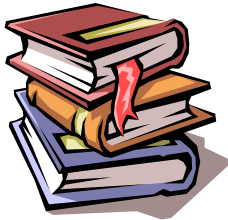




*The Thirty-eighth Annual
Washington Educational Research Association
Spring Conference*

“Aiming High to Close the Gap”



*March 24-25, 2010
Seattle Airport Hilton Hotel Conference Center
Seattle, Washington*

*The Thirty-eighth Annual
Washington Educational Research Association
Spring Conference*

Conference Co-chairs

*Nancy Arnold, Puyallup School District
Vince Pecchia, Puyallup School District*

Conference Committee

*Pete Bylsma, State Board of Ed.; John-Paul Chaisson-Cardenas, OSPI;
Kathy Drouhard, University Place SD; Cathy Fromme, Yakima SD;
Razak Garoui, Spokane SD; Feng-Yi Hung, Clover Park SD;
Jack Monpas-Huber, Shoreline SD; Bob Silverman, Consultant;
Israel Vela, Kent SD*

WERA Executive Secretary

Leonard Winchell

Washington Educational Research Association

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***** CONFERENCE PROGRAM *****
Wednesday, March 24

7:30 - 8:30 a.m.

Check-in and Continental Breakfast, Hilton Conference Center

Clock Hours Sign-up at Registration Table

8:30 -10:00 a.m.

General Session, Emerald Ballroom

Welcome:

Emilie Hard, President, Washington Educational Research Association

Nancy Arnold, WERA Past-president and Conference Co-chair

Vince Pecchia, Conference Co-chair

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Opening Address

Will Next-Generation Assessments Improve Teaching and Learning?
The Choice Between Speed and Substance

Dr. Lorrie Shepard

Dean and Professor, School of Education, University of Colorado at Boulder

The narrowing effects of traditional tests and the need to create assessment tasks that more fully represent challenging learning goals appear to be widely acknowledged by calls for next-generation assessments. Less well understood are the findings from learning and motivational research that inform classroom uses of assessment (Shepard, WERA, 2005), but at least at a superficial level, policymakers seem to embrace the idea of formative and instructionally relevant assessment. Unfortunately, the desire to boost test scores has led to a desire for quick turnaround on test score results rather than substantive insights. In my talk, I will draw distinctions between difficulty-only scaling of test scores and substantively ordered learning progressions, and I will argue for the use of curriculum-embedded, big-idea tasks rather than multiple-choice-only interim assessments that prompt item-by-item re-teaching.



10:00 - 10:15 a.m.

Break, Refreshments in Lobby

CONCURRENT SESSIONS
Wednesday, March 24
10:15 a.m. - 11:30 a.m.

-- Crystal A --

1.1 Raising Achievement by Raising Standards

Erin Jones, Director, Student Learning, OSPI

Addressing student achievement will require raising the bar for students . . . and for their teachers. Come and hear about the tension surrounding CORE 24 requirements and what schools and districts are doing here in our state and around the nation to address the achievement gap by raising standards for students in partnership with intentional professional development for educators.

-- Crystal B --

1.2 Differential Item Functioning (DIF) and Bias Analyses

Jane-Zhen Wang, Senior Psychometrician, Educational Testing Service (ETS)

Joe Willhoft, Assistant Superintendent, Assessment and Student Information, OSPI

Julie Hoff, Psychometric Associate, OSPI

DIF analyses help determine whether or not WCAP pilot items may be biased. If there are performance differences between subgroups, the items are further investigated to identify the source and meaning of those differences. This presentation will focus on the procedures that are used in WCAP to investigate and control for test bias.

-- Crystal C --

1.3 Collection of Evidence - Insights on Best Practice

Lesley Klenk, CAA Options Administrator, OSPI

Amanda Mount, COE Operations Specialist, OSPI

This will be a lively session providing insights on COE data, scoring and best practice. We will discuss trends in COE data, characteristics of successful collections, and strategies for educators working with ELL and unenrolled students, and will provide a district model for successful school implementation for the COE.

-- Mercer A --

1.4 Instructional Practices in Mathematics that Lead to Student Achievement Gains in the Intermediate Grades

Michelle Fox, Assistant Principal, Puyallup School District

For decades mathematics educators have been debating over the best approach to mathematics instruction. After studying 3 years of WASL data and conducting a yearlong study involving 207 intermediate teachers in the Puyallup School District, WERA grant recipient Michelle Fox will share her findings from the research she conducted on this topic. You will discover the research-based instructional practices that lead to student achievement gains in mathematics.

-- Mercer B --

1.5 Closing the Achievement Gap in High Poverty, High ELL Schools

Debra Gary, Principal, Auburn School District

Jennifer Davidson, Reading Specialist, Auburn School District

Michelle Hupperten, TOSA, Auburn School District

It takes courage to challenge conventional wisdom. What does it require to offer the best things we have to give in a relentless effort to improve a child's chances for success in life? What level of fortitude must one muster in order to fight the status quo and pervasive mediocrity? Are you up to the test? Staff from Pioneer Elementary School will share their strategies for beating the odds through steady sustained improvement to close the gap.

-- Orcas A --

1.6 Do State Standards Bear Different Relationships to the Academic Growth of Students with Different Achievement Levels?

Yun Xiang, Research Specialist, Northwest Evaluation Association

This is a study of the relationship between student achievement growth and state standards. In order to examine whether state standards bear different relationships to the growth of students with different academic abilities, separate investigations were conducted for high performing students and low performing students. Findings included that what did impact growth may not be whether state proficiency standards were high or low, but whether a student was above or below that arbitrary proficiency line.

-- Orcas B --

1.7 OSPI's Grade Level Standards & Resources Web site - A User-friendly Resource for Accessing the Learning Standards

Anne Banks, Learning and Technology Program Manager, OSPI

The Grade Level Standards & Resources Web site contains the learning standards for Washington along with aligned resources including professional development information, glossary links, assessment information, ELL information, and a search feature to locate standards by grade and skill. Come to this session to discover more about this user-friendly site and what a powerful resource it is!

-- San Juan --

1.8 Aiming High to Close the Gap through Cultural Competence

Julie Kang, Parent Academic Liaison, Shoreline School District

Is your school becoming more diverse? Through a case study of one school district, the participants will explore how the District implemented cultural competence training to aim high to close the gap for students. Session participants will focus on strategies and practices used to enhance cultural competency and create an action plan to close the gap.

-- Emerald F --

1.9 Keynote Follow-up

Lorrie Shepard, Dean and Professor, University of Colorado at Boulder

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

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11:30 a.m. - 12:30 p.m.
Lunch, Emerald D/E Rooms

**Washington Educational Research Association
ANNUAL BUSINESS MEETING**

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**CONCURRENT SESSIONS
Wednesday, March 24
12:45 p.m. - 2:00 p.m.**

-- Crystal A --

2.1 My District has Changed - Am I Obsolete? Cultural Competence as a Professional Survival Skill
John-Paul Chaisson-Cardenas, Director of Equity and Civil Rights, OSPI

The State of Washington has seen a decrease of 87,000 white students since 1999 while simultaneously experiencing a growth of over 90,000 students of color. Many communities have seen percentage demographic changes in double digits. How do educators make sure that they are effective and marketable in the new Washington educational reality?

-- Crystal B --

2.2 Assessment Directors' Network Meeting (continues through session 3.2)
Nancy Katims, Director of Assessment, Edmonds School District

This is a scheduled network meeting. This group plans its own agenda and conducts business and discussion under Nancy's leadership.

-- Crystal C --

2.3 Building Systems of Support for Classroom Teachers Working with English Language Learners
Marge Plecki, Associate Professor, University of Washington
Kerry Sue Von Esch, Graduate Research Assistant, University of Washington

In this session we will present findings from four Washington case study districts that examine how general classroom teachers are being assisted and supported in meeting the needs of linguistically diverse students. We will discuss the critical elements that help build a system of supports at both district and school levels. During this interactive session participants will have opportunities to share strategies from their own practice and experience.

-- Mercer A --

2.4 Purposeful Writing for K-8 Classrooms

Susan Donahoe, Professor and Director of Elementary Education, Central Washington University

The genres of writing are outlined in the Essential Academic Learning Requirements and Grade Level Expectations (EALR-GLE's) for Writing. Students in K-8 learn the forms and can produce examples. However, creating purpose for a real audience intensifies intrinsic motivation for quality, heart-felt work for a multi-faceted community of learners.

-- Mercer B --

2.5 Linking Teacher Learning to Student Achievement: A Tacoma Public Schools Research Partnership Project

Kirk Vandersall, Managing Director, Arroyo Research Services

Pat Cummings, Director of Research and Evaluation, Tacoma School District

This session will review a study of the teaching effectiveness of master's degree graduates in Tacoma Public Schools. The research uses multi-level regression methods and teacher value added models to examine student reading comprehension gains of masters program graduates compared with students of similar teachers.

-- Orcas A --

2.6 External School Reviews - When and Why do You Make the Decision? More Importantly - "Are They Worth It?"

Gary Cohn, Superintendent, Everett School District

Terry Edwards, Associate Superintendent, Everett School District

Matt McCauley, Associate Superintendent, Everett School District

Sue Mills, Executive Director, Center for Educational Effectiveness

External performance reviews of under-performing schools are a hot topic. This session will highlight the "Comprehensive School Profile," a low-impact, in-depth review. The process was co-designed with Everett SD instructional leaders. The review was conducted by the Center for Educational Effectiveness in 4 elementary schools. Learn what these "deep dives" include, why they were conducted, their impact, school staff reactions, and "what is happening as a result."

-- Orcas B --

2.7 The Math: Getting It Project

Jeff Loupas, Mathematics and Assessment Director, University Place School District

Annette Holmstrom, Instructional Coordinator, University Place School District

Andrew Eyres, Executive Director, Teaching and Learning, University Place School District

Why do students frequently stop "getting math" in fourth grade? Compelling research suggests that the content-driven, model-based instructional strategies may be the missing ingredient. Find out how the *Math: Getting It Project*, a math/science partnership funded by the Department of Education, addresses this problem through targeted professional development that gets results.

-- San Juan --

2.8 OSPI Formative Assessment Update: Linking Testing to Teaching

Debra Hawkins, Director, Classroom Assessment Integration, OSPI

Michael Trevisan, Chair, Department of Educational Leadership and Counseling Psychology,
Washington State University

OSPI's Division of Assessment and Student Information recently established the Classroom Assessment Integration program to support the redesign of Washington's assessment system, as called for in legislative act RCW 28A.300.041. This program will work to integrate summative, formative, and classroom-based assessment. Join us to learn what is happening with this effort.

-- Emerald F --

2.9 The Changing Face of Accountability

Pete Bylsma, Consultant, State Board of Education

Greg Lobdell, Research Director, Center for Educational Effectiveness

The State Board of Education has created a number of new accountability policies. This session will provide an overview of these policies, including the final accountability index measures, new performance goals, what happens when schools have very high/low performance (recognition and support), and how these policies relate to current federal requirements (AYP, Race to the Top).



2:00 p.m. - 2:15 p.m.

Break, Refreshments in Lobby

CONCURRENT SESSIONS

Wednesday, March 24

2:15 p.m. - 3:30 p.m.

-- Crystal B --

3.2 Assessment Directors' Network Meeting (continues from session 2.2 – scheduled until 4:00 p.m.)

Nancy Katims, Director of Assessment, Edmonds School District

This is a scheduled network meeting. This group plans its own agenda and conducts business and discussion under Nancy's leadership.

-- Crystal C --

3.3 Shadowing Students to Go Deeper with Data

Margery Ginsberg, Professor, University of Washington

Kathy Kimball, Professor, University of Washington

What motivates students in a coastal elementary school, in a suburban middle school, and in an urban high school? What motivational conditions are occurring when Lucy, Jose, and Devonte are most engaged in learning? Join us to learn about the process and insights we discovered as educational leaders seeking new insights into the implications of student learning data by shadowing students through part of a school day.

-- Mercer A --

3.4 Formative Assessment and Collaboration: One School's Journey Toward Standards-Based Instruction and Collaborative Professional Development

Jeff Coulter, Middle School Principal, Bellingham School District

Whatcom Middle School will present their data story, juxtaposing professional development, formative assessment, student self-efficacy, and school-wide data. Following the influences of Stiggins, DuFour, O'Connor, Reeves, Wiliam, and Marzano, this presentation will describe the positive effects of formative assessment on student data at WMS. Emphasis will be on Math and Reading.

-- Mercer B --

3.5 Culturally Responsive Teaching: Classroom Strategies for Teachers

Jason Smith, High School Principal, Puyallup School District

This session will discuss the need and the importance of culturally responsive teaching. In particular, classroom strategies and philosophies will be presented and discussed. Participants will leave the session with some specific tools they can use to enhance their curriculums.

-- Orcas A --

3.6 NAEP: Digging Deeper

Angie Mangiantini, NAEP State Coordinator, OSPI

This session will explore the contextual variables derived from teacher and principal questionnaires on the NAEP 2009 Mathematics assessment, 2005 Science assessment, and the 2007 Reading assessment. Participants will be given the same questions teachers and principals responded to about school climate, amount of time spent on instruction in the subject area, type of resources available, etc. and be asked to estimate where Washington teachers and principals rated themselves. We will then explore how Washington principals and teachers reported, and compare their responses against national averages.

-- Orcas B --

3.7 Becoming the School We Envision

Moureen David, Principal, Clover Park School District

Roeme Kitchen, Clover Park School District

Over the past several years we have made significant school improvement that resulted in Hudtloff Middle School's selection as a "Great School" by being in the top five percent of most improved schools in Washington State based on the WASL. Many aspects of our school community were attended to that led to increased student achievement. At this session, some of the key practices will be shared that positively affected school culture, student behavior, staff beliefs, and academic achievement.

-- San Juan –

3.8 Modeling Student Growth to Assess School Effectiveness

Elaine Wood, Assessment Data Analyst, Spokane School District

School effectiveness measures in Washington State report the percentage of students meeting standard but do not track individual student growth over time. Much more information about school's effectiveness at closing the achievement gap could be determined using growth models applied to longitudinal state assessment data sets. In this session the conceptual meaning of multi-level models will be covered, as well as 'how-to' create a longitudinal data set and analyze it with a hierarchical linear model.

-- Emerald F –

3.9 Race Plus Poverty: The Achievement Gap from a Civil Rights Data Perspective

John-Paul Chaisson-Cardenas, Director of Equity and Civil Rights, OSPI

Did you know that if we do nothing it will take over 45 years to close the Racial and Ethnic Achievement Gap? This session will begin by reviewing national and state data to look at the potential civil rights issues arising for Washington State educators. It will then focus on practical systemic interventions designed to simultaneously reduce liability and support educational systems in their efforts to close the gap.

***** CONFERENCE PROGRAM *****
Thursday, March 25

8:00 - 8:30 a.m.

Check-in and Continental Breakfast, Hilton Conference Center

Clock Hours Sign-up at Registration Table

8:30 -8:45 a.m.

Introductions and Announcements, Emerald Ballroom

Nancy Arnold and Vince Pecchia, Conference co-chairs

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All-Day Sessions

In the Crystal A/B rooms, an all-day reading institute will take place. It is titled “Response to Intervention: Using Data from Reading Assessments for Professional Decision-Making (Educators as Physicians)”. The instructor is Dr. Jan Hasbrouck, nationally known reading expert and trainer. Advanced registration into this training program was required. If you have not pre-registered for this training but would like to participate, please stop by the registration desk to register and pay the additional \$30 fee.

The session is scheduled as an all-day training from 8:45 am until 3:45 pm, with breaks and lunch on the same schedule and in the same location as other conference participants.

In the Emerald F room the Achievement Gap Oversight and Accountability Committee will have a scheduled all-day meeting. This is a legislative committee comprised of selected members or representatives of the Washington State house and senate education committees, the office of the educational ombudsman, representatives from OSPI, representatives from federally recognized Indian tribes, and representatives from various state ethnic commissions. The meeting facilitator is John-Paul Chaisson-Cardenas, OSPI Director of Equity and Civil Rights.

This is an open public meeting, and members of the public may attend at no cost. Other participants at the WERA conference may also choose to participate. Lunch will be provided to members of the committee at the time and location as other conference participants. Members of the public who attend are not included in conference meals, and will need to purchase their own lunch in the hotel restaurant or at another location.

CONCURRENT SESSIONS
Thursday, March 25
8:45 a.m. - 10:00 a.m.

-- Crystal C --

4.3 Common State Standards and Assessment Initiatives - How Might These Affect Washington?

Jessica Vavrus, Director of Teaching and Learning, OSPI

Joe Willhoft, Assistant Superintendent, Assessment and Student Information, OSPI

Today's educational landscape is ever changing. As such, it is important to remain informed about state and federal efforts for education reform. Join the OSPI assessment and teaching and learning team to explore the proposed common core state standards initiative for English language arts and mathematics. You will also learn about the recent consortia that are forming around the concept of the development of common assessments across states. Participants will engage in lively discussion about ways for Washington to continue to remain engaged in these important efforts.

-- Mercer A --

4.4 Every Child Deserves the Finest Teaching Possible: What is the Role of the Principal?

Kevin Chase, Superintendent, Grandview School District

Mike Closner, High School Principal, Grandview School District

Jose Rivera, Elementary Principal, Grandview School District

Minerva Morales, Assistant Superintendent, Teaching and Learning, Grandview School District

This session will focus on the principal's role in the cycle of instructional improvement at the building level. The work of Anthony Alvarado and Richard Elmore framed the development of an initiative to improve student learning in the Grandview School District. Participants will learn about Grandview's efforts to create systems of professional learning, principal walk-throughs in classrooms, and down-to-earth strategies to build better teacher practice in the classroom.

-- Mercer B --

4.5 State of the State of Mathematics

Greta Bornemann, Director, Mathematics Teaching and Learning, OSPI

Julie Wagner, Elementary Mathematics Specialist, OSPI

Participants will hear the latest developments from Mathematics, Teaching and Learning, at OSPI. Current information on the Common Core Standards, Race to the Top, the Mathematics System Improvement Framework, and assessment updates will be given, as well as information on other timely items. Participants will have an opportunity to ask questions about these and additional topics of interest.

-- Orcas A --

4.6 Nurturing Adolescent Engagement in Learning: Recent Evidence from the Healthy Youth Survey

Hilary Loeb, Senior Research Analyst, Washington KIDS COUNT, University of Washington

Maya Magarati, Research Consultant

Lori Pfingst, Assistant Director, Washington KIDS COUNT

Washington KIDS COUNT uses the Healthy Youth Survey to explore the conditions of school engagement across Washington, and how they vary by students' race, ethnicity, sex, and socioeconomic status. This interactive presentation will also probe the differences between schools with high and low dropout rates, and discusses recent policy developments related to engagement.

-- Orcas B --

4.7 Tricks and Tools for District Assessment

Jack Monpas-Huber, Director of Assessment and Student Information, Shoreline School District

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

Pat Cummings, Director of Research and Evaluation, Tacoma School District

Do you need to present some data or collaborate on a project? In education we have a growing array of tools for working with data and collaborating with colleagues. In this session, three district assessment experts will share how they have used these tools to collaborate and share data with maximum clarity and impact.

-- San Juan --

4.8 Building Common Assessments Using DataDirect to Support Professional Learning Communities

Robert Hanrahan, Account Executive, Riverside Publishing

Using real life examples from teachers and administrators, this session will illustrate how Riverside Publishing's DataDirector (<http://www.riversidepublishing.com/datadirector/products/overview.html>) is effectively used to manage data and create meaningful assessments to inform teaching and empower professional learning communities. The presentation will include a demonstration of how data management and assessment creation software can provide powerful tools to capture insight on student ability. Attendees will see how these tools improve performance in the classroom as well as across their district.



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

Break, Refreshments in Lobby

CONCURRENT SESSIONS
Thursday, March 25
10:15 a.m. - 11:30 a.m.

-- Crystal C --

5.3 The Academic Achievement of Former English Language Learners

Theresa Deussen, Unit Director, Language & Literacy Evaluations, Education Northwest
Elizabeth Autio, Evaluation Associate, Education Northwest
Deborah Davis, Unit Director, Improving School Systems, Education Northwest

After achieving English proficiency, are former English language learners (ELLs) prepared to meet state standards? This study looked at the academic performance of fourth- and fifth-grade former English language learners in four Washington districts and compared their WASL reading and math scores to those of current and never ELLs.

-- Mercer A --

5.4 The Measurement of Race and Ethnicity

Charles Hirschman, Professor of Sociology, University of Washington

The measurement of race and ethnicity is generally taken for granted, much like that of age, sex, and other conventional demographic variables. However, the assumption of a mutually exclusive classification is challenged by increasing levels of intermarriage and the uncertainty of many immigrants who are bewildered by American race and ethnic classifications. The change to allow multiple racial identities in the 2000 census has resolved one problem, but created new ones.

-- Mercer B --

5.5 OSPI Mathematics Improvement Framework

Shannon Edwards, Director, Mathematics Improvement, OSPI
Greta Bornemann, Director, Mathematics, OSPI

How can districts systematically improve their K-12 mathematics program? Mathematics leadership, curriculum, instruction, assessment, and intervention must be coherently addressed. Participants will receive an overview of the Mathematics Improvement Framework (draft), providing districts with actionable steps and guidance to build a comprehensive K-12 mathematics system.

-- Orcas A --

5.6 Closing the Achievement Gap at a Turnaround Middle School

Ann Cuoio, Director of Compensatory Programs, Clover Park School District
Helen Wilson, Middle School Principal, Clover Park School District

Lochburn Middle School is making gains in closing the achievement gap in 7th grade, but we are not there yet. Lochburn is a middle school that has 80% poverty, a 23% ELL population, and is in Step 4 of AYP. Presenters will discuss the turnaround process that has allowed staff to really look at data and develop a plan to drive the work. They will discuss the steps and strategies they are implementing to improve student achievement. It is all about the data.

-- Orcas B --

5.7 Closing the Achievement Gap in High School Graduation

Terry Edwards, Associate Superintendent, Chief Academic Officer, Everett School District

Cathy Woods, High School Principal, Everett School District

JoAnne Fabian, Director, On-Time Graduation, Everett School District

Learn about the Everett School District On-Time Graduation Task Force that has worked for the past six years to improve graduation rates and reduce dropouts. This district and school partnership has cut the annual dropout rate from 6.7% to 2.4% while improving the extended graduation rate from 53% to 90.2%.

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11:30 a.m. - 12:30 p.m.
Lunch, Emerald D/E Rooms

Washington Educational Research Association
WERA AWARDS AND GRANTS
WERA ELECTION RESULTS
PASSING THE PRESIDENTIAL GAVEL

=====
CONCURRENT SESSIONS
Thursday, March 25
12:45 - 2:00 p.m.

-- Mercer A --

6.4 Developing Student Habits for Math Success in a Middle School Setting

Kristen Maxwell, Regional Math Coordinator, ESD 105

In a perfect world students would take responsibility for their own learning as they “aim high to close the gap.” Learn how one district helps their middle school students do this every day using methods similar to those used in study skills classes at Yakima Valley Community College.

-- Mercer B --

6.5 Cultural Competence in Professional Learning Communities

Heidi Schillinger, ReachOut Director, ReachOut for New Futures

Do you want equity and culture to be integrated into your work with students and colleagues? How can you infuse cultural competence into all aspects of your PLC? This session will offer participants the opportunity to develop essential questions that will drive professional and curriculum development, as well as tools to assess the impact of those questions.

-- Orcas A --

6.6 Achievement Gaps and the Proficiency Trap

Mike Dahlin, Research Specialist, Northwest Evaluation Association

An analysis of how achievement gaps are calculated reveals the potential for distortion. A recent study uses data from NWEA's MAP assessments to look at achievement gaps in different states, illustrating ways the data could be interpreted by using different measures or different standards. We will also suggest more informative ways to look at data.

-- Orcas B --

6.7 Do It Right the First Time - 100% Freshman Success

Jennifer Shaw, High School Principal, Franklin Pierce School District

Cris Turner, Assistant Principal, Franklin Pierce School District

Colin Horak, Teacher and Freshmen Academy Leader, Franklin Pierce School District

Is your freshman having academic or behavioral struggles during the transition to high school? Are many of your students already off-track for graduation at the end of their freshman year? At Franklin Pierce High School we developed a freshman academy model to ensure that all freshmen complete their first year of high school on track for graduation. During this presentation we will share our governing principles, overall structure and intervention programs that have reduced our freshman failure rate by over 25%.

-- Emerald F --

6.9 Achievement Gap Town Hall Meeting

Facilitator: *John-Paul Chaisson-Cardenas, Director of Equity and Civil Rights, OSPI*

The Achievement Gap Oversight and Accountability Committee was created during the 2009 legislative session to address the achievement gap in Washington state. The state committee will be conducting the open public meeting and WERA conference attendees may wish to observe at any time during the day. In this session conference participants will have the opportunity to ask questions and share school district gap-closing successes in a Town Hall meeting format.

CONFERENCE EVALUATION

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

www.opinion.wsu.edu/WERA

WERA thanks you for your participation.

Please mark your calendar now for next winter's WERA/OSPI Assessment Conference.

**The 26th Annual
Washington State Assessment Conference**

December 8-10, 2010
Seattle Airport Hilton Hotel Conference Center

Save the dates on your calendar for next December's State Assessment Conference.

Conference co-chairs are Mike Jacobsen, White River School District and Christopher Hanczrik, OSPI. It is likely the theme of the conference will focus on common core standards, national standards, national issues, and events that are happening at the national level. If you would like to submit a proposal to organize a pre-conference workshop or present at a breakout session, please contact Mike for more information at: mjacobse@whiteriver.wednet.edu.

More information about the conference will be posted on the WERA Web site at www.wera-web.org when it becomes available.

Breakout Session Organizer
(Wednesday Sessions 1, 2, 3)

March 2010 Spring Conference Strands

Session	Lead Presenter	Room	Curriculum and Common Core Standards	Instructional Practice	Federal and State Policy	Achievement Gap	State and District Assessments	Professional Development	Research
1.1	Jones	Crystal A	X	X	X	X			X
1.2	Wang	Crystal B				X	X		
1.3	Klenk	Crystal C		X	X		X		
1.4	Fox	Mercer A		X	X	X	X	X	X
1.5	Gary	Mercer B		X		X		X	
1.6	Xiang	Orcas A			X	X	X		X
1.7	Banks	Orcas B	X		X		X	X	
1.8	Kang	San Juan		X		X		X	
1.9	Shepard	Emerald F		X			X		X
2.1	Chaisson-Cardenas	Crystal A		X		X		X	
2.2	Assess Dir. Net.	Crystal B					X		
2.3	Plecki	Crystal C		X		X		X	X
2.4	Donahoe	Mercer A	X	X			X	X	
2.5	Vandersall	Mercer B		X			X		X
2.6	Cohn	Orcas A		X					X
2.7	Loupas	Orcas B		X				X	X
2.8	Hawkins	San Juan	X				X		
2.9	Bylsma	Emerald F			X		X		
3.2	Assess. Dir. Net.	Crystal B					X		
3.3	Ginsberg	Crystal C		X				X	
3.4	Coulter	Mercer A		X			X	X	
3.5	Smith	Mercer B	X	X		X		X	
3.6	Mangiantini	Orcas A			X		X		X
3.7	David	Orcas B		X				X	
3.8	Wood	San Juan					X	X	X
3.9	Chaisson-Cardenas	Emerald F		X		X		X	X

Breakout Session Organizer
(Thursday Sessions 4, 5, 6)

March 2010 Spring Conference Strands

Session	Lead Presenter	Room	Curriculum and Common Core Standards	Instructional Practice	Federal and State Policy	Achievement Gap	State and District Assessments	Professional Development	Research
	Reading Institute	Crystal A	X	X			X		
	Reading Institute	Crystal B	X	X			X		
4.3	Vavrus	Crystal C	X		X		X	X	
4.4	Chase	Mercer A		X		X		X	
4.5	Bornemann	Mercer B	X		X				
4.6	Loeb	Orcas A				X	X		X
4.7	Monpas-Huber	Orcas B					X	X	
4.8	Hanrahan	San Juan		X				X	
	Public Meeting	Emerald F				X			
	Reading Institute	Crystal A	X	X		X			
	Reading Institute	Crystal B	X	X		X			
5.3	Deussen	Crystal C				X	X		X
5.4	Hirschman	Mercer A				X			X
5.5	S. Edwards	Mercer B	X	X			X	X	
5.6	Cuoio	Orcas A		X		X		X	
5.7	T. Edwards	Orcas B				X		X	
	Public Meeting	Emerald F				X			
	Reading Institute	Crystal A	X	X			X		
	Reading Institute	Crystal B	X	X			X		
6.4	Maxwell	Mercer A		X		X		X	
6.5	Schillinger	Mercer B		X		X	X	X	
6.6	Dahlin	Orcas A				X			X
6.7	Shaw	Orcas B		X		X		X	
6.9	Town Hall Meeting	Emerald F			X	X			

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NOTES

WERA 38th ANNUAL SPRING CONFERENCE BREAKOUT SESSIONS -- MARCH 2010

		Crystal A	Crystal B	Crystal C	Mercer A	Mercer B	Orcas A	Orcas B	San Juan	Emerald F
WEDNESDAY	10:15	<i>1.1</i> Raising Achievement by Raising Standards	<i>1.2</i> Differential Item Functioning (DIF) and Bias Analyses	<i>1.3</i> Collection of Evidence - Insights on Best Practice	<i>1.4</i> Instructional Practices in Math that Lead to Achievement Gains	<i>1.5</i> Closing the Achievement Gap in High Poverty, High ELL Schools	<i>1.6</i> State Standards and Relationships to Academic Growth	<i>1.7</i> OSPI's Grade Level Standards & Resources Web site	<i>1.8</i> Aiming High to Close the Gap through Cultural Competence	<i>1.9</i> Keynote Follow-up
	12:45	<i>2.1</i> My District has Changed - Am I Obsolete?	<i>2.2</i> Assessment Directors' Network Meeting	<i>2.3</i> Systems of Support for Teachers Working with English Language Learners	<i>2.4</i> Purposeful Writing for K-8 Classrooms	<i>2.5</i> Linking Teacher Learning to Student Achievement: A Tacoma Public Schools Research Partnership Project	<i>2.6</i> External School Reviews - "Are They Worth It?"	<i>2.7</i> The Math: Getting It Project	<i>2.8</i> OSPI Formative Assessment Update: Linking Testing to Teaching	<i>2.9</i> The Changing Face of Accountability
	2:15		<i>3.2</i> Assessment Directors' Network Meeting (continues)	<i>3.3</i> Shadowing Students to Go Deeper with Data	<i>3.4</i> Formative Assessment and Collaboration: Standards-Based Instruction and Prof. Develop.	<i>3.5</i> Culturally Responsive Teaching: Classroom Strategies for Teachers	<i>3.6</i> NAEP: Digging Deeper	<i>3.7</i> Becoming the School We Envision	<i>3.8</i> Modeling Student Growth to Assess School Effectiveness	<i>3.9</i> Race Plus Poverty: The Achievement Gap from a Civil Rights Data Perspective
THURSDAY	8:45	Reading Institute	Reading Institute	<i>4.3</i> Common State Standards and Assessment Initiatives	<i>4.4</i> Every Child Deserves the Finest Teaching Possible: What is the Role of the Principal?	<i>4.5</i> State of the State of Mathematics	<i>4.6</i> Nurturing Adolescent Engagement in Learning: Recent Evidence from the Healthy Youth Survey	<i>4.7</i> Tricks and Tools for District Assessment	<i>4.8</i> Building Assessments Using DataDirect to Support Professional Learning Communities	Achievement Gap & Accountability Committee Meeting
	10:15	Reading Institute	Reading Institute	<i>5.3</i> The Academic Achievement of Former English Language Learners	<i>5.4</i> The Measurement of Race and Ethnicity	<i>5.5</i> OSPI Mathematics Improvement Framework	<i>5.6</i> Closing the Achievement Gap at a Turnaround Middle School	<i>5.7</i> Closing the Achievement Gap in High School Graduation		Achievement Gap & Accountability Committee Meeting
	12:45	Reading Institute	Reading Institute	Room being used for private meeting	<i>6.4</i> Developing Student Habits for Math Success in a Middle School Setting	<i>6.5</i> Cultural Competence in Professional Learning Communities	<i>6.6</i> Achievement Gaps and the Proficiency Trap	<i>6.7</i> Do It Right the First Time - 100% Freshman Success		<i>6.9</i> Achievement Gap Town Hall Meeting