for the joint annual assessment conference.

FINANCES

In the early years of its existence PSERC (and later WERA) was primarily a volunteer group and had very little money. Meetings were held in places where rooms could be provided free, and speakers at meetings or other events, when there were speakers, often charged no fee. Early events that had registration fees were intended to generate enough to pay for the events.

As the organization grew, it became necessary to use hotels for conferences. Finances became an important issue in the ongoing survival of the association. Facilities costs paid to hotels were high, and the financial survival of the organization was in jeopardy. In 1981-82 during Jim Laurent's presidency, the Executive Board held their meetings at McDonalds, and Jim brought his own banana and apple for lunch. The treasury had \$300. A decision was made to schedule future events that included fees in order to gradually increase the treasury. Frugal operations during that time began to improve the treasury to a more healthy level.

Historical documents containing organizational budgets or income and expense reports prior to 1985 were not found. A document from 1984-85 showed revenues and expenses for the year of about \$22,000, with year-end assets of \$5,900.

In August 1991, a document showed WERA assets of almost \$17,000. This increased to about \$43,000 by August of 1997. During the mid-1990s, budgets were in the \$50,000 range, and income was outpacing expenses, allowing a growth of assets. For 1995-96, budget information showed projected income of about \$55,000, and expenses of about \$57,000. For 1996-97, income was budgeted at about \$62,000, and expenses near \$57,000.

The organization thrived in the late 1990s, and income continued to outpace expenses. Year-end reporting from the end of August in 1999 showed income of about \$150,000 and expenses of about \$138,000. At that time total WERA assets were approximately \$102,000. During the first half of the 2000s, WERA assets varied from year to year, but had grown to about \$121,000 as the 2005-06 fiscal year began. In planning for 2005-06, the Board prepared a budget designed to draw down this asset balance to under \$100,000 by budgeting expenses of about \$255,000 while anticipated income was \$219,000. This effort is consistent with Board policy to maintain reserves sufficient to cover commitments or a possible conference disaster in the following year.

MEMBERSHIP

There have been slight modifications from the original structure, but the basic WERA governing structure still exists. The original constitution required institutional memberships with one voting member. The current constitution (latest revision 2004) allows for individual memberships, but also offers an institutional membership for groups of up to five members, with slightly reduced membership dues for the group as opposed to five individual members. Originally, up to five delegates listed could attend conferences at a reduced rate. The idea of institutional membership was to make WERA membership a policy decision made by the institution and paid by the institution. In the earlier years it was not the policy of a district to pay for individual memberships. As most district policies changed, WERA changed their rules to include individual memberships as well as institutional memberships. There is currently no difference in services between

the two kinds of memberships. All members continue to receive the lowest conference rates.

Two other classes of memberships are currently offered. There is a reduced student member rate, offering membership to graduate students in approved masters and/or doctoral programs who are interested in educational research and evaluation and who are not employed full-time in an education-related position. There is also an emeritus membership, which may be conferred by the board to retired former members who made a significant contribution to the fulfillment of the WERA mission.

In the mid-1970s, members from publishers were considered associate members and had no voting rights. Likewise, student members had no voting rights until a constitutional amendment took place in 2001. Currently all members have full voting privileges.

In the early years, meetings were often held several times a year, as membership was small and local. Every meeting was considered a membership meeting. The 1973 and 1985 constitutions stated that “the association shall meet at least four times a year...” As membership expanded, formal membership meetings were reduced and generally held at conferences. The current constitution states that “the association shall conduct a business meeting once a year unless additional meetings are called by the Executive Board.” Current practice is to hold an annual business membership meeting at the spring conference. This practice has been in effect for many years.

No historical records were found for very early membership dues. The first evidence of dues was from 1985-86 when dues were \$10 for individuals, \$50 for institutions of up to 5 members, and \$5 for students. This was increased to \$15 for individuals and \$75 for institutions in 1987-88. It is believed no changes were made until 1995-96, when dues increased to \$20 for individuals, \$80 for an institution, and \$10 for students. Current dues (2006) are \$25 for individuals, \$100 for an institutional group of up to 5 members, and \$10 for students. Records were found that this dues structure has been in effect since 1997. There is also now an emeritus membership that can be granted by the Board, which is free, and also includes free conference registration for emeritus members choosing to attend.

The authors remember many PSERC meetings in the early 1970s when 15 or fewer people would attend. At that time, attendees were research and evaluation staff from local school districts, along with a few representatives from local universities. All were originally from the immediate Puget Sound area. Membership gradually grew over the years, including members from the east side of the state and occasionally others from other states, typically from publishers doing business in the state. The earliest membership record found was from 1984-85, which showed 55 WERA members. There were 77 members by May 1986. Membership expanded considerably through the late 1980s and early 1990s as WERA conferences began to attract more teachers due to conference programs developed with many topics of interest to them. Following are the numbers of WERA paid members for each year since 1988-89:

<u>YEAR</u>	<u>MEMBERSHIP</u>
1988-89	323
1989-90	240
1990-91	258
1991-92	No record found
1992-93	350
1993-94	340
1994-95	339
1995-96	350
1996-97	311
1997-98	415
1998-99	523
1999-00	455
2000-01	536
2001-02	559
2002-03	591
2003-04	648
2004-05	590
2005-06	604

Appendix B contains a breakdown of the WERA membership for 2005-06 by job categories and regional location.

CONFERENCES AND WORKSHOPS

It was the purpose of the organization from the very beginning to hold educational workshops and conferences. For the first 15 years, WERA had three conferences a year, some being membership meetings with invited speakers and research reports. Throughout the years seminars, workshops, and college credit classes were offered by WERA. With the advent of Clock Hours, WERA set up procedures for people attending WERA events to receive clock hours for participation.

The status of school funding dictated the extent of the educational programs offered by WERA. During some of the lean years, conferences were held in ESD or school district buildings and registration fees were minimal. In 1983 the fee for the winter conference was \$20, including lunch. The spring conference was \$30, including meals. Early conferences were generally one day. As membership and interest grew, conferences in the mid-1980s moved to hotels, which necessitated increased registration costs to cover hotel expenses. The norm for conferences became two days. For several years in the early 1990s, standard conference fees were \$110 for members and \$130 for non-members. To assure economic viability, it became important to make money on conferences to pay for association activities and projects being planned by the Board.

Conference proceedings were published after major conferences beginning in 1972 and continuing through 1982. Proceedings from the spring conference were published and distributed to all WERA members. Full text of major speeches and abstracts from breakout sessions were included in these publications.

For several years, conferences were held in different locations around the state in an attempt to involve all interested Washington educators. A conference was also held in Vancouver, British Columbia. Other conferences in the early years were in Spokane, Pullman, Yakima, and Bellingham, as well as several Puget Sound area locations. Since 1985 most of WERA's conferences have been held at the Seattle Airport Hilton Hotel. This was a good location for people flying to conferences, and it provided easy access to keynote and other program presenters. In some of these years, other locations were used for the spring conference.

In 1980 Geri Lorang (Jim's secretary at the ESD) prepared a Conference Planning Notebook that was used by conference chairs, planning committees, and the Executive Board to make sure all details were addressed during the planning. The notebook was complete with all details including a listing of needed items such as sample contracts, name tags, sample thank you letters, stapler, Kleenex, paper clips, etc. This attention to detail made a big difference as conference chairs changed each year and new Board members came onto the Board. The notebook provided continuity and consistency for conferences and programs.

WERA has always had a rich mix of members from higher education, local school districts, educational service districts, and the Office of Superintendent of Public Instruction. Industry representatives have also held office and participated as full partners. In its early years, programs and conferences were designed and attended largely by people with specific duties and interests in assessment, research, and evaluation. Few teachers participated. However, over the years, the organization has involved into a much broader group. Current conferences and trainings intentionally aim to include large portions of the program that are of high interest to teachers. As a result, about half the participants at WERA conferences in the 2000s have been teachers.

From its beginning WERA developed a reputation for bringing the best experts in the country to present at its conferences. During the 1970s and 1980s, keynote speakers such as Benjamin Bloom, Robert Thorndike, John Goodlad, Gene Glass, Julian Stanley, and Madeline Hunter highlighted the conferences along with many other noted speakers. Conference breakout sessions were numerous and addressed the interests of all levels of educators. As educational issues arose, WERA conferences were planned to address them.

The year 1985 was a significant year in WERA's history. With the advent of statewide testing, WERA worked in cooperation with the Office of Superintendent of Public Instruction (OSPI) to plan a joint conference in December in order to announce the state test results and help educators use test data to improve instruction. This joint effort between a professional association and the state education office was unique, and it

formed the basis of a long-term partnership that contributed greatly to the success of the organization to maintain membership and draw people to conferences. The planning for this first joint event was spearheaded by Duncan MacQuarrie and Gordon Ensign, two individuals who were very active within WERA and worked at OSPI in the assessment arena. Duncan later served two different terms as WERA president and is the only person to have done so in the organization's history. Gordon was later recognized for his many years of service to WERA by having a permanent WERA award named after him.

The State Superintendent of Public Instruction attended the first WERA assessment conferences to announce the state test results. Staff from all school districts in the state were anxious to see their results. The press attended to get copies of the test results for publication. Duncan MacQuarrie described the assessment conference in the following quotation, which is still an accurate description of the annual assessment conference.

“Beginning in January of 1985 and continuing each December since, OSPI and the Washington Educational Research Association (WERA) have sponsored the Annual State Assessment Conference. Nationally recognized specialists in curriculum and assessment are featured and various seminars/in-service sessions are conducted to help district staff improve their skills in areas such as reporting test results to local boards and the media, using assessment results to develop school improvement plans, incorporating state assessment results into local needs assessments, using standardized assessments to validate local information, and improving classroom assessments.”

In the early assessment conferences, costs and staffing were shared by both organizations. As WERA became solidly established and financially sound, it took over the expenses, registrations, hotel arrangements, and other duties of running the conference. WERA receives the income and also assumes the risks of losses. OSPI is committed to sending key staff members to present breakout sessions at the conference that cover the latest statewide information in curriculum, evaluation, and assessment. This joint agreement and format was committed to writing, and signed by both parties in 2003. It continues in existence today, and the December conference is now the most significant annual event in generating income for WERA, as well as stimulating membership interest. Conference planning committees are co-chaired by one person appointed by WERA and one appointed by OSPI.

Few documents before the 1990s referenced records of conference costs or attendance. One fiscal item noted that 200 people had been budgeted at a cost of \$30 each for the December 1985 conference. The actual attendance is unknown. A record from December 1988 stated 186 people had paid to come to the December conference, and documents for the spring 1989 conference showed 62 paid attendees. However, for both of these conferences, expenses were about \$700 more than revenues.

Sporadic evidence of conference attendance was found from the early 1990s. In March 1991, 74 people attended the spring conference. In spring 1996, there were 92 paid attendees. By 1998 spring conference attendance was 316. Records were found that

showed an overwhelming response to the 1996 assessment conference. Hotel space limited registrations to about 350 people, and more than 400 others tried to register. Notes indicated that an overflow crowd would be admitted to the extent possible, but that those people not registered would not get meals. There were significant problems with inaccurate addresses and people calling late on the telephone to try to register. This is the only known record of a WERA conference where people were turned away.

In 1973 WERA held its first annual conference. (This annual conference is different from the assessment conference, and was held at different times of the year prior to 1985. Currently it is called the Annual Spring Conference and is held annually in March.) These conferences have continued every year, and 2006 marked the 34th annual conference. In some years the conference was held in the fall, and some years in the spring. In 1985-87, the annual WERA conferences were held in September, even though the assessment conferences were in December. This schedule for having two conferences so close together, and none in the spring, was changed in spring 1988, and in years since then WERA has had the joint OSPI assessment conference in December, and the annual WERA conference in March. (An exception was in 1995, when the spring conference was held in May.)

Since the late 1990s many spring conferences have included a *Pete Dodson Symposium*. These were general sessions that discussed a controversial topic and gave an opportunity for stimulating intellectual discussion of educational issues by presenters/panelists with varying viewpoints on the topic. They included a moderator and the opportunity for audience questions and/or comments. (Note: Pete Dodson was the former Director of Testing and Research in the Snohomish School District, served on the WERA Board, and was WERA president in 1994-95. He was also a member of the State Technical Advisory Committee. Pete loved discussion of controversial issues and promoted such events while on the WERA Board. He died in June 1996. This symposium was named in his honor.)

In recent years WERA conference planners have arranged for two nationally recognized and well-known people to serve as keynoter speakers. These keynoters have been contracted for their work at conferences. WERA Boards have believed that recognized experts are important to attract people to conferences who may later become active participants and members. Attendees have reported their appreciation for the quality of keynotes that have come over the years. Conference programs also include many breakout sessions presented by local educators, giving attendees a choice of sessions to attend.

In addition to sponsoring conferences, WERA has offered many in-depth training activities throughout the years. These activities have taken different formats, and featured relevant topics of current interest. Topics have ranged from assessment, evaluation, curriculum, and specific training on new technologies. Sometimes these have been half-day offerings and sometimes full days. There have been events scheduled at times away from conferences and at different locations, and many scheduled as a “pre-conference” training on the day before a conference. Fees for attendance have ranged

from \$10 to slightly over \$100. These have been based on anticipated attendance and were intended to be sufficient to cover costs of presenters and materials. Attendance at trainings in the 2000s have ranged from around 10 to over 100 people at the most popular pre-conference trainings.

On some occasions training expenses were greater than income generated, and WERA covered the extra costs from its resources. For training events not associated with conferences, the Board considers these a service from WERA and has tried to keep costs to attendees as low as possible. Attendance at trainings is not limited to WERA members, and in recent years fees have been the same for all.

For trainings offered at conferences, fees have been set at the association’s standard rate for a one-day conference. In recent years, there have usually been between 8 and 10 half-day pre-conference trainings offered at the assessment conference and between 6 and 8 offered at the spring conference. These are an important part of the WERA’s annual income.

In the last few years, attendance at pre-conferences has been about half of the paid conference attendance. It is possible for people to attend the pre-conference without attending the conference. Some people have taken advantage of this opportunity.

As was stated previously, attendance records prior to 2000 were generally not found. Following is a record of conference attendance since 2000. It should be noted that “paid” attendance does not tell the whole conference story. In general, people who come to the conference are expected to pay conference fees, even if they are presenting a breakout session. However, some people come only to make their presentations and do not participate in any other way in the conference. These people are not expected to pay any fees. Every conference also has some free attendees due to special circumstances, as well as a few emeritus members who come at no cost. The table below shows the conference attendance since 2000 in terms of paid registrations and total attendance.

Fiscal Yr.	Dates	Paid Registration Total			Paid Registration Total			
		Pre.	Conf.	Attend.	Dates	Pre.	Conf.	Attend.
2000-01	Dec. 6-8	164	543	563	Mar. 14-16	28	123	181
2001-02	Dec. 5-7	285	510	642	Mar. 13-15	165	322	367
2002-03	Dec. 4-6	225	495	569	Mar. 12-14	135	290	361
2003-04	Dec. 3-5	258	510	616	Mar. 10-12	130	304	370
2004-05	Dec. 1-3	224	497	595	Mar. 2-4	103	189	268
2005-06	Dec. 7-9	263	514	575	Mar. 8-10	125	162	270

NEEDS ASSESSMENTS AND SURVEYS

From the beginning, it was recognized that to be successful the organization had to provide programs and services that were needed by the membership. The first needs

assessment instruments were simple one-page documents given to all members. These were compiled by the Executive Board and used to plan the programs for the next year. This process continued on occasion through the years, becoming more sophisticated as technology improved.

True to the mission of evaluation, all conferences and meetings were evaluated in one form or another. Most had evaluation forms following the conferences and meetings so this information could be used for future planning. Old files were filled with needs assessment and evaluation documents. The practice for the last several years has been to prepare a summary evaluation for use by the Board and future planning committees and send the originals, with a summary of their results, back to breakout presenters for their use in reviewing their efforts and thinking about how to improve their presentations in the future.

TALENT BANK

In the 1970s, the first WERA Talent Bank was developed. WERA asked members to list specialties they would be willing to share with others. The first documents were loose leaf binders divided by topic with brief descriptions of reported specialties. This was shared with WERA members and others and was a source of data for planning breakout sessions for conferences and for speakers for meetings.

To facilitate this program, district superintendents were asked to release staff to work with staff from other districts. A letter of agreement made the process work. It was based on the theory that someone from another district often has more credibility than the local staff. Districts were very generous in sharing staff. An effort was made to provide a good balance between “giving” and “taking.” The King County ESD provided coordination of the program, as they had monthly meeting with superintendents, curriculum directors, and assessment specialists. The program was not without its political problems, especially when evaluation data were collected and tabulated to determine the effectiveness of the consultants in the talent bank.

AUDITS AND BOOKKEEPING

When WERA bookkeeping was done at the King County ESD between 1966-1988, the fiscal officer of the ESD audited the WERA books every year. Fiscal officers from local districts volunteered to audit the books when the ESD fiscal officer was not able to perform the audit. A lunch was the only payment for services. During these years there were letters documenting the integrity of the fiscal processes and procedures attached to the budget and presented to the Board at their planning retreat when the budget for the next year was being developed. In the 1990s, the Board hired an outside auditor on occasion to review the budgeting and bookkeeping policies and procedures. Current practice prescribes an annual audit and the option of hiring an outside auditor at any time at the discretion of the Board.

With the advent of a contracted executive secretary, WERA focused upon developing policies and procedures to govern the activities of the organization. The increase in membership and cost of conferences made fiscal accountability an important issue. Occasional external audits were instituted and program budgeting was included in the new policies.

The Board also decided it was fiscally sound to build the WERA treasury to a point where there would be sufficient funds in case a conference lost money. The cost for meeting rooms and meals at conference hotels had to be guaranteed. It was important to have sufficient money saved so that if the association lost money on a conference, it would have sufficient funds to cover the losses. This removed the financial liability from Board members. This practice is still followed, and reserves are planned to be sufficient to cover one potential conference disaster, as well as the contractual payments to the executive secretary and Web master.

Bookkeeping records have been maintained in many ways throughout the organization's history. As technology became common, records began to be maintained on computer. Bookkeeping has been a duty of the contracted executive secretary since 1990. Each executive secretary managed this in a different way, however, and paper documents were not always maintained.

An external audit from a professional bookkeeping firm was conducted on all WERA records from September 2000 through the end of August 2002. No exceptions were noted, and records were found to be accurate and supportive of income and expenditures. Since that time the organization has conducted an annual internal audit performed by members of WERA and led by individuals who have had previous professional auditing experience. The books have been satisfactory each year, and the audits have praised the organization for its excellent system of record keeping.

In the winter of 2003, WERA was notified that the IRS was going to audit the WERA records for the 2000-01 fiscal year. The bookkeeping system at that time was done on a series of Excel spreadsheets. The actual audit took place in February 2003 at the home of Leonard Winchell, WERA executive secretary. Since WERA is a non-profit organization, in addition to examining financial documents, many WERA publications were also reviewed, as well as lists of people being paid by WERA. The IRS auditor indicated this was to verify that the rules of non-profit organizations were being followed. The auditor also examined the paper documents that backed up the financial details shown on the organization forms 990, which are those required of a non-profit organization.

In March 2003 a letter was received from the IRS indicating that WERA was in compliance with regulations and would maintain its non-profit status. No further action was required. However, the letter did indicate some of the paper records provided insufficient documentation. This was not a concern, since QuickBooks software had been purchased and a transition into its use for all accounting was underway at the time

of the audit. Since that time all financial records have been maintained on the executive secretary's computer using QuickBooks software, and backup records are kept.

ARTICLES OF INCORPORATION

In 1982 WERA filed papers establishing the organization as a corporation within the State of Washington. There is a small annual fee and form to complete to maintain this status, which continues to this day.

NON-PROFIT STATUS GRANTED BY THE IRS

In 1993 WERA filed for non-profit status with the IRS. This was a lengthy process requiring many pages of documentation about the organization. After many months of correspondence back and forth with the IRS, this status was granted. The IRS granted WERA non-profit status as a 501(c)(3) organization. Jim Nelson was WERA executive secretary at the time and prepared most of the required information. During the first years after this status was achieved minimal federal paperwork was required. This 501(c)(3) status has continued over the years, but reporting requirements have increased. Currently Form 990 needs to be filed with the IRS annually showing WERA income, expenditures, types of programs and activities, and list of officers. While there is no tax obligation, this form is a requirement, and becomes a public document. Completion and submission of this information is done annually by the executive secretary.

AWARDS

WERA awards for special recognition are presented at major conferences and workshops. The first awards were certificates given to speakers who presented at PSERC meetings. Records of these early awards are not available. In the late 1980s and throughout the 1990s, awards were sometimes given for outstanding service to WERA and for quality educational research that made an important contribution. WERA records of these awards beginning in 1987 show the following:

1987 - Service Award went to Bill McDougall.

1988 - Service Awards went to Robert Marum, Geri Lorang, Gilbert Sax, Jim Kiefert, and Bill McDougall. An Educational Research Award was given to the Northwest Regional Educational Laboratory.

1989 - Service Awards were given to Duncan MacQuarrie, Jim Laurent, Gordon Ensign, and Don Orlich. An Educational Research Award was given to the School Information and Research Services.

1990 - Service Awards were given to Henry Reed, Jerry Litzenberger, Goeff Praeger, and Don Sayan. An Educational Research Award was given to the Migrant Student Records Transfer System.

1991- Service Award was given to Steve Schuman. An Educational Research Award was given to the Washington Research Council.

1992 - Service Award was given to Rick Stiggins. An Educational Research Award was given to the Washington Pre-College Program.

In the early 1990s, the service award was re-named the Art Maser Service Award in honor of Art Maser, an important early contributing member and past president of WERA who had passed away recently. Two new awards were added in the 1990s. In 1990 a WERA Product Award was added to recognize an outstanding professional product created in an area relevant to WERA. Also, the Gordon B. Ensign Award was initiated in 1999 to honor a person or institution that made an outstanding contribution to the education of students in Washington, in keeping with WERA's mission. This award was named in honor of Gordon Ensign, long time contributing member and past president of WERA. Neither of these awards required WERA membership for receipt.

Not all awards have been given every year. The following is a list of the awards given since 1999.

WERA Research Awards:

March 1999 to Carl Hauser for research on "Scaling Running Records Passages for Precise Reading Assessment"

March 2003 to Cathy Taylor for contributions to the research literature on student assessment in Washington State

March 2003 to Debbie McGhee for the study of the "WASL and Higher Education Indicators"

March 2004 to Jeff Fouts for the body of research on Educational Reform

March 2005 to Michael Riley for the body of research on math and science standards

March 2006 to Steve Hirsch for research correlating oral reading fluency with WASL performance

WERA Product Awards:

March 1999 to the Washington Forest Protection Association for its environmental education materials

March 1999 to the Bethel School District for materials on WASL and norm-referenced testing practices

March 2002 to Geoff Praeger for development of the “Assessment Coordinator’s Notebook”

March 2005 to Sue Shannon for the document “Characteristics of Improved School District: Themes from Research”

March 2005 to Cathy Grimes for her series of newspaper articles in Walla Walla on “No Child Left Behind”

March 2006 to Lesley Klenk, Nikki Elliott-Schuman, and Bev Neitzel for outstanding professional products related to statewide assessments

Gordon B. Ensign Awards:

March 1999 initial award to Gordon B. Ensign

March 2003 to Terry Bergeson

March 2004 to Ken Sirotnik

Art Maser Service Awards:

March 2002 to Jim Nelson

March 2003 to Bob Silverman

March 2004 to Linda Elman

March 2005 to Ric Williams

March 2006 to Joe Kinney

GRANTS

WERA has been giving small grants on occasion to individuals or institutions at least since the 1980s. No records of recipients were maintained on these grants during that earlier time. In more recent years, a grant program has been a consistent element of the WERA budget. This program is viewed by the Board as a way of returning money to WERA members in years that the organization has been successful. During most of the 2000s, a budget of \$12,000 was allocated. However, in some years very few applications were received. Also, grant-reading committees sometimes judged that some applications were not of sufficient quality or did not speak to issues of concern identified by WERA,

and so they did not approve funding. The Board approved using \$18,000 for grant awards for 2006-07 because of the high response and quality of grant proposals and the sound fiscal position of the organization.

The following is a list of grants awarded since 2000.

Grants awarded in March 2001:

Linda Mabry, Washington State University, Vancouver, “Integrating Theory and Practice: An Evaluation of a Schools-University Partnership Program of Field-Based Teacher Education” \$6000.

Bill Nutting, Mount Vernon School District, “Examining Student Work and the Impact on Teaching Behaviors” \$6000.

Grants awarded in March 2002:

Sylvia Dean, Evergreen School District, “An Evaluation of the K-8 Learning Network Literacy Model in Evergreen School District” \$6000.

Evelyn Johnson, University of Washington, “Analyzing Component Processes of the 7th Grade WASL Reading” \$3300.

Grants awarded in March 2003:

Brandon Monroe, University of Washington, “Examining the Effects of a Paraphrasing Accommodation on the Mathematics Subtest of the Washington Assessment of Student Learning” \$6000.

Grants awarded in March 2004:

Brad Ching-Chao Wu, University of Washington, “Dimensionality of the Washington Assessment of Student Learning in Mathematics” \$2000.

Terrie Geaudreau, Spokane School District, “Examining the Characteristics Associated with a Mathematics Instructional Facilitator at the Elementary School Level that Seem to be Correlated with Increased Student Achievement” \$4450.

Grants awarded in March 2005:

John M. Krieg, Western Washington University, “A Response to Incentives: How Do Schools React to a Negative AYP Finding?” \$3500.

Eddie Reed, Tukwila School District, “Adult/Student Communications Practices in a Reorganized High School” \$2180.

Grants awarded in March 2006:

Katie Baird, University of Washington, Tacoma, “Using WASL Scores to Understand Cognitive Gains in Mathematics Among High Schoolers” \$4500.

Janet Gordon, university student, Effects of Question Format on Student Performance on the 8th Grade Science WASL” \$2000.

Hilary Loeb, University of Washington student, “Exploring the Differences Between the General Population of Teachers and Those with National Board Certification: Profiles of Serving Washington’s Students of Color” \$1000.

Dale McDaniel, Onalaska School District, “Case Study of School Districts’ Responses to Washington State’s Compulsory Attendance Law (Becca Bill) \$3000.

Jack Monpas-Huber, Northshore School District and University of Washington student, “Assessment Data Use Among Washington High School Teachers” \$4400.

Paul Stern, Washington State University, “Exploring the Relationship Between High School Math and English Courses and Grades and the Need for Remediation in College” \$3100.

PUBLICATIONS

During many years of its existence, WERA produced and published a twice-annual newsletter entitled the “Standard Deviation”. This newsletter is mailed to all WERA members. It contains information about WERA and other items intended to be of interest to members. It has varied in format throughout its life, but has generally been a document of 4-8 pages. During the last few years this newsletter has also been posted on the WERA Web site after publication. As technology has taken over for printed materials in many areas, the Board is currently discussing the possibility of a new format for the newsletter that would be available on the Web site, but no longer mailed.

Other routine publications mailed to members have included letters of invitation to join the organization, conference and training announcements, occasional information about proposed amendments to the WERA constitution, and annual biographical information and ballots for the annual WERA Board elections.

Beyond the items already mentioned, WERA has periodically published White Papers on subjects of interest to the membership. These topics have been suggested to the WERA Board by members as areas where guidance or research from WERA would be helpful.

WERA policies describe a specific process for preparing and writing White Papers. The papers have generally been done as WERA projects, with funds allocated and an

individual identified as the primary researcher/writer. It is possible that there may have been some papers written prior to the late 1990s, but none were found.

Papers written since that time have been published on Running Records, Certificate of Mastery, Ethical Standards in Testing (there was a revised edition later), Competencies of District Level Assessment Directors in Washington State, Guidelines for Reviewing Test Preparation Materials, and Information about Participation in the WASL, with forms for parent refusal (this has also been revised since original publication). Once a White Paper was published, it was printed in quantity and brought to conferences for distribution to interested participants. The last four papers are still relatively current and can be found on the WERA Web site.

WEB SITE

Technology and specially the universal use of the Internet prompted WERA to develop a WERA Web site. An early WERA home page was put onto the Mukilteo School District's site, and WERA paid them for the service. Steve Schuman was responsible for this effort. Written evidence was found in files suggesting this happened in 1996 or 1997. It is not clear how many years this existed. The Board decided that WERA should have its own independent Web site. This effort was begun in the late 1990s. WERA member Bob Silverman provided leadership from the Board in establishing this independent site. For the first few years the site was managed by Bob Fizzell, WERA executive secretary at that time.

Over time, requirements for Web site management became much more technologically sophisticated, and in order to maintain a quality site, a professional Web master was contracted for the first time in 2001 and has continued since then. The WERA Web site contains a variety of information about WERA, including purposes and goals, calendar, contact information for Board members, schedule of upcoming events, membership listing, details of upcoming conferences, some history of awards and conferences, and other pertinent information. For the last few years, an online credit card system can be accessed through the Web site to register for conferences, memberships, and other events. The current Web master is Jennifer Wright. Jennifer does this work from her home computer on personal time. Anyone wishing to learn about WERA can access the WERA Web site at www.wera-web.org.

PROJECTS

WERA has sponsored many projects over the years of its existence. Some were strictly volunteer efforts, and some were paid from WERA funds. These were largely short-term efforts to accomplish a specific task, and records were not maintained. A good example of a project is the preparation of this historical record of WERA. To date, this has been a two-year project.

Another recent example of a WERA project is the formation of an Assessment Director's Network as a subgroup within WERA. This project was initiated by Bob Silverman in 2003-04. Bob and others felt that assessment directors needed a forum within the organization to deal specifically with issues they faced as assessment and accountability demands continually increased. Although assessment staff were at the core of early PSERC and WERA activities, as membership increased and was broadened to include many more audiences, the people dealing with assessment felt that WERA did not have enough focus in this area. A project was funded for two years that allowed Bob to organize and have three meetings a year for assessment directors, as a subgroup within WERA. In the 2005-06 WERA budget, this group was removed from project status and was given its own budget item for its activities.

The largest WERA project has been a multi-year effort that has been called "Data Displays for Data Analysis (DD4DA)." In 2001 WERA developed a set of presentations and related databases designed by dedicated WERA members Joe Kinney and Ric Williams, with contracted technical assistance from Steve Schuman. The effort was to develop a CD to assist school district staff in using assessment data as they planned for school improvement. The CD included data on WASL and other state-required tests, both for individual school districts and statewide results. It works with a series of Excel spreadsheets and a PowerPoint format where school data can be analyzed to answer a series of questions about student progress. WERA planners saw the primary users as building principals presenting information to parent and teacher groups.

WERA has updated the CD annually since its inception, and Version 5.0 is currently available. This latest version was updated to include folders for Science, grade 5,8 and 10. Additional edits to the slides were made as needed for complete alignment with the 2005 testing program. The Office of the Superintendent of Public Instruction has historically provided support for development of this program and each year provided a master database of summary state assessment results from the previous spring's testing. This service has been greatly appreciated by school staffs in the state of Washington. Discussion is currently underway for OSPI to take over this product and add it to their offerings. This had been the original intent when the project was initiated, and after several years of effort, the product is ready for this transition.

SUMMARY REMARKS

The Washington Educational Research Association has earned its solid reputation as one of the foremost state educational research organizations in the country. It is the largest such state organization. Despite the political, social and economic changes that have occurred, the organization has functioned within the clear purposes stated in the organization's constitution. These have changed little in 40 years. This clarity of purpose has guided decisions made by the governing members of the organization to "promote, maintain and improve the quality and effectiveness of educational research, evaluation and related services".

A review of conference themes and speaker topics reflects how WERA has “identified and defined educational problems that need investigation”.

Quality training programs have been the trademark of WERA through pre-sessions, seminars, and drive in conferences to “promote in-service experiences for personnel who are engaged in research and evaluation activities”.

White Papers, conference summaries, newsletters and research reports “assist in the dissemination of research and evaluation findings”.

The themes shown above within quotes are taken from the 1973 constitution, which has been modestly modified over the years. This consistency and sharp focus has helped build the excellent reputation WERA has earned during its 40-year life.

Presidents and members of the Board as well as many active members shared a strong belief in the organization, unselfishly donating their time and energy in managing and steering the organization during changing times. It would be impossible to name all of the important people who have made significant contributions throughout the years. Without this commitment WERA would not be the successful organization it is today.

The writers are grateful to the WERA Board for supporting the research and writing of this WERA history. WERA files were examined, some members offered their notes, and information was collected through surveys and dialog at past presidents’ breakfasts. It was enjoyable reviewing old files and recalling the many friendships and happy experiences shared with people who had similar professional interests and cared enough to spend time and energy in building a solid professional organization.

As authors, we have documented this important history to the best of our ability. It is our hope that others in the future will occasionally update this document so it will remain a written record containing the ongoing history of this great organization.

APPENDIX A

WASHINGTON EDUCATIONAL RESEARCH ASSOCIATION CONSTITUTION (Amended November 2004)

ARTICLE I – NAME AND PURPOSE

Section 1. The name of the organization is the Washington Educational Research Association.

Section 2. The purposes of the association are to:

- A. Promote, maintain, and improve the quality and effectiveness of educational research, evaluation, assessment, and related services;
- B. Identify and define educational issues and provide a forum for their discussion;
- C. Assist in the dissemination of research and evaluation findings;
- D. Promote inservice experiences for personnel who are engaged in educational research, evaluation, assessment, instruction, and related activities.

ARTICLE II – MEMBERSHIP

Section 1.

A. Institutional membership is available to any school district, college, university or other educational unit, or any educational division of a private or public sector agency or organization. Each institutional membership shall include no more than five (5) official representatives who shall be entitled to one vote each.

B. Individual membership is available to persons, other than the official institutional representatives, from member institutions; to persons from non-member institutions which are eligible for membership under Section 1A; and to individuals interested in educational research and evaluation not eligible under Section 1A. Individual members shall have all rights and responsibilities, including that of voting.

C. Student Associate membership is available to graduate students in approved masters and/or doctoral programs who are interested in educational research and evaluation, and who are not employed full-time in an education-related position during their advanced degree study. Student Associate members have all rights and responsibilities, including that of voting.

D. Member Emeritus status may be conferred to individual members by the Executive Board. Announcement of new Member Emeritus members shall be made at the Spring Conference each year. To be eligible for Member Emeritus status an individual must be retired from education-related employment responsibilities and not currently employed full or part-time in an education-related position, and must have been an active member of WERA. Additionally, the individual must have made a significant contribution to the fulfillment of the WERA mission. A Member Emeritus has all rights and responsibilities, including that of voting, and will not be required to pay membership dues or conference registration fees.

E. Membership shall become effective upon acceptance of an application and payment of dues as determined by the Executive Board. Membership fees accepted after the Spring Conference shall be effective beginning September 1 of that year.

F. The membership year shall be September 1 through August 31.

ARTICLE III – OFFICERS

Section 1. The officers of the association are: President, Immediate Past-President, President Elect, and four Members-at-Large.

Section 2. The officers will hold office for a period of one year from the time they assume office or until a successor has been installed or appointed, with the exception of Members-at-Large, who will serve three-year terms.

Section 3.

A. President. The President is executive head of WERA. He/she shall, with the aid of the Executive Board, develop programs for such meetings as may be scheduled, preside at all such meetings, appoint committees, and with the approval of the Executive Board, shall select an Executive Secretary. He/she shall carry out the instructions of the Executive Board and be an ex-officio member of all committees. At the end of the term as president he/she shall prepare a written summary report of the activities of WERA during that term, and present the summary to the Board at its annual retreat.

B. Immediate Past-President. The Immediate Past-President shall be a voting member of the Board. He/she shall attend and actively participate in all meetings of the Board. The Immediate Past-President shall chair the association's annual spring conference during his/her term as Past-President.

C. President Elect. The President Elect will be the President for the coming year. In the absence of the President, the President Elect shall assume his/her duties.

D. Members-at-Large. The Members-at-Large shall be elected to staggered three-year terms. They shall attend and actively participate in all meetings of the Executive Board. The Members-at-Large shall assist in the planning of the association's annual conferences and be responsible for WERA projects assigned by the President.

Section 4. The officers of the association constitute the Executive Board. In addition, the Executive Secretary shall be an ex officio, non-voting, member of the Board. The Board's responsibilities are to:

- A. Transact business as may be directed by the association and this constitution;
- B. Enter into a contract for the services of an Executive Secretary as needed for the association;
- C. Recommend dues for the association;
- D. Review the constitution and propose amendments to the general membership as needed.
- E. Review and/or adopt policies and operating procedures for the association.

ARTICLE IV – ELECTION OF OFFICERS

Section 1. A nominating committee will be appointed by the President. The committee will present nominations for each of the officer and board positions to the executive board on or before December 1 of each year. To be eligible for office, candidates shall be voting members of WERA. The nominating committee will attempt to present nominees from the east side and the west side of the state and from the various types of institutions that are members of WERA. The slate of candidates will be announced to the membership with provisions made for further nominations. The names of additional candidates for any office will be placed on the final ballot upon receipt of such a written nomination signed by five voting members.

Section 2. The President shall arrange for the presentation of the slate of candidates to the members by the first week in February with all voting to be completed by the third Friday in February. In cases where there are more than two candidates for an office or board position, the Hare voting system shall be used.

Section 3. The ballots will be counted by the President, President Elect and the Executive Secretary. In the case of tie votes, the winner will be selected by a majority vote of the Executive Board.

Section 4. The newly elected officers will assume their responsibilities May 1.

Section 5. In case of vacancy in the Presidency during the normal term of office the President Elect will assume the responsibilities of the Presidency. In the case of all other officers, the Executive Board may fill the vacancy with a voting member either by appointment or by calling a special election.

ARTICLE V – EXECUTIVE SECRETARY

Section 1. The association shall contract for the services of an Executive Secretary selected by the President, with the approval of the Executive Board. The annual contract shall be approved by the Executive Board. The Executive Secretary position will be reviewed annually with notice of either a continued contract for services or dismissal provided by the President on or before June 1 of each year. The Executive Secretary shall be an ex officio, non-voting, member of the Executive Board.

Section 2. The Executive Secretary is charged with the following duties and responsibilities:

A. Serve as secretary to the Executive Board, fulfilling such duties as: recording, preparing and disseminating accurate and timely minutes of each meeting; handling all correspondence as directed by the President or Executive Board; maintaining an accurate membership list; preparing membership brochures; reproducing and disseminating WERA publications; securing necessary office supplies and materials; and producing new board member training sessions and accompanying materials.

B. Serve as Treasurer to the Executive Board fulfilling such duties as: maintaining accurate and timely financial statements and records; preparing and recommending an annual budget; establishing a close working relationship with Association vendors and conference co-sponsoring individuals or agencies; recommending sound investment practices; preparing and disseminating in a timely manner an annual billing for membership dues; maintaining a record of all receipts and expenditures of WERA in a depository account approved by the Executive Board; prepare an annual financial report to be submitted to WERA membership as designed by the Executive Board.

C. Serve as WERA Historian in fulfilling such responsibilities as producing a historical record of WERA and maintaining a "scrapbook" or file on WERA activities, conference proceedings and other significant events.

D. Serve as Conference Registrar in fulfilling such responsibilities as: preparing conference and workshop fliers; promoting conference and workshop attendance;

coordinating with joint sponsors WERA conference planning activities and schedules; registering conference and workshop participants, providing accurate billing statements and fulfilling disbursement requirements in a timely manner and in securing an annual audit report.

E. Fulfill all other responsibilities as directed by the President and Executive Board, including entering into contracts with service providers and others.

ARTICLE VI – MEETINGS

Section 1. The association shall conduct a business meeting once a year unless additional meetings are called by the Executive Board.

Section 2. A quorum consists of voting members of the association present at a meeting called at least two weeks in advance.

ARTICLE VII – DUES

Section 1. The annual fee for institutional, individual, and student associate membership in WERA will be as recommended by the Executive Board and approved by a majority vote of the voting members in attendance at a regular or special meeting of the association, providing a copy of the recommended annual fees has been mailed to all voting members at least two weeks prior to the meeting; or by a majority vote of those members voting on a ballot mailed to all voting members.

ARTICLE VIII – CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

Section 1. Contracts. The Executive Board may enter into any contract or execute and deliver any instrument in the name of and on behalf of the association, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc. All checks, drafts, or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the association, shall be signed by one of the following: President, President Elect, or Executive Secretary.

Section 3. Deposits. All funds of the association shall be deposited in a timely manner to the credit of the association in such banks, trust companies, or other depositories as the Executive Board may select.

Section 4. Gifts. The Executive Board may accept on behalf of the association any contribution, gift, bequest, or grant for general purposes or for any special purpose of the association.

Section 5. Audit. There shall be an annual audit of the financial records and transactions of the association. An auditing committee will be appointed by the President and will be responsible for the audit.

ARTICLE IX – AMENDMENTS

Section 1. The constitution may be amended by a two-thirds vote of the voting members in attendance at a regular or special meeting of the association, providing a copy of the proposed amendment has been mailed to all voting members at least two weeks prior to the meeting; or by a two-thirds vote of those members voting on a ballot mailed to all voting members.

ARTICLE X – OTHER MATTERS

Section 1. In all matters not covered by its constitution and policies and operating procedures, this organization shall be governed by the most recent edition of Robert's Rules of Order, Revised. The President is empowered to appoint a parliamentarian.

APPENDIX B

WERA FINAL MEMBERSHIP REPORT FOR 2005-06

Type of Membership

Individual members	451
Group members	141 (representing 30 groups of up to 5 members/group)
Emeritus members	6 (an additional 9 are on the file as inactive)
Student members	6
<i>TOTAL MEMBERS</i>	<i>604</i> (294 new members and 310 renewals; 33 identified themselves as a district assessment coordinator. An additional 1182 individuals are on the mailing list.)

Membership by Location

California 5, Colorado 1, Idaho 1 Iowa 1, Montana 1 New Mexico 1, New Jersey 1, Oregon 5, Texas 1, Washington 587 (469 Western, 118 Eastern)

Membership by Job Title

Unspecified/Retired	4
University staff	37
Publishing companies	15 (Includes scoring centers)
Institutes, Associations	28 (Includes private companies)
Consultants	13
<u>School Districts/ESDs/OSPI</u>	
School Board	1
Administrators	245 (Superintendents, Asst. Supts., Directors, Supervisors, Coordinators, and Managers.)
Principals	64 (Includes Assistant and Associate principals.)
Teachers	69
Analysts	13
Specialists	79 (Includes curriculum, evaluation, and assessment.)
Facilitators	20 (Includes program assistants and curricular areas.)
Counselors	6
Psychologists	4
Students	6

Notes: Memberships are 15 higher than last year's final count. New members were about 50 higher, with renewals down about 35. University staff are 10 higher. Teachers are down about 15, but many of the specialists would have been classified as teachers in the past. The largest percentage increase is in the institutes/association category, which grew from 15 last year to 28 currently.

APPENDIX C

WERA CONFERENCES, MAJOR SPEAKERS, AND LOCATIONS

(Refer to Appendix D for similar information about Annual Assessment Conferences.)

1973 First Pacific Northwest Educational Research Conference, patterned after AERA held at the Sea-Tac Motor Inn. May 1973.

1974 Second Pacific Northwest Research and Evaluation Conference. Gene V. Glass: Excellence: A Paradox. Arthur Coladarci: Educational Research: The Art of Going Wrong With confidence. Conference proceedings were published and sent to members. Sea-Tac Motor Inn. May 1974.

1976 Fourth Annual Pacific Northwest Research and Evaluation Conference. Robert L. Thorndike: The Furor of Criterion Referenced Testing. Washington Plaza Hotel, Seattle. May 1976.

Fall Conference. Evaluation: Programs, Projects, and Personnel. Jim Kiefert and Art Maser. Rosario Resort Hotel. Nov. 1976.

1977 5th Annual Pacific Northwest Research and Evaluation Conference. David Donovan and Alex Law: State Assessment in Politics and Practice. H.A. Wilson: The Danger of Knowing Precise Answers to the Wrong Questions. Gil Sax: Psychometric Musings. H.A. Wilson: Minimum Competency Tests and Their Item Development. Conference proceedings published. Sea-Tac Motor Inn. May 26-27, 1977.

1978 6th Annual Northwest Research and Evaluation Conference. SeaTac Motor Inn. Winter Conference. Research on Gifted Students. Mary Henry Fisher and Maurice Freehill: What's New In Gifted Education. ESD 121. Dec. 1978.

Fall Conference. Madeline Hunter: ITIP-What it is/What it is Not. Holiday Inn, Bellingham. Oct. 1978.

Four general membership meetings were held throughout the year.

1979 7th Annual Northwest Research and Evaluation Conference. Barak Rosenshine and James S. Coleman: Effective Schools: The Research of What Works in Schools. Sea-Tac Red Lion. May 1979.

Fall Conference. Research, Revolution, Revelation: Which is determining the future?" Willis Harman, Jennifer James, Charles Brauner, and Donna Kerr: Where is the American Society Headed? What Implications Will This Have for Education? St. Thomas Seminary, Kenmore, WA. Nov. 1979.

Four general membership meetings were held throughout the year.

1980 Winter Conference. Nick Smith and George Ingebo: New Approaches in Program Evaluation. ESD 121, Seattle.

Fall Conference. Robert Lambert: Judges, Legislators: Friends or Foes of Measurement. ESD 121, Seattle. Sept. 1980.

1981 Fall Conference. Inservice and Staff Development: Research and Evaluation. Don Orlich: Inservice Education: What We Know and What We Don't Know. Ted Czajkowski: The Concerns Based Adoption Model and Its Implications for Improved Implementation. Crestview Conference Center. Nov. 1981.

1982 St. Patrick's Day Conference. Effective Needs Assessment: Meeting the Challenge. Jack Thompson, Brent Wholeben, Gordon Ensign and Al Rasp: Washington High School and Beyond: Implications for Identifying Needs. Brent Wholeben: Needs Assessment for Changing Communities and Resources: Computer Simulation Models. Crestview Conference Center. Seattle. March 1982.

1982 Fall Conference. Evaluating Teacher Effectiveness. Jason Millman: A Research Agenda for Teacher Evaluation. Town Plaza, Yakima. Oct. 1982.

WERA Drive-In Conference. Creative Retrenchment in Education. Phillip Rockefeller. US Office of Education, Region 10, Seattle.

1983 Fall Conference. Direct Instruction: Implications For School Districts. Siegfried Englemann: Implications for Schooling & In-service Education. The Thunderbird Inn at the Quay, Vancouver, WA. Oct. 1983.

Winter Conference. Current Issues and Practices in Testing and Evaluation. Robert Hammond and Bill Lewellen: Program Evaluation. Hyatt at Sea-Tac. Feb. 1983.

1984 12th Pacific Northwest Research and Evaluation Conference. High Technology and Education. J. Myron Atkins: High Technology: Implications for Educators and Researchers. May 3-4, 1984. Airport Hilton.

1985 13th Annual Pacific Northwest Research and Evaluation Conference. Research on the Computer as an Instructional Tool. Tacoma. May 2-3, 1985

Fall Conference. Richard Andrews: Effective Schooling: Research and Instrumentation. Davenport Hotel, Spokane.

Winter Conference. Writing Assessment. Madison Hotel Seattle. Jan. 23.

1986 14th Annual Northwest Research and Evaluation Conference at Expo 86. John Goodlad: Contextual Appraisal and the Improvement of Schooling. University of British Columbia. May 8-11. Vancouver, BC.

1987 15th Annual Pacific Northwest Research and Evaluation Conference. Dan Duke: School Improvement as Policy. Elaine Collins: A Look Into the Future: Lake Washington's 2001 Project. May 7-8. Sheraton Tacoma.

Fall WERA and Phi Delta Kappa Conference. Larry Barber: Educational Research-What Do We Need To Do? Roy Forbes: Research and the Professional Educator. Jack Frymier: What's Ahead-Predictions and Implications. Ramada Inn, Spokane. September. 1987.

1988 16th Pacific Northwest Research and Evaluation Conference. Michael Milone: Test Taking Techniques. Robert L. Thorndike: What is the Future of Intelligence? March 24-25. SeaTac Doubletree.

1989 17th Annual Research and Evaluation Conference. Daniel Stufflebeam: Program Evaluation Standards. Al Rasp: Self-Study Accreditation in Washington State. Walter MacGinitie: Reading: What Should be Assessed? Bellevue Hilton. March 9-10, 1989.

1990 18th Annual Research and Evaluation Conference. Educational Testing, Evaluation and Research for the 90s. Chris Pipho: The State of Affairs in Educational Testing, Evaluation and Research Across the U.S. Steve Nielson: A View of Educational Needs and Value of Tests, Evaluation and Research From the Business Sector. Allen Glenn: Challenges in Educational Evaluation and Research for the 90s. March 15-16. LaQuinta Hotel, Tacoma.

1991 19th Annual Research and Evaluation Conference. George Luginbill: Technology's Effect on the Education Paradigm. Judith Billings: Shifting Gears: Education Reform Efforts in Washington. Paul Williams: Innovations in Testing and Evaluation: A Publisher's Perspective. March 14-15. Red Lion Inn at the Quay, Vancouver, WA.

1992 20th Annual Research and Evaluation Conference. Special Education: The Challenges of Program Evaluation in the 1990s. Eugene Edgar: How Do We Measure Success: Are we Improving the Quality of the Lives of our Students? Jerry Tindal: Public Perspectives on Assessment in Education. Joe Jenkins: Facts and Fictions About Programs for Students with Mild Disabilities. March 19-20. Airport Hilton

1993 21st Annual Spring Conference. Research and Assessment Issues in Bilingual and Multicultural Education. Donald Ross Green: Alternative Assessments in Bilingual/Multicultural Contexts: Measurement Problems and Possible Solutions. Henry Gradillas: Challenges in Developing Programs and Learning Atmosphere at a Large Multicultural School where 42 Languages are Spoken. March 25-26. Holiday Inn, Yakima, WA.

1994 22nd Annual Research and Evaluation Conference. The Changing Role of Assessment in Education. Michael Kean: Educational Goals and Recent Legislation: A National Perspective. Don Orlich and Jack Horne: An Evaluation of the Nation's Science Progress. March 24-25. Seattle Airport Hilton.

1995 23rd Annual Spring Research Conference. Mike Knapp: Factors Influencing Student Achievement: What We Know From Educational Research. Sheraton Tacoma. May 3.

1996 24th Annual Research and Evaluation Conference. Curriculum Evaluation: Connecting Student Assessment to Program Effectiveness. Blaine Worthen: Curriculum Evaluation: The Catalyst for School Reform. Double Tree Suites, Seattle. March 22.

1997 25th Annual Spring Conference. Feet to The Fire: Accountability in Education. National Accountability. David C. Berliner: Business and the Press Look at Education: Who Will Hold Them Accountable for Their Misperception? LaQuinta Inn. Tacoma. March 20.

1998 26th Annual Washington Educational Research Association Conference. Research and Practice in Reading Instruction and Assessment. Robert Calfee: Reading Research vs. Reading Hopes and Dreams. Jack Pikulski: Research on Early Intervention Programs. Seattle Airport Hilton. March.

1999 27th Annual Washington Educational Research Association Conference. Making Sense of Numbers. Issues in Mathematics, Assessment and Communications. John Dossey and John Selisky: Assessing Students' Mathematical Communication. Julian C. Stanley: Helping Students Learn Only What They Don't Already Know. March 25-26 Airport Hilton.

2000 28th Annual Washington Educational Research Association Conference. The Testing of Science and the Science of Testing. Jose P. Mestre: Transforming Science Teaching and Assessment Through Learning Research. Richard Shavelson: On Balancing Accountability and Learning Goals in Assessing Science Achievement. Seattle Airport Hilton. March 8-10.

2001 29th Annual Spring Conference. Evaluating the Arts and the Art of Evaluation. Elliott Eisner: Exploring an Arts-based Model for Educational Assessment. Leland Wilkinson: The Art of Graphics: Charts in the Internet Age. Seattle Airport Hilton. March 14-16.

2002 30th Annual Washington Educational Research Association Spring Conference. Reading and Mathematics Accountability: It All Adds Up. Jeanne Paratore: How Can Research in Reading Help Teachers to Optimize Students' Opportunities to Meet Standard in Reading and Writing? Jeremy Kilpatrick: Synthesizing Research on Children's Learning of Mathematics. Seattle Airport Hilton. March 13-15.

2003 31st Annual Spring Conference. Closing The Gap: High Achievement for All. Pedro Noguera: The Role of Research in Countering Racial Inequalities in Education. Alan Schoenfeld: Preparing ALL Students Mathematically for the 21st Century. Seattle Airport Hilton. March 12-14.

2004 32nd Annual Spring Conference. Proven Practices and Scientific Evidence. Robert Marzano: What Works in Schools: Translating Research into Action. Gerald Bracey: Use and Misuse of “Scientific Evidence” in Educational Research and Policy. Seattle Airport Hilton. March 10-12.

2005 33rd Annual Spring Conference. Politics and Pedagogy. Larry Cuban: The Politics of Doing School Reform Everyday. Lorrie Shepard: Promoting Effective Classroom Assessment in the Context of NCLB. Seattle Airport Hilton. March 2-4.

2006 34th Annual Spring Conference. Doing What it Takes. Steven Constantino: Engage All Families: The Proven Path to Systemic Academic Achievement. Anne Conzemius: From Commitment to Practice: Realizing the Promise of Learning Communities. Seattle Airport Hilton. March 8-10.

APPENDIX D

ANNUAL ASSESSMENT CONFERENCES, WITH THEMES AND KEYNOTERS

1985 1st Annual Washington State Assessment Conference. Seattle Airport Hilton.

1986 2nd Annual Washington State Assessment Conference. Richard Stiggins. Classroom Assessment: A Key to Quality Instruction. Dec. 10-11 Seattle Airport Hilton

1987 and 1988 3rd and 4th Annual Washington State Assessment Conferences (no details available)

1989 5th Washington State Assessment Conference. P. Kenneth Komoski: The Consumer Approach to Evaluating Educational Technology. Dec. 12-13. Seattle Airport Hilton.

1990 6th Washington State Assessment Conference. Leigh Burstein: Educational Indicators: Expanding Our Vision. Rolf Blank: Use of State Educational Indicators. Dec. 13-14. Seattle Airport Hilton.

1991 7th Annual Washington State Assessment Conference. Marc Tucker: National Goals and Assessment Issues. Steve Nielsen; Educational Reform: Directions for Washington State. Eva Baker: Technical Needs in Authentic and Performance Based Assessment Dec. 12-13, 1991. Seattle Airport Hilton.

1992 8th Annual Washington State Assessment Conference. Carmen Woods Chapman: Direct Writing Assessment: Past Practices and Future Prospects. Alfred Rasp, Jr.: SSB 5953 GCERF Recommendations. Dec. 10-11 Seattle Airport Hilton.

1993 9th Annual Washington State Assessment Conference. Bill Mehrens: Technical and Legal Issues in Performance Assessments. Peter Behuniak: Connecticut Experience with Performance Assessment. Wendy Yen: Performance Assessment in Maryland: Issues and Opportunities. Dec. 9-10. Seattle Airport Hilton.

1994 10th Annual Washington State Assessment Conference. Judith Billings: Opportunity to Learn Standards: A National Focus. Cynthia Brown: Opportunity to Learn Standards: What are They? What are the Equity Issues? Terry Bergeson: Educational Reform in Washington. Dec. 8-9. Seattle Airport Hilton

1995 11th Annual Washington State Assessment Conference. In Search of Classroom and School-based Evidence of Learning. Tom Hirsch: Status Report on Washington's Assessment of Grade Four Students in Reading, Writing, Communications and Mathematics. Mark Reckase: The ACT Portfolio Assessment Project: Findings from the Classroom. Dec. 9 – 10 Seattle Airport Hilton

1996 12th Annual Washington State Assessment Conference. Linking Classroom and District Assessment Efforts With State Reform. Lorrie Shepard: High Standards or Minimum Competency: Decisions and Their Implications. Judith Billings: Passing the Baton. Dec. 9-10 Seattle Airport Hilton.

1997 13th Annual Washington State Assessment Conference. Measuring Up the Grades. Walt Haney: Mixed Roles of Assessment and Grading at the Secondary Level. Terry Bergeson: Washington Assessment of Student Learning: The Central Role of School Districts. Marlene Holayter and Thomas VanderArk: Report on the Certificate of Mastery Committee. Dec. 10-12, Seattle Airport Hilton

1998 14th Annual Washington State Assessment Conference. From Accounting...to Accountability. Paul LeMahieu: The Accountability Dialogue: From Authentic Assessment to Authentic Accountability. Terry Bergeson: Washington Accountability System. Judith Elliott: Assessment and Accountability: Where the Rubber Hits the Road. Dec. 9-11. Seattle Airport Doubletree.

1999 15th Annual Washington State Assessment Conference. Assessment for the New Millennium. Andy Plattner: What Our Clients Expect. Terry Bergeson: Washington Reform Update and Implications for the Future. Andrei Codrescu: Society and Education in the 21st Century. Alan November: Preparing Students for the Digital Age. Dec. 8-10. Tacoma Convention Center.

2000 16th Annual Washington State Assessment Conference. Making Information Count For All. Ann Lieberman: From Network Learning to Classroom Teaching. Terry Bergeson: Update on Current State Education Status. Richard Rothstein: Must School Failure be a Pre-condition for School Improvement? Dec. 6-8, Seattle Airport Doubletree.

2001 17th Annual Washington State Assessment Conference. Rick Stiggins: Assessment for Learning: Lessons from Around the World. Terry Bergeson: Washington Reform Update and Implications for the Future. Linda Darling-Hammond: Using Assessment in Support of Student Learning. Lorna Spear: A Quest for Excellence. Dec. 5-7 Seattle Airport Hilton.

2002 18th Annual Washington State Assessment Conference. Learning to Communicate/Communicating to Learn. Thomas Guskey: Communicating About Learning in Standards-based Education. Terry Bergeson: Washington Reform Update and Implications for the Future. Ronald Brandt: Powerful Learning - What We Think We Know About Learning and How Difficult it is to Explain to Others. Dec. 4-6, Seattle Airport Hilton.

2003 19th Annual Washington State Assessment Conference. Showing How You're Growing: Evidences of Learning. Terry Bergeson: The Growth We've Made in Education: We've Come a Long Way. Phyllis Hunter: Reading is the New Civil Right. Dec. 3-5, Seattle Airport Hilton.

2004 20th Annual Washington State Assessment Conference. Assessment and Education Reform: What's New? What's Now? What's Coming? Terry Bergeson: Education Reform in 2005: Celebrating Success and Facing Challenges Ahead. John Bransford: Improving and Assessing Student Learning. Marilyn Jachetti Whirry: The Journey Toward Greatness. Dec. 1-3, Seattle Airport Hilton.

2005 21st Annual Washington State Assessment Conference. Navigating the Rapids of Educational Change. Michael Fullan: Achieving Large Scale Reform. Terry Bergeson: The Path to Success for the Class of 2008: Preparing a New Generation of Graduates. Andy Hargreaves: Sustainable Leadership for Sustainable Improvement. Dec. 7-9. Seattle Airport Hilton.

APPENDIX E

LISTING OF ALL WERA PRESIDENTS, WITH YEAR OF SERVICE, AFFILIATION, AND COMMENTS AND RECOLLECTIONS FROM MANY

1966-67 William Shertzer, Shoreline School District

1967-68 William Kalenius, Clover Park School District

1968-69 Bob Hodges, Renton School District

The organization membership meetings were mainly King County staff with others invited. Bob Marum was instrumental in bringing people together to form the association. Activities were quite varied with discussion of individual districts projects of primary interest. Standardized testing including results by grade, individual schools and districts were a main focus. Electronic processing by test publishers was popular. Some districts, including Renton, were doing other activities such as grade reporting by machine. We met once and sometimes twice a month.

1969-70 Gil Sax, University of Washington

Gil encouraged involvement from university staff. Conference planning was paramount. Everyone dedicated to education regarding research and evaluation.

1970-71 Dan Shovlin, Lake Washington School District

Dan's widow recalls his dedication to WERA and his pride in being part of it's beginning. "WERA was an organization that was always important to him."

1971-72 Robert Marum, Educational Service Districts

Holy Smokes!!!! That was a long time ago, nevertheless, here's some things I recall about that specific year.

We didn't have much money in our coffers but we had a lot of grand ideas for spending some if we had it. I remember writing a couple of proposals so we could get grants for some of our more exciting ventures. One of those proposals was funded (Federal money), which enabled us to conduct a couple of workshops in key areas of educational research. We brought in some of the most nationally distinguished consultants we could find and our workshops attracted attendees from Washington, Oregon, and British Columbia. These workshops were so successful we felt euphoria on a grand scale---to the point where we decided we should contact the California Educational Research Association to see if they might be interested in forming a regional AERA---they weren't. Nevertheless, our coffers were now moderately stable and the future looked pretty bright.

I'm sure there might have been other noteworthy events during that time but the above seems to capture the highlight of that year.

1972-73 Donald Mickey, Bellevue School District

1973-74 Percy Peckham, University of Washington

1974-75 George Pilant, Occupational Ed. Council, OSPI

1975-76 Art Maser, Highline School District

1976-77 James Kiefert, Educational Service Districts

WERA began expanding its audience to curriculum directors, building administrators, and classroom teachers. The focus was on using research results to improve instruction. Research and evaluation go on in classrooms as teachers strive to improve student learning. Efforts were made to get all educators involved in the evaluation process and use the information to improve the teaching learning process. A Talent Bank was developed and managed by the ESD. Cooperative agreements were made with administrators so districts could share the skills and talents of staff from other districts.

1977-78 Catherine Weber, Edmonds School District

1978-79 Donald Sayan, Highline School District

1979-80 David Hartl, Educational Service District

1980-81 Henry Reed, Educational Service District

James Colman was the headline speaker dealing with Title I. Things were getting tight with school district budgets.

1981-82 Jim Laurent, Tacoma School District

Due to economic conditions of the times Jim took over as president when the treasury had \$300. Determined to keep WERA afloat conferences were held at the Crestview Conference Center with meals prepared by the Highline Job Training Program students. Speakers, like Don Erickson, were asked to donate their time. Jim pulled in favors. At the conference held on St. Patrick's Day, Jim wore a green suit (since donated to Goodwill). Conference cost, including meals, \$35.

Private schools were invited to attend and join WERA. Representative from Boeing and the State Personnel Department were invited and attended. Invitations were sent to community college staff with calls made to college administrators.

As an award for his leadership and contributions from the Tacoma research and evaluation department Jim was awarded a SHARE OF COMMON STOCK IN WERA. I believe Jim is the only person to be awarded an official share of stock. He does cherish it.

1982-83 Gordon Ensign, OSPI

1983-84 Don Orlich, Washington State University

Chaired the Spring Conference in Vancouver, WA. Siggy Engleman was the keynoter. He forgot the date. I called him at 8 AM when he didn't show. He arrived later on his motorcycle. He did a great job. Research awards were given. Established a dues mechanism and general format that initiated the WERA grant programs.

1984-85 Jerry Litzenberger, Bellevue School District

Extended invitation to Eastern Washington and organized a conference in Spokane, WA. Awarded a research grant to Bob Rayborn for \$1200. Conducted survey on policies.

1985-86 Duncan MacQuarrie, OSPI

Worked with Gordon Ensign to co-found the State Assessment Conference co-sponsored by WERA and OSPI and held in Dec. 1985. The state testing program had expanded to three grade levels. This conference was the forum for official release of state results.

Presided over the only WERA spring conference held outside the USA. Todd Rogers, faculty member at UBC and a WERA member invited WERA to hold the spring meeting in May of 1986 to coincide with the opening of Expo 86. Jerry Litzenberger was conference chair.

1986-87 Ted Hagen, Federal Way School District

1987-88 Geoff Praeger, Central Valley School District

The summer retreat built fellowship and commitment to focus on "Service to the Membership". Designed and established WERA Service Award and Educational Research Award. Improved the Research Grant process. Started the Advanced Topics seminars. Newsletter by Bob Rayburn and Lee Brown received rave reviews from members. Participation by higher education staff was increased.

1988-89 Bill McDougall, Washington State University

Had Dan Stufflebeam as speaker in Bellevue. Executive Secretary purchased a WERA computer. Financial shortage causes economies of executive committee meetings. Worked hard on increasing membership extending membership to a wider audience. Expanded research presentations including student projects. Good research review process by Kathy Plato, Paul Shook and Nancy Lomas. Greater inclusion of superintendents. Newsletters by Bob Rayborn and Lee Brown were excellent.

1989-90 Kathleen Plato, OSPI

Hired first paid Executive Secretary (\$5000). Started grants to graduate students again. Focused on greater accountability and communications to membership from the Executive Committee. Moved budget strategy from "break even" to surplus for the purpose of self-insurance. Focused on growth of membership of women, minorities, and higher education.

1990-91 Gene Sharratt, Chehalis School District

Established computerized database and records. Developed budget and financial reporting procedures. Facilitated Board statement of Mission and Goals. Established file of membership recognitions and awards. Assumed full responsibility for planning and support of quarterly board meetings and two annual conferences. Created WERA photo

album. Printed membership directory. Focused on the use of technology. WERA transitioned from all volunteer leadership to a paid professional executive secretary.

1991-92 Paul Shook, CTB McGrawHill

Initiated marketing efforts to grow membership, with letters to all Superintendents and measurement personnel, resulting in membership increases of more than 80%. Collected and printed First Policies Manual. Helped publication and distribution of quarterly newsletter. Retreat held in Pullman. Executive Committee had milk and cookies. Developed a new budgeting system approved by the board.

1992-93 Skip Berquam, Port Angeles School District

Initiated non-profit status, gaining 501.C.3 status with the IRS. Instituted new IRS reporting procedures.

1993-94 Nancy Angello, Highline School District

Instituted Annual Financial audit policies and procedures. Focused on administrative structure of WERA board and membership. Developed excellent relationship with Terry Bergeson and OSPI.

1994-95 Peter Dodson, Snohomish School District

Assumed full responsibility for the Spring Conference. Conducted search for replacement Executive secretary.

1995-96 Bob Rayborn, Edmonds School District

1996-97 Catherine Taylor, University of Washington

Reestablished position and conducted search for a new Executive Secretary.

1997-98 Joe Willhoft, Tacoma School District

Transitioned Executive Secretary positions from Jim Nelson to Steve Schuman. Focused on giving back to the membership. Had great pre conference events. Association on good financial footing.

1998-99 Peter Hendrickson, Vancouver School District

Emphasis was on science. Had an internal audit of WERA.

1999-00 Linda Elman, Tacoma School District

Supported White papers. Evaluation of the Arts and the Art of Evaluation.

2000-01 Bob Silverman, OSPI

2001-02 Ric Williams, Everett School District

Focused on helping schools use data for planning. Pre conference events were filled to capacity. Power point training available.

2002-03 Duncan MacQuarrie, Tacoma School District

Held two very successful conferences. A “data analysis” software tool, DD4DA, was completed by a team of WERA volunteers and disseminated at the State Assessment Conference. Awarded two research /evaluation grants to WERA members. Excel training was held outside the two conferences. Revised and reorganized policies and procedures manual.

2003-04 Michael Power, Mercer Island School District

Awards: Ensign Award to Ken Sirotnik. Maser Award to Linda Elman and Research award to Jeff Fouts. Grants to Terri Geaudreau and Brad Ching-Chao Wu. Conference Keynotes Phyllis Hunter, Bob Marzano and Gerald Bracey.

Updated the website for online registrations and membership. Speeches put on the web. Published white paper on Test Preparation Materials Institutionalized by district testing directors special interest group.

2004-05 Frosyne Mensendick, Pearson Educational Measurement

2005-06 Dan Phelan, Lake Washington School District

2006-07 Pete Bylsma, OSPI

2007-08 Lorna Spear, Spokane School District (Will become president in May 2007)

APPENDIX F

HISTORY OF THE WASHINGTON STATE ASSESSMENT PROGRAM

(Author's Note: This appendix was written by Duncan MacQuarrie and is not a WERA product. Duncan has been an active member of WERA for many years, serving on the Board twice, and also twice as WERA president. Duncan was a staff member at OSPI working in assessment for many years, and he prepared this document in an effort not to lose this important history of the state's assessment program. It is included in this document as a way of helping to preserve the history and because of its special interest to many WERA members.)

The Washington State Assessment Program has evolved from every student testing at a single grade level to every student assessment at seven grade levels. The current program administers the Iowa Tests of Basic Skills, Form M to all students at grades three and six, the Iowa Tests of Educational Development, Form M at grade nine, the Washington Assessment of Student Learning (WASL) in listening, reading, writing and mathematics at grades 4, 7, and 10, and the WASL in science at grades 8 and 10. The program also includes student surveys and school level questionnaires at all grade levels. The program collects concurrent achievement data at the elementary, middle, and high school levels. The state assessment program also includes mandatory participation of a state representative sample of schools in the National Assessment of Educational Progress in reading and mathematics every other year at grades 4 and 8.

In October of 1976 the Office of Superintendent of Public Instruction (OSPI) inaugurated the State Testing Program to implement RCW 28A.03.360 (now 28A.230.190 through 260), and all 4th grade students in the common schools were tested with the Comprehensive Tests of Basic Skills, Form U (CTBS/U). In November of 1976, a sample of 8th grade students was given selected items from the National Assessment of Educational Progress (NAEP) and the following spring (1977) a sample of 11th grade students was tested with NAEP items. Subsequent samples of 8th grade students were tested in 1979 with the California Achievement Test, Form C (CAT/C) and in 1983 with the Degrees of Reading Power (DRP). Samples of 11th grade students were tested in the spring with the CAT/C in 1981, with the Washington Pre-College Test (WPCT) in 1985, and with a combination of the Metropolitan Achievement Tests, Sixth Edition (MAT6), DRP, and CAT Writing Assessment in 1987.

The basic battery of the CTBS/U was again administered to all grade four students in October of 1977 and 1978. In October, 1979 the basic battery of the CAT/C was administered to all grade four students and was continued annually until October, 1984. The CAT/C was also administered to all grade eight students in February of 1985.

Pursuant to RCW 28A.230.210, the OSPI contracted in 1985 with the Northwest Regional Educational Laboratory (NWREL) to develop a model Washington Life Skills Test for school districts to use as a local option. The test was designed to measure some of the basic skills in reading, English, and mathematics commonly found in life

situations. In addition, a Life Skills Test user's guide and a writing assessment handbook were developed, and together with the tests, distributed to district assessment coordinators and principals of buildings containing any grades 9-12.

Beginning in October of 1985, at grades 4, 8, and 10, all students were tested with the basic battery of the MAT6. Each student also completed a questionnaire designed to provide information that, combined with the test data from the MAT6, assisted students, parents, and teachers in the interpretation and use of the results. In addition, a questionnaire was designed to be completed by each school principal, which described selected building programs and demographic characteristics. Data from the student and building questionnaires were combined with the MAT6 results to create special building level profiles or norms, which took into account special conditions related to different levels of student achievement.

In the spring of 1990 legislation was passed revising the assessment program by eliminating the grade 10 assessment beginning with the fall 1990 assessment, and adding a grade 11 assessment beginning with the fall 1991 assessment. The is program assessed all students in grades 4, 8, and 11. At grades 4 and 8 the Comprehensive Tests of Basic Skills, Fourth Edition (CTBS/4) was used and the Curriculum Frameworks Assessment System (CFAS) was used in 11 grade. The Kuder Occupational Interest Survey (KOIS) was required as a part of the 11th grade assessment until 1994. Beginning with the 1994 assessment the KOIS was made a voluntary component. Building and student questionnaires continued to be a part of the state assessment. The 1988 legislature again modified the norm-referenced program by moving the 4th grade assessments to third grade. In addition, the state superintendent moved the program from the fall to the spring. Following these changes the program was bid and the Iowa Tests of Basic Skills (ITBS), Form M was selected for use in grades 3 and 8, while the Iowa Test of Educational Development (ITED) was selected for use at grade 11. The following year, 1999-2000, the 8th and 11th grade testing was moved to the 6th and 9th grades respectively. Table 1 summarizes the State Assessment Program since its inception in 1976.

The State Superintendent of Public Instruction, in the fall of 1993, made participation in the State Component of the National Assessment of Educational Progress (NAEP) a part of the state assessment program. In February of 1994 a sample of fourth grade students was assessed in reading as a part of the state component of NAEP. Forty-two states participated in this assessment. In 1996 Washington again participated in the state component of the NAEP, assessing mathematics at grades 4 and 8 and science at grade 8. International comparisons are available for mathematics and science at grade 8 from this assessment. Washington again participated in the 1998 state component of NAEP where reading at grade 4 and 8, and writing at grade 8 were assessed. Washington did not participate in the 2000 State NAEP. Beginning with the 2002 NAEP, the National and State NAEP were combined into one assessment. Washington participated in this assessment with students testing in reading and writing at grades 4 and 8. In 2003, participation in NAEP became a federal requirement under the No Child Left Behind (NCLB) federal legislation. Students in grades 4 and 8 were assessed in reading and mathematics.

In 1993 legislation (RCW 28A.630.885) was enacted that mandates the development of "essential academic learning requirements" that all students will be expected to master and an assessment system, including performance assessments that will measure the achievement of the learning requirements. The learning requirements and the assessment system were developed by an independent commission (Commission on Student Learning) and in July of 1999 were turned over to the State Board of Education and the Superintendent of Public Instruction. Voluntary implementation of the new assessments, known as the Washington Assessment of Student Learning (WASL), began at fourth grade in the spring of 1997 and voluntary testing at seventh grade was added 1998, and tenth grade in 1999. In 1998 the fourth grade assessment became mandatory. In the spring of 2001 the WASL testing became mandatory in grades 7 and 10. These assessments including testing of listening, reading, writing, and mathematics. In the spring of 2003 voluntary WASL tests of science were introduced in grades 8 and 10.

In the fall of each year, the Superintendent's assessment staff conduct a series of workshops. These sessions, usually held at regional Educational Service District (ESD) offices, are designed to assist district staff to interpret and report local results from the state assessment program. The assessment staff also make periodic presentations of assessment results to the State Board of Education and various professional association meetings.

Beginning in January of 1985, and continuing each December since, OSPI and the Washington Educational Research Association (WERA) have sponsored the Annual State Assessment Conference. Nationally recognized specialists in curriculum and assessment are featured and various seminar/in-service sessions are conducted to help district staff improve their skills in areas such as reporting test results to local boards and the media, using assessment results to develop school improvement plans, incorporating state assessment results into local needs assessments, using standardized assessments to validate local information, and improving classroom assessments.

Table 1. Washington State Assessment Program 1976-2003¹

Year/Grade	2nd	3rd	4th	5th	6th	7th	8th	9 th	10th	11th
1976-77			CTBS/U ²				NAEP ³ November			NAEP ³ April
1977-78			CTBS/U							
1978-79			CTBS/U				CAT/C ⁴ April			
1979-80			CAT/C							
1980-81			CAT/C							CAT/C ⁴ May
1981-82			CAT/C							
1982-83			CAT/C				DRP ⁵ April			
1983-84			CAT/C							
1984-85			CAT/C				CAT/C February			WPC ⁶ April
1985-86			MAT6 ⁷				MAT6		MAT6	
1986-87			MAT6				MAT6		MAT6	MAT6/DRP/CAT ⁸ May
1987-88			MAT6				MAT6		MAT6	
1988-89			MAT6				MAT6		MAT6	
1989-90			MAT6				MAT6		MAT6	
1990-91			MAT6				MAT6			
1991-92			CTBS/4 ⁹				CTBS/4			CFAS ¹⁰
1992-93			CTBS/4				CTBS/4			CFAS
1993-94			CTBS/4, NAEP ¹¹				CTBS/4			CFAS
1994-95			CTBS/4				CTBS/4			CFAS
1995-96			CTBS/4, NAEP ¹¹				CTBS/4, NAEP			CFAS
1996-97			CTBS/4, WASL ¹²				CTBS/4			CFAS
1997-98			CTBS/4, WASL, NAEP ¹³			WASL	CTBS/4, NAEP			CFAS
1998-99	Oral Reading ¹⁴	ITBS ¹⁵	WASL			WASL	ITBS		WASL	ITED ¹⁶
1999-00	Oral Reading	ITBS	WASL		ITBS	WASL		ITED	WASL	
2000-01	Oral Reading	ITBS	WASL		ITBS	WASL		ITED	WASL	
2001-02	Oral Reading	ITBS	WASL, NAEP ¹⁷		ITBS	WASL	NAEP	ITED	WASL	
2002-03	Oral Reading	ITBS	WASL, NAEP ¹⁸		ITBS	WASL	WASL ¹⁹ , NAEP	ITED	WASL ²⁰	

Footnotes

1. Unless otherwise noted, the assessments at grades 4, 8, and 10 took place during the first week in October and the grade 11 assessments took place sometime during October and the first week in November. The Washington Assessment of

Student Learning (WASL) assessments take place in April/May. The 1998-99 assessments at grades 3 and 8 took place in March and the grade 11 assessments took place in April/May. Beginning in 1999-2000 the grade 3 and 6 assessments took place in March and the grade 9 assessment took place in April/May.

2. Comprehensive Tests of Basic Skills, Form U.
3. National Assessment of Educational Progress (NAEP) released items used with a random sample of students.
4. California Achievement Tests, Form C (1977) used with a random sample of students.
5. Degrees of Reading Power (DRP) used with a random sample of students.
6. Washington Pre-College (WPC) Test used with a random sample of students.
7. Metropolitan Achievement Tests, 6th Edition
8. Language sub-test from the Metropolitan Achievement Tests, Sixth Edition (MAT6), California Achievement Tests (CAT) Direct Writing Assessment, and Degrees of Reading Power given to a random sample of students.
9. Comprehensive Tests of Basic Skills, 4th Edition
10. Curriculum Frameworks Assessment System.
11. The State Component (reading) of the National Assessment of Educational Progress (NAEP) was given to a random sample of students in February, 1994; NAEP state component mathematics given at grades 4 and 8 and science at grade 8 in February 1996.
12. The grade 4, 7, and 10 Washington Assessment of Student Learning (WASL) includes tests in reading, writing, listening, and mathematics. The grade 4 WASL was administered to students on a voluntary basis in the spring of 1997 and as a mandated assessment beginning in 1998. Grade 7 WASL was administered on a voluntary basis beginning in 1998 and the grade 10 WASL in 1999. Beginning in 2000-01 the grade 7 and 10 WASL became required assessments.
13. The February 1998 state component of the NAEP assessed reading at grades 4 and 8, and writing at grade 8.
14. A classroom-based oral reading assessment was mandated beginning in the fall of 1998. Districts are required to use reading passages from a list of approved passages and implement the assessment following procedures developed by the State Superintendent's Office. This assessment is designed to measure student's beginning reading fluency and accuracy.
15. Iowa Tests of Basic Skills, Form M
16. Iowa Tests of Educational Development, Form M
17. The 2002 NAEP assessment combined the national and state collections. Students were assessed in reading and writing at grades 4 and 8.
18. The 2003 state component of the NAEP assessment included reading and math at grades 4 and 8 and was mandated under the No Child Left Behind (NCLB) federal legislation.
19. The grade 8 WASL is a science assessment and was voluntary this year.
20. Science also was added to the 10th grade WASL as a voluntary component.