

# California Educational Research Association

83<sup>rd</sup> Annual Conference, Hilton Hotel, Pasadena, California

November 18 & 19, 2004

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## **The Role of California's Statewide Assessments in the Improvement of Student Achievement for NCLB**

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**Session:** 10:15 a.m.  
Friday, November 19  
Pacific Room

### **ABSTRACT**

The paper and presentation will analyze the impact of California's statewide assessments on student achievement in relation to the NCLB accountability requirements. Special emphasis will be placed on the impact of the STAR program and its test results on curriculum and instructional programs for low-performing groups of students.

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## Invisible Walls: Special Education in the Inclusive Classroom

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**Session:** 2:15 p.m.  
Thursday, November 18  
San Gabriel Room

### ABSTRACT

Although "included" in general education settings, students with disabilities are often pushed to the margins of the classroom community. They remain peripheral participants in these communities – having access to the core classroom without being subjected to the same academic and social demands as the core participants.

Although the border between the center and the periphery should be permeable, in the cases described in this paper, the border is a definitive boundary. The students are never given the tools and resources needed to cross this border and become full participants in their community. They receive a qualitatively different education from their peers with fewer, and less substantive, learning opportunities. This lack of opportunity results in a lesser education – an impoverished education that leaves them, as they progress through the grades, further and further marginalized from the mainstream academic track.

As classrooms become more heterogeneous teachers must be trained to work with the diverse needs and abilities they will encounter. Teacher training must include courses on issues relevant to inclusion, visits to and observations in model classrooms to see inclusion programs that work and guided observations by coaches fluent in inclusionary practices. Additionally, special education teachers must also be re-educated to work in a consultant capacity. All students suffer when teachers lack the skills and time required to work effectively with the diversity of educational needs in their classrooms.

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## **Rethinking the Special Education Referral Process: Implications for Teacher Preparation**

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**Session:** 10:15 a.m.  
Friday, November 19  
San Marino Room

### **ABSTRACT**

The main purpose of the proposed paper is to describe and problematize the implementation of pre-referral interventions. Ideally, implementation of pre-referral interventions will eliminate the need for further testing, full evaluation, and eventual placement of the student in a special education program. These interventions should be broader in scope than the traditional emphasis on testing, diagnosis, and placement. They should consist of a series of procedures and activities aimed at problem solving.

The pre-referral interventions observed in this study limited or eliminated access to certain resources (peers, courses, field trips, library time, etc.) and opportunities to learn. The students who were most in need received remedial curricula that left them increasingly less able to compete or even catch up with their peers. The curriculum, the physical environment, and the social organization were all changed in ways that did not re-mediate the child's challenges but instead served to ensure that the child would inevitably be placed in a special education program.

As classrooms become more heterogeneous teachers must be trained to work with the diverse needs and abilities they will encounter. Teacher training must include courses on issues such as:

- the history and intent of special education law
- roles of general educators in accommodation and modification efforts
- specific information about individual disabilities
- instructional strategies conducive to heterogeneous classes
- adaptation of materials for diverse needs and use of new technology
- alternative forms of assessment and outcomes based measurement,
- consultation/collaboration with experts, other teachers, parents

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## **School Accountability for D.A.R.E. Programs: Alternative Assessments Ascertaining Program Ineffectiveness and Curriculum Reform Implications**

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**Session:** 10:15 a.m.  
Friday, November 19  
San Diego Room

### **ABSTRACT**

Assessment of school programs which do not include a core content basis for standardized testing has historically been summative only. A program which did not produce the desired results was dropped from this cadre of non-core courses. The D.A.R.E. program fits this genre, with research results from the early 1990's to current finding no long term effects in reducing drug use (Rosenbaum & Hansen, 1998). However, D.A.R.E. programs have not been dropped, the reason being twofold. First, there is no alternative drug awareness program that has been proven effective to replace it with. Second, drug usage is an increasing problem in the schools, and has to be addressed in some manner. The current research used formative alternative assessment (anecdotal records, Likert scale questions, random sampling) to determine the extent to which D.A.R.E. programs are ineffective and to suggest curriculum changes that would create and support an alternative drug awareness and prevention program. Research results demonstrated that drug usage is increasing in the schools, and could be a contributing factor in lowering standardized test scores (such as API scores). Recommendations for program innovation combine aspects of differentiated learning curriculum and the new Strengths model of drug intervention.

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## Action Research: Learning Through Doing and Reflecting

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**Session:** 8:30 a.m.  
Friday, November 19  
Pasadena Room

### ABSTRACT

This presentation will focus on the benefits of teachers using action research to improve classroom practices. It will focus on four areas:

- a) General background – What is action research?
- b) How I learned to conduct action research (as a Master's of Education Student) – instruction, research, curriculum design, collaboration, reflection.
- c) My action research project (Master's thesis): Developing culturally relevant writing instruction in an Eskimo classroom "(2000) – how I conducted the project, what I learned, impact on student learning.
- d) The effects that conducting this research had on my subsequent four years of teaching.

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## Using the Decision Support System (DSS) in the Los Angeles Unified School District

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**Session:** 10:15 a.m.  
Thursday, November 18  
San Marino Room

### ABSTRACT

A Decision Support System (DSS) is a computerized data system that aids in decision making activities within various industries. The Decision Support System (DSS) of the Los Angeles Unified School District (LAUSD) is a web-enabled system to aid decision makers, namely administrators at the school and district levels, to use trend analysis to make sound decisions about instruction using data. Decision makers are able to use current and historical reports to focus on student achievement, enrollment, attendance, teacher credential, and school accountability data. The reports available in DSS are generated from a data warehouse and contain records for all K-12 students (latest enrollment = 549,669). Users can access information from an aggregate level (district wide, local district, and school level) to an individual student and teacher level reports through hyperlinks. Users can also disaggregate data by ethnicity, gender, language classification, or poverty status interactively with a web browser. This presentation will focus on an overview of the LAUSD's DSS system as well as a walk-through of the data available using a scenario from the California Standards Tests.

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## Action Research in Teacher Preparation Coursework: Themes from the Literature

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**Session:** 8:30 a.m.  
Friday, November 19  
Pasadena Room

### ABSTRACT

This 30 minute presentation will describe three major themes that emerge from the literature on action research. These themes are,

1. Definitions and characteristics of action research;
2. Epistemological considerations; and
3. Graduate education students' response to action research instruction in their teacher preparation coursework.

This presentation will be relevant to graduate education students enrolled in action research courses, action research instructors, and program planners, and school site administrators who are considering or using action research concepts for school improvement programs.

Action research, as applied by the practitioner, individually or in collaboration with other researchers or universities, has tremendous potential for the personal and professional growth of the educators at all levels. Audience questions will be welcomed!

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## Academic Thinking, Learning, and Constructing (Academic TLC)

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**Session:** 2:15 p.m.  
Thursday, November 18  
San Diego Room

<b>ABSTRACT</b>
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The need for a wide range of K-12 assessment formats has never been greater and this demand has driven the development of new and innovative learning assessment tools. Academic TLC is one such effort to bridge the gap between learning and instruction using a networked computer-based diagnostic assessment platform (<http://www.mind-matrix.org>). Academic TLC is developed and maintained by the Computing Technologies Research Lab (CTRL) at the David Geffen School of Medicine at UCLA and has undergone eight years of refinement. Academic TLC is based on Mind-Matrix technology, which combines a flexible Java application (runs on Mac and PC) with a web-based database-backed community of users who share an interest in using knowledge mapping as a teaching, learning, and assessment opportunity. With a powerful authoring application that allows instructional designers and content experts to easily create knowledge mapping activities and administer challenging interactive tasks to students, we believe Academic TLC is the most advanced learning and assessment system on the Internet today.

We propose to demonstrate this software system to show how it can facilitate the design, administration and data collection of an innovative and interactive learning and assessment format – knowledge mapping. In the proposed session, we will present an overview of the features and functionality of Academic TLC software experienced by students, teachers, and instructional designers. The remainder of the session will focus on the presentation of results of data analysis of some results of the Academic TLC, coordinated by the Los Angeles Office of Education in various K-12 settings.

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## **More Secrets of the Triple Crown: Schools that are Achieving, Distinguished, and Blue Ribbon**

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**Session:** 8:30 a.m.  
Friday, November 19  
San Marino Room

### **ABSTRACT**

In spring of 2003 and 2004, WestEd interviewed principals of schools that had secured the status of California Title I Achieving, Distinguished, and Blue Ribbon Nominee within a span of two years. Principals were interviewed by telephone. They were asked a set of questions in the following categories: Accountability for Results; Curriculum, Instruction, and Assessment; High Quality Professional Development and Highly Qualified Teachers; Promoting English Proficiency; Resource Allocation; Leadership and Culture; School Climate and Environment; Family and Community Engagement; and Other things of Note about the School. All responses were then grouped together. Nine common themes emerged. Themes include frequent assessments and analysis of data, and teachers consistently using data to drive instruction. This presentation will cover the nine themes found.

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## Use of Survey Data to Identify Strengths and Weaknesses of a Special Education PDS Teacher Preparation Program

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**Session:** 10:15 a.m.  
Friday, November 19  
San Marino Room

### ABSTRACT

This paper will report findings from an ongoing investigation aimed at identifying the strengths and weaknesses of a Special Education PDS teacher preparation program. Results of pre- and post-aggregated survey data (2002-2004) specific to: primary factors for participating in a PDS, areas of perceived difficulty specific to PDS participation, and perceptions regarding the effectiveness of teacher candidates' preparation to meet the need of urban P-12 special education students who are multi-ethnic, multi-lingual, and economically poor. In doing so this paper seeks to meet three objectives:

1. Add to the existing PDS literature, specific to PDS work in the context of special education teacher preparation;
2. Provide strategies for on-going assessment of PDS work, and
3. Substantiate the application of the PDS model to alternative Special Education certification programs.

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## Streamlining High Point Assessments

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**Session:** 10:15  
Thursday, November 18  
San Gabriel Room

### ABSTRACT

Paramount Unified School District first implemented the High Point program created by Prentice Hall during SY 2003-2004. This English Language program is primarily for students in grades 6-8 and provides the teachers with student progress information through regular unit assessments, after initially being placed at a class level through a battery of tests. After each unit assessment the teacher evaluates her class' performance and determines whether re-teaching is necessary. Additionally, each student is given a fluency assessment to determine their reading level three times during the year.

Automation of the assessments for this program has entailed a high dependence on the accuracy of test results, efficiency in scoring tests through answer document scanning, and quick turnaround of score reports. To keep up with the high demand for speed and accuracy we have developed a series of databases and reports that handle all of the High Point data analysis needs. This helps to limit the error involved with teacher scoring. I will present these tools and discuss how they are helping us meet the data dependency of the High Point Program.

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## **Fostering School Readiness in Needy Communities: Evaluation of a First 5-Funded School Readiness Initiative in Los Angeles**

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**Session:** 10:15 a.m.  
Friday, November 19  
Pasadena Room

### **ABSTRACT**

The Ready for School (RFS) program is an effort to promote the school readiness of children under 5 living in Los Angeles and is part of a four-year school readiness initiative funded by First 5 L.A. and First 5 California. The program, administered through the Los Angeles Unified School District (LAUSD), consists of eight model school readiness sites designed to foster increased school readiness in needy communities through integration of and building upon existing community resources related to school readiness. Evaluation of the program consists of two main components: 1) a systematic study of growth among program participants measured on indices related to the essential elements of school readiness, including early care and education, family support networks, health and social welfare, and school capacity; and 2) an in-depth case study of each program site, examining how services are provided to community residents with a focus on factors that facilitate or hinder treatment delivery. Preliminary analyses of data indicate rapid growth in families' understanding of essential components of school preparedness and elementary school expectations across the communities involved. A primary challenge facing centers is outreach to families least connected with school systems and most in need of assistance with school readiness. Implications for further program development are discussed.

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## The Value of School Psychologists and Counselors in Student Achievement

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**Session:** 10:15 a.m.  
Friday, November 19  
San Diego Room

### ABSTRACT

This study examined two models for enhancing the performance of students on state mandated test scores. One management model included the use of counselors as facilitators of educational process and the other examined the effectiveness of school psychologists in improving student achievement. To differentiate between these separate although related models for serving students in California's public school setting, we conducted several regression analyses (N=4). Within each of the statistical models examined, student achievement on the API served as the dependent variable and student diversity always served as a covariate. Alternating among these statistical models are various orderings for counselors and school psychologists in order of entry within the regression analyses. By varying the order of entry within regression equations for school counselors and school psychologists, we are able to estimate the individual as well as unique contribution of counselors as well as psychologists relative to the systematic variance associated with student performances on API scores. We found that the number of psychologists employed by a public school district has a more decisive impact on achievement outcomes as measured by the API than the number of counselors employed by a public school district. When controlling for social diversity of school districts and the number of psychologists employed, counselors accounted for zero variance. On the other hand, school psychologists accounted for a substantial amount of the statistical variance in student performance when diversity and the number of counselors are controlled.

"Only connect"

E.M. Forster: A Passage to India

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## **A Picture is Worth a Thousand Tables: Helping Pre-K Teachers Understand and Use DRDP Results to Improve Curriculum and Instruction**

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**Session:** 2:15 p.m.  
Thursday, November 18  
Pasadena Room

### **ABSTRACT**

Many districts that serve historically low-achieving students recognize the importance of infusing reform efforts such as data-driven instruction and accountability into their preschool programs. LACOE's Division of Research, Evaluation and Assessment conducted secondary analyses of Desired Results Developmental Profile (DRDP) data for its Head Start-State Preschool program. User-friendly graphs of classroom level data were produced for teaching staff. Graphs disaggregated results by subgroups and made class to agency comparisons. A color-coded table ranked the items within each domain and color-coded changes in scores over time. Results were also reported by Head Start domains and indicators. Teachers and home visitors were trained to read and interpret the graphs. Within one session, they were able to use the data in a meaningful way to plan improvements in their instructional program.

The CDE, Child Development Division, has revised its approach to evaluating child development services toward a focus on child-centered outcomes. The new approach is compatible with the K-12 accountability system. The Desired Results system is designed to hold programs accountable to program standards used to measure program quality. The Desired Results encompass four developmental domains – cognitive, social-emotional, language, and physical development. The DRDP captures information on program standards. All State Preschools are required to administer the DRDP three times per year to each child enrolled. Many Head Start programs opt to use a version of the DRDP as a formative assessment.

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## Learning with Technology: The Impact of Laptop Use on Student Achievement

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**Session:** 4:00 p.m.  
Thursday, November 18  
San Marino Room

### ABSTRACT

Rapid technological advances in the last decade sparked interest in utilizing laptops as an instructional tool to improve student learning.

There is overwhelming evidence that using technology as an instructional tool enhances student learning and educational outcomes. Research suggests that compared with their Non-Laptop counterparts, Laptop students spend more time engaged in collaborative work, participate in more project-based instruction, produce writing of higher quality and of greater length, engage in problem solving and critical thinking, and consistently show deeper and more flexible uses of technology. This study examined the impact of technology (Laptop use) on student achievement. A total of 259 middle school students were followed up via cohorts. The data collection measures included students' overall cumulative Grade Point Averages, end-of-course grades, writing test scores, and state-mandated norm- and criterion-referenced standardized test scores. The baseline data in all measures showed that there was no statistically significant difference in English-language arts, mathematics, writing, and overall grade point average achievement between Laptop and non-Laptop students prior to enrollment in the program. However, Laptop students showed significantly higher achievement in nearly all measures after one year in the program. Cross-sectional analyses in Year 2 and Year 3 concurred with the Year 1 results. Longitudinal analysis also proved to be an independent verification of the significant impact of laptop use on student learning outcomes. Results from this study have substantial implications for K-12 classroom instruction and educational research.

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## Evaluation of the Structured English Immersion Program – Year 4

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**Session:** 4:00 p.m.  
Thursday, November 18  
Monterey Room

### ABSTRACT

This paper will present findings from the first 4 years of a 5 year study about the instructional services provided to primary grade English learners in a large urban school district. For English learners to be successful, two policies are necessary. First, students must be exposed to English Language Development (ELD). In our research, our highest gaining teachers all taught ELD. The second policy is that students have access to the core curriculum through special teaching methods and accommodations, such as SDAIE (Specially Designed Academic Instruction in English). We found that teachers in the highest gaining classrooms tended to engage students more frequently in the basic language acquisition activities. They used SDAIE techniques more frequently to make content and concepts clearer and check for student comprehension and progress. Teachers in the lowest gaining classrooms tended to engage students prematurely in higher levels of language acquisition activities. They used SDAIE techniques less frequently to make content and concepts clear and to check for comprehension and progress.

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## Support for Beginning Teachers: Major Effects for Instructional Quality

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**Session:** 2:15 p.m.  
Thursday, November 18  
Monterey Room

### ABSTRACT

This six-year longitudinal study documents that specific support provided for beginning teachers in California has major effects on instructional quality as well as teacher confidence. Over 1000 different beginning teachers participated in this longitudinal study and provided data over a two-year period. Preliminary results show that the professional support they received regarding classroom management, assessment, planning, and student individualized instruction made a difference in their teaching performance and their confidence level as new teachers. In addition, the mentors (support providers) who participated in the study reflected upon their personal growth as teachers. Serving as a support provider seemed to enhance their own teaching effectiveness as well. This presentation will share results of the survey and allow time for audience interaction regarding their experiences with beginning teacher programs.

# California Educational Research Association

83<sup>rd</sup> Annual Conference, Hilton Hotel, Pasadena, California

November 18 & 19, 2004

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## Toward a Framework for Teaching and Assessing Representational Knowledge

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**Session:** 8:30 a.m.  
Friday, November 19  
Monterey Room

### ABSTRACT

Historically, representations have played an essential role in the development of mathematical and scientific thinking. Descartes, for instance, argued that symbolic writing made it easier to keep mathematical elements in mind, permitted the external representation and visualization of ideas, enabled mathematicians to organize ideas and patterns of reasoning more succinctly, and fostered the development of new intuitions (Descartes, 1985). In addition to the central importance of representations in the development of ideas, students' knowledge representations can be an important source of information for teachers about students' thinking and learning, and can provide insights to guide instructional planning.

In this presentation we will introduce a framework for developing formative assessments of representational knowledge. The framework is designed to help teachers determine the types of knowledge they want to assess, identify relevant types of representations, determine how to teach students to understand and use those representations, and design assessments of both representational and subject area knowledge. To illustrate how the framework applies to classroom practice, we will give two examples of strategies for assessing representational knowledge: 1) an array of research-tested assessments of students' ability to understand, solve problems, and communicate with fraction representations; and 2) knowledge mapping techniques that can be used across subject areas. Finally, we will discuss the general implications of the framework and these specific illustrations for improving teaching and learning.

# California Educational Research Association

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## **A2Q: Answers to Questions – Informing Instruction with Student Level STAR Data**

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**Session:** 10:15 a.m.  
Thursday, November 18  
Pasadena Room

### **ABSTRACT**

At the San Diego County Office of Education a district service priority for 2004-2005 is to assist with the utilization of assessment data to inform practice, and drive schoolwide improvement. A2Q is a process that was developed by the SDCOE to quickly extract STAR data from LEA data discs and transform the data in a way that makes it easy for administrators and instructional leaders to conduct robust analysis using simple, common software on their PC or Mac. This project was introduced to San Diego County Districts and Schools in 2004 using 2002/2003 data. The current rollout provides districts and LEA's with an accessible data set of their 2003/2004 data within days of receiving their STAR data CD's.

The data provided includes the achievement data on the California Standards Tests, demographic and program participation data. There are also report cluster data that allows for a deeper analysis of student and subgroup cohorts and the relative strengths and weaknesses within each content area. The report cluster data are not readily available from the aggregate data sets available from the state web based reporting site. Cluster data provides a richer picture of student and programmatic achievement.

A2Q is currently in use in 26 of 42 districts in San Diego County. It has provided the ability to disaggregate, analyze, and compare data on over 180,000 students in San Diego. The Assessment unit of the SDCOE actively engages the client districts and LEA's to refine and tailor the A2Q services to our clients needs.

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## Identifying a Model of Key Success Factors in Blue Ribbon Schools

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**Session:** 8:30 a.m.  
Friday, November 19  
San Marino Room

### ABSTRACT

The purpose of this paper was to research whether or not a pattern of key success factors exists among the 250 schools chosen by the Department of Education for the 2004 Blue Ribbon School award. Data were collected on each school using state-sponsored web sites, phone interviews and e-mail in order to identify if the variables of state credentialed teachers, teachers with over ten years of experience, and a high technology ratio per student formed a model for other schools who want aspire to this award.

The Blue Ribbon School award showcases schools whose performance and accountability matches the mission of the No Child Left Behind (NCLB) educational reforms, specifically honoring "public and private K-12 schools that are either academically superior in their states or that demonstrate dramatic gains in student achievement." (Paige, 2002) The literature review on the chosen variables revealed that: 1) students with access to modern technologies show positive gains in student achievement on standardized tests (Schacter, 1999); and 2) students in "technology-rich environments" experienced positive effects on achievement in all major subject areas. (Sivin-Kachela and Bialo, 1998)

Since National University recommends more students for teacher credentials than any other college or university in California and maintains state-of-the-art educational technology infrastructure for teacher education, the research results from this paper will be integrated into teacher education courses to stimulate classroom discussion and promote critical thinking between cross-disciplinary faculty, pre-service and master teachers.

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## Just for the Kids CA: Helping Schools Understand Current Level of Performance, Access Effective Educational Practices, and Partner for Comprehensive Reform

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**Session:** 10:15 a.m.  
Thursday, November 19  
San Marino Room

### ABSTRACT

This symposium will feature a walk through of the JFTK-CA website and discussion of how the site can be utilized by school staff to improve instruction. A "Best Practices Toolkit", developed by the National Center for Educational Accountability will be featured and a case study of one San Francisco school that received JFTK coaching will be shared.

Just for the Kids-California (JFTK-CA) is a new web-based school improvement system ([www.jftk-ca.org](http://www.jftk-ca.org)) featuring data and tools to help educators raise student achievement in California public schools. JFTK-CA offers accurate, easy to understand student assessment data from all 8,700 public schools in the state. JFTK-CA is part of a national rollout of Just for the Kids systems by the National Center for Educational Accountability, found at [www.nc4ea.org](http://www.nc4ea.org).

The JFTK-CA website is free and requires no registration, gives comparison data on test results by school, grade level and subject area over time, providing analysis of a school or district's performance, as well as its "opportunity gap" or potential for improvement. The data comes from the California Department of Education California Standards Test (CST) results for Language Arts and mathematics. Districts that wish to share their yearly CDE CD ROM California test results with JFTK-CA are given access via password to additional summaries and graphics for their schools including charts showing the impact of student mobility, comparison of individual curriculum components of the California Standards Tests for math and language arts, and a district summary chart of overall performance of every school in the district.

In addition to the performance snapshots of each district and school, the site offers a unique feature that allows a school staff to compare their overall performance or specific grade level performance with ten comparable (demographic and biographic populations) and higher scoring schools in the state. This facilitates staff communication with higher performing schools and brings together important information about best practices that can improve teaching and learning. The JFTK-CA toolkit will help lower-performing schools learn more about the resources, strategies, and professional development activities their higher performing counterparts successfully use to improve student achievement.

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## Case Studies of the Achievement Gap for African American Students

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**Session:** 2:15 p.m.  
Thursday, November 18  
Pasadena Room

### ABSTRACT

This study looks at how Narrowing Achievement Gap (NG) schools differ from Widening Achievement Gap (WG) schools on important instructional and pedagogical issues related to student achievement. We found that The average years of teaching experience for teachers in NG schools was 16.4 years compared to 8.8 years for teachers in WG schools. Furthermore, teachers at NG schools are more stable.

There was ample evidence of instructional monitoring by the principals and literacy coaches at NG schools such as learning walks and "observes teachers during instruction". More administrators at NG schools said they offered instructional support to teachers than administrators at WG schools. NG administrators expressed deep understanding of teacher effectiveness citing "use of concrete lessons," "utilization of differentiation and constructivist approaches," "employing theme based learning," and "teaching critical thinking skills."

Teachers in NG schools frequently and collaboratively made instructional decisions, whereas in WG schools most of the instructional decisions seemed to come from district mandated guidelines. NG teachers revisited topics more often; delivered lessons in more than one way to clarify content and more frequently asked their students questions about how much they know about a topic before introducing new concepts.

Parental involvement and school-parent communication in NG schools were geared more toward instruction than in WG schools. Teachers and administrators in NG schools spend more time in instructional versus extracurricular activities compared to WG schools. Teachers in NG schools more often identified school-related factors, whereas, WG teachers who more often emphasized home elements and parent involvement as determinants of student success.

NG students were more often assessed at an individual level, based on their homework and teacher-made tests. More administrators at NG schools said they also used a mix of standardized and alternative assessment results to guide instruction than did administrators at WG schools. Teachers included student's life experiences and/or prior knowledge into instructional lessons in about the same number of classrooms in NG and WG schools. More NG school administrators said that their schools addressed diversity by integrating it into the curriculum than did WG school administrators.

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## Evaluation of the Culturally Relevant and Responsive Education Implementation

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**Session:** 10:15 a.m.  
Thursday, November 18  
San Diego Room

### ABSTRACT

The main purpose of this study was to gather evidence regarding the existence a Culturally Relevant and Responsive Educational (CRRE) in schools and especially classrooms. CRRE offers a comprehensive model for instruction, and provides a blueprint for evaluators to examine their educational practices in light of cultural issues. It offers a rationale for district policy regarding professional development, the allocation of resources and an accountability system. Specifically the intention of this evaluation was to identify the presence or absence of the following domains: Knowledge and Experience, Social and Emotional, Attention to Student Diversity, Quality Instruction and Curriculum, Instructional Strategies, Diagnosis and Assessment, and Parent and Community Involvement within classroom instruction. A random sample of 40 schools was selected for data collection. The sample included 16 elementary schools, 12 middle schools, and 3 high schools

Less than half of our classroom observations showed teachers engaging students in instruction by incorporating student's prior knowledge and experience. However, teachers incorporated the socioeconomic, cultural or ethnic background of their students into their classroom instruction, and those events usually occurred as part of an Open Court lesson. In secondary schools, social studies teachers were most likely to incorporate student prior experience than English or math teachers. Knowledge of learning modalities and social protocols, in which a teacher modified instruction to make it more authentic and/or addressed student language patterns, occurred among only one-third of the observations of elementary teachers.

Overall, there was little evidence of mutual respect and acceptance, respect for cultural diversity, high expectations for student achievement, and appropriate classroom management in the classroom. Materials and decor reflecting student diversity were documented in less than one-fourth of the observations in elementary or secondary English, math or social studies classrooms. The extent to which classroom instruction exhibited the use of clear standards, taught multicultural content, and paid attention to diversity and poverty issues was low. Less than half of the observations demonstrated use of cooperative learning, active learning, instructional conversations, and scaffolding in their classrooms. The quality of these efforts and degree to which they were successful could not be assessed in this inquiry. A small number of the elementary and secondary school observations showed use of alternative assessment methods. At both elementary and secondary level, there was no parental presence in the classroom other than when teachers called parents regarding discipline or when they talked about homework. Community presence was rare, with few instances of community presentations and involvement.

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## What's in it for Me? Strategies for Recruiting Schools to Participate in Randomized Control Trials

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**Session:** 8:30 a.m.  
Friday, November 19  
San Diego Room

### ABSTRACT

Recent federal initiatives have increasingly focused on the development of a comprehensive, academic research base to improve our knowledge of what boosts student learning in the classroom. Specifically, the No Child Left Behind Act of 2001 mandates that educational materials purchased with public funds must be proven by **scientific research** to improve student achievement in the classroom. As noted in the Study DIAD (v. 1.0) put forth by the What Works Clearinghouse, such studies must consist of rigorous, quantitative research that involves random assignment to treatment and control conditions and are undertaken in settings that are representative of the types of contexts and student populations that are likely to use the educational intervention or curriculum of interest. To meet these requirements, **researchers must recruit schools that are willing to participate in randomized control trials.** In practice, this has proven to be quite a challenge for many researchers as they try to recruit sites that possess the desired characteristics, are willing to test new curriculum(s), will agree to random assignment to treatment and control conditions, and need to participate in all aspects of data collection (e.g., pre/post student assessments, and so forth). This presentation will draw upon the experiences of independent researchers and a major educational publisher who have been involved in conducting several studies of this nature. Strategies and procedures for recruiting sites will be presented and a discussion of potential pitfalls and barriers will ensue.

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## Science-Based Development and Implementation Model for Videogame Curriculum Programs

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**Session:** 4:00 p.m.  
Thursday, November 18  
San Marino Room

### ABSTRACT

Implementation and product development are big issues for commercial technology developers. Unless implementation is well thought-out during the development process, an education technology program – commercial or otherwise – will fail. This topic is of such importance it will be a chapter in the 2nd Edition of the Handbook of Literacy and Technology to be published by Erlbaum.

Unlike video game developers with a license to make up their content should they choose – to be creative – an educational software developer must carefully research content to meet specific curricular and grade requirements. Educational developers must research, even past conceptualization of new products. Using a research base, the developer contextualizes this into a concept matching the curricular area of the product under development. Once the concept and characters fit they are alpha and beta tested, pre-released, and produced for implementation by the professional development organization for release to schools at the start of the school year or during Summer.

This proposal discusses development and implementation of the Achieve Now educational technology program, its body of action research conducted by Title I school practitioners and independent evaluators. Two independent meta-analyses were conducted, showing positive effect sizes (es). The first found that for every 100 students in the control group, there were 142 (es.55) successful Achieve Now students overall; 133 (es.44) successful Achieve Now reading students; and 159 (es.82) successful math students (Stock, 2002); while the second (Cancelli, 2003) determined an overall effect size of .81.

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## The Effects of All Day Kindergarten on Achievement in Second Grade Students

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**Session:** 10:15 a.m.  
Friday, November 19  
Pasadena

### ABSTRACT

The purpose of this research was to investigate All Day Kindergarten, as a means of improving later academic achievement. A total of two hundred and eight students who had continuous enrollment from 2001-02 through the 2003-04 school year from a school district in southern California participated in the study. The sample contained one hundred sixty five students who had attended the traditional half-day kindergarten program with forty-three students attending a hybrid all day kindergarten program. All students were administered the grade two California STAR assessment and the CAT 6 survey exam in 2004 as second graders. Using stepwise multiple regression, several independent variables were introduced into the regression equation to obtain a Prediction Model of Student Success. The English Language Arts and Math scores of the California STAR Assessment were used as the dependent variable separately. A significant model was not developed. Using an independent-samples T Test procedure comparing the two groups was also preformed revealing that there were no significant differences in students who attended the all day kindergarten program and those that did attended the traditional half day program.

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## Case Studies of Charter Schools for Accountability and Improvement

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**Session:** 4:00 p.m.  
Thursday, November 18  
San Diego Room

### ABSTRACT

This paper will present a description of a method used to evaluate charter schools and will also summarize key findings from between three and six evaluations from the past school year. The school district commissioned case studies of charter schools applying for charter renewal in order to inform the school board regarding the school's effectiveness and adherence to the elements of their charter, and to inform the charter school office and the schools themselves about school effectiveness and improvement. The case study method emphasized clear delineation of the school's environment, commitments, and functioning and then related findings from these areas to develop interpretations about the school's effectiveness and adherence to its charter. Data collection and analysis emphasized the importance of instruction, which was prioritized through observations of classrooms and student achievement on the California Standards Tests. Other aspects of school functioning such as governance, professional development, and involvement of parents were interpreted in relation to their implications for effective classroom instruction. Key findings regarding accountability and improvement will be discussed in the relation to the methods used.

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## Formative Assessment Designs to Support Teaching and Learning Goals

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**Session:** 8:30 a.m.  
Friday, November 19  
Monterey Room

### ABSTRACT

The use of formative assessments can help support the improvement of teaching and learning as well as assist schools in meeting adequate yearly progress targets. However, if a formative assessment is to be effective, it is critical that the school select or develop one that is consistent with its assessment and/or learning goals and is also aligned with the state assessment(s). This presentation will provide an overview of the goals, choices and trade-offs that a school must make in order to determine the most appropriate formative assessment system for its needs. It will also address the level of teacher involvement needed for successful implementation. The presentation will include examples of online formative assessments that were designed to inform instruction, engage students and improve learning in the current "high-stakes" environment.

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## Reliability and Validity for Three Measures of Academic Gains

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**Session:** 2:15 p.m.  
Thursday, November 18  
Pacific Room

### ABSTRACT

Pre-post designs are the most commonly used technique in education for evaluating achievement gains. Under No Child Left Behind, intervention programs for school improvement are expected to become more prevalent, and will frequently employ pre-post designs. The advantage of these designs is that gain scores can be computed. Gain scores control individual differences by allowing each subject to serve as his/her own control; thereby, increasing the sensitivity of statistical tests of group differences in gain. However, it has been known for decades that gain scores have low reliability coefficients, and therefore, are not suitable as scores for measuring *individual* change. This presentation looks at three types of change scores—the *ordinary gain score*, *Hake's proportionate gain score* and the *gain-and-retention score*. New methodology was used to evaluate these scores as to their reliability and validity. These three scores were evaluated using an actual mathematics knowledge test of medium difficulty aimed at the high school level, and a model that allowed true change from Time 1 to Time 2 to be determined. The results showed that the ordinary gain score is much worse as a measure of gain than was previously thought. Hake's proportionate gain score was more valid than the ordinary gain score, but suffered from low reliability. However, the gain-and-retention score was reliable and valid—and may be used as an individual score. Computation of the gain and retention score will be shown as a simple method that district personnel can use in evaluating individual and group achievement gains.

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## Computer Guided Assessment Design: Assessing Students' Higher Order Thinking

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**Session:** 2:15 p.m.  
Thursday, November 18  
San Diego

### ABSTRACT

To help teachers improve their assessment capabilities and the quality of their classroom assessments, the National Center for Research on Evaluation, Standards and Student Testing (CRESST) has developed an on-line authoring system that can be used across subject areas and grade levels. This Assessment Design and Delivery System (ADDS) enables teachers to build assessments of complex learning using design methods and models that have been tested by CRESST researchers over more than 15 years. At the heart of ADDS is an assessment design workspace that prompts teachers to identify the standards and types of knowledge they wish to assess, then guides them to build appropriate assessments. ADDS contains a database of information sources that students can respond to, including texts, illustrations, charts and diagrams, animations, and simulations. Teachers can combine information sources with a variety of questions and prompts to create explanation, problem solving, knowledge mapping and other challenging tasks. Teachers can also upload their own information sources and create their own prompts. The assessment design expertise embedded in ADDS helps teachers to design assessments that are matched to their assessment purposes and their students. Once designed, assessments can be delivered either online or on paper. In this presentation we will demonstrate the features of ADDS, review the research used to develop ADDS, and discuss how the tool can be used in classrooms to foster conceptual understanding and complex problem solving skills. We will also provide an opportunity for interested teachers to use the tool after our presentation.

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## The Impact of Teacher Professional Development of Student Learning

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**Session:** 10:15 a.m.  
Friday, November 10  
Monterey Room

### ABSTRACT

To help teachers improve their assessment capabilities and the quality of their classroom assessments, the National Center for Research on Evaluation, Standards and Student Testing (CRESST) has developed an on-line authoring system that can be used across subject areas and grade levels. This Assessment Design and Delivery System (ADDS) enables teachers to build assessments of complex learning using design methods and models that have been tested by CRESST researchers over more than 15 years. At the heart of ADDS is an assessment design workspace that prompts teachers to identify the standards and types of knowledge they wish to assess, then guides them to build appropriate assessments. ADDS contains a database of information sources that students can respond to, including texts, illustrations, charts and diagrams, animations, and simulations. Teachers can combine information sources with a variety of questions and prompts to create explanation, problem solving, knowledge mapping and other challenging tasks. Teachers can also upload their own information sources and create their own prompts. The assessment design expertise embedded in ADDS helps teachers to design assessments that are matched to their assessment purposes and their students. Once designed, assessments can be delivered either online or on paper. In this presentation we will demonstrate the features of ADDS, review the research used to develop ADDS, and discuss how the tool can be used in classrooms to foster conceptual understanding and complex problem solving skills. We will also provide an opportunity for interested teachers to use the tool after our presentation.

# California Educational Research Association

83<sup>rd</sup> Annual Conference, Hilton Hotel, Pasadena, California

November 18 & 19, 2004

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## Reading First Assessments and CST English Language Arts Scores

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**Session:** 10:15 a.m.  
Thursday, November 18  
San Gabriel Room

### ABSTRACT

This paper examines the relationship between Reading First assessments and student results on the year-end California Standards Tests for English/Language Arts. Paramount Unified has been working with Sacramento County Office of Education (SCOE) skill tests for Reading First assessments for two years and has examined how well students perform on those tests compared to how well they perform on the CST ELA.

The first year the SCOE tests were used we found a fairly high correlation between SCOE test scores and CST ELA results, and a fairly high likelihood that students who scored at a certain level on the former would also be proficient on the latter. This year we compare the results from the 2003 and 2004 years and examine whether SCOE scores can also be used to predict overall CST ELA results at the grade level for a given school.

Also discussed will be the use of a Cumulative Index (made up of SCOE skill levels accumulated across all skill areas and over assessment periods).

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## **Administrators' Perceptions Regarding the Implementation of Culturally Relevant and Responsive Professional Development**

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**Session:** 10:15 a.m.  
Thursday, November 18  
San Diego Room

### **ABSTRACT**

Qualitative methods were used to interview 40 key district administrators ranging from local district specialists to assistant superintendents at the central office. Data was collected between December 2003 and February 2004.

The content analyses of responses indicated a solid, basic conceptual understanding of the issues involving African-American academic engagement and achievement, and confirmed that the respondents' consciousness involving culturally relevant issues have been successfully raised.

In most cases, while respondents recognized the manifestation of the problem and could articulate what they gleaned from CRRE presentations or their own reading, they were not yet able to describe how to operationalize CRRE at the school site or classroom. Despite this, they were still expected to implement culturally relevant pedagogy in the schools under their purview. The five primary issues believed to most directly impede the success of CRRE professional development included lack of time, lack of clarity regarding CRRE methods, lack of professional development support, and resistance and inaction on the part of some LAUSD staff.

The respondents believed that efforts to offer CRRE professional development had been insufficient to meet the needs of LAUSD staff due to drastic budget cuts, staff reductions and a shortage of qualified professional development staff to support CRRE implementation.

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## School Improvement in an Accountability Context – Can It be Done?

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**Session:** 10:15 a.m.  
Thursday, November 18  
Pacific Room

### ABSTRACT

Accountability has been the watchword in education since the early 1990s. From the boardroom to the classroom, the legislature to the staff lounge, debates resound about academic standards, high-stakes testing, and teaching and learning in the context of external demands to improve student achievement and close persistent achievement gaps.

Philosophically, who can argue? We all want every child to meet learn at high levels in order to have a full range of educational, career, and life options. But were schools and districts standing by, ready to respond, as the stakes rose higher and higher? Did district leaders, principals, and teachers have the capacity to deeply understand rigorous academic standards, analyze student achievement data to identify student needs, and implement high-quality instructional practices based on those needs? Yes, some schools were and are ready to meet the challenge. But many others need support, especially those serving the most challenging students.

This session will introduce *Focus on Standards*, an integrated, fully aligned, standards-based instructional improvement model designed by ETS Pulliam. FOS has demonstrated success in improving achievement at low-performing schools within an accountability context, specifically California's Public School Accountability Act. The presentation will provide an overview of the model and discuss each of its research-based components: Essential Standards, Paced Instruction, Formative and Summative Assessment, Structured Teacher Planning Time, and Intervention. The session will also present findings from studies of student achievement outcomes at participating schools and districts.

# California Educational Research Association

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## **A Proposed Framework to Evaluate Supplemental Educational Service Providers Funded by No Child Left Behind**

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**Session:** 2:15 p.m.  
Thursday, November 18  
Pasadena Room

### **ABSTRACT**

The No Child Left Behind legislation requires that the parents of low-income students attending Title 1 schools that have not made adequate yearly progress for three consecutive years be provided with the opportunities for their children to attain high academic achievement. One of these opportunities is supplemental educational services (SES). A list of state approved SES providers is to be made available by the local education agency (LEA) to parents. Although the state education agency is responsible for determining that providers are "high quality and research based," the LEA will want to monitor providers serving its students. Current research indicates that little is known about "how to monitor and evaluate provider performance" (Anderson, 2004).

The burgeoning but time intensive process of evaluating SES providers will prove to be challenging but an important role for the already lean LEA. An effective evaluation framework will guide the LEA in its efforts to improve academic achievement. The evaluation process will include elements that reflect the unique needs of both the LEA's students and programs. The proposed framework includes issues of student mobility, language, learning disabilities, staff qualifications, parent communication, as well as formative and summative assessment. The evaluation framework will assist the LEA in identifying SES providers who are effective, marginal (improvement needed) and those that need to be terminated. Ultimately, the district will be assisting parents in making appropriate choices for their children to reach academic proficiency.

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## Flaws, Flubs and Falsehoods in Reporting Results to your Public

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**Session:** 4:00 p.m.  
Thursday, November 18  
Pacific Room

### ABSTRACT

You have a mountain of data to climb. But others who have climbed before have fallen off the mountain. You may learn a safer route to the peak by studying how others failed. This presentation offers case studies of reporting errors ranging from deliberate misreporting to errors of omission, and from misinterpretations of data definitions to unintentional cover-ups. Steve Rees from School Wise Press has gathered this show-and-tell over five years of helping districts report results. The flubs will span from crime reporting to dropouts, from testing to teacher credentials. You'll find this festival of flaws to be both fun and a sobering reminder of the hazards that await all of us who are brave enough to make sense of school statistics for a living.

False views of good data can also lead well-intended educators astray. When school teams interrogate the data from a flawed perspective, or from a level too general or too specific, they are quickly lost in the woods. One problem educators may have is moving between using the general and the specific levels of data to close the achievement gap. Jim Baxter from LA Unified District 2 will bring will bring real-world examples of how educators have gotten lost trying to tell the forest (the general level) from the trees (the specific level) thereby missing the path of data-driven instruction. You'll gain practical precautions that should help you keep your teachers well-guided.



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## Achievement Results: What You Need – When You Need It!

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**Session:** 4:00 p.m.  
Thursday, November 18  
Pacific Room

### ABSTRACT

The implementation of federal and state assessment and accountability systems has led to a proliferation in the development of Data Analysis and Reporting products. Each one purports to possess more features than the others, allowing users to "drill down" to student level information to determine proficiency levels, scaled scores, and almost any piece of data available. An Online Assessment Community (OAC) has been developed by the Research, Evaluation, and Assessment division at the Los Angeles County Office of Education (LACOE). It provides presentation charts for California Standards Tests (CSTs), California Achievement Test (CAT/6), California High School Exit Exam (CAHSEE), Adequate Yearly Progress (AYP), and Academic Performance Index (API) achievement data for immediate use by busy site leaders who may not have the inclination or time to develop their own charts. The use of OAC materials has been found to help facilitate compliance reviews, to guide instructional decision-making, and to share the school's "success story" with various stakeholder groups.

In this session, we will present an overview of the features and functionality of the OAC. Included will be samples of presentation charts, site plan data updates, surveys, and a brief discussion of the job-alike collaborative and help desk features. We will discuss the use of presentation cues and queries for professional discussion. For the remainder of the session we plan to have site leaders comment on the effectiveness of the use of these materials with their staffs and stakeholder groups.

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## From Ornaments to a String of Lights: Christmas Tree Reform in an Urban School District

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**Session:** 10:15 a.m.  
Thursday, November 18  
Monterey Room

### ABSTRACT

This is a review of the school reform efforts of Pomona Unified School District from 1997 to the present. As a LAAMP member in 1997 the school district had few glowing reform efforts (ornaments) and no student achievement-centered effort. In 1999 Pomona instituted standards-based curriculum [C], district-supported instruction [I], and a standards-based internal assessment [A] and accountability system. State pressure to improve academic achievement for all students was key to the district's efforts to move to fully implement the [CIA] data-driven theory of action (the string of lights). In the past five years Pomona has consistently increased its API values. Recent efforts have been focused on increasing the English Learner academic achievement throughout the district.

A special note must be made on considering the socio-political context for school reform. Board of Education, district management, school site management, and teacher support must be considered in the school reform efforts. Parent support of school reform is also important, as well as the support for increased academic achievement from state government.

Future student achievement growth will be based on the theory of action, active site support from the district for low-performing schools, and teacher and management training at the school sites. Site teams will analyze student achievement information (district wide and state assessment data) to determine the best content and instructional areas to focus on. A high degree of teacher and management support is perceived as an essential component in the growth of student achievement at every site.

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## Specific Strategies for Consistent Gains: Research for Student Achievement

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**Session:** 10:15 a.m.  
Thursday, November 18  
Monterey Room

<b>ABSTRACT</b>
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The key to student achievement and success is not really a mystery; characteristics of high performing schools have been well documented. But these characteristics must be actualized for improvement to occur. How are schools transformed? How do teachers and administrators create a standards-based program? How do administrators effect change? How do teachers enhance the quality of learning? How do administrators promote teamwork among all of the school community? How do schools accomplish all of this with so many other issues facing them? In short, how do successful schools do what they do?

The purpose of this study was to ascertain the "how." Accessing longitudinal data from our other two studies, CVERC researchers identified school sites in the central valley that had experienced consistent gains in student achievement. The research process included observations at the school sites and interviews with the principals, teachers, support staff, and students. The interview protocol included questions to determine the extent of a clear focus, teamwork, assessment, standards, curriculum alignment, leadership, high expectations, time allocation, parental involvement, and professional development. The observations also resulted in information about English Language Development (ELD), test taking skills, district benchmarks, students' goal setting and planning, teaching strategies, school climate, and active student engagement and participation.

The analysis and findings from this study confirm that successful schools are incorporating a robust standards-based curriculum. They use assessment data to drive instruction. They have high, but attainable goals. They share a common vision for their school. "How" seven schools accomplished these things is the focus of this presentation.

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## Teaching Through High Organization of Personal Experience (HOPE™): Some Aspects of Time Management (Action Research)

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**Session:** 10:15 a.m.  
Friday, November 19  
Monterey Room

### ABSTRACT

Following the assumption that learning is primarily an outcome of transformation of prior knowledge, teaching in a typical class setting realizes itself as attempts to identify and match prior knowledge of a learner. This approach does not recognize prior knowledge as a small and underdeveloped cognitive part of learner's personal experience. It also ignores a great influence, with which personal experience, existing mainly in a form of social connections, shapes prior knowledge.

The closest results of this approach are distortion and misunderstanding of a subject along with teaching attempts to replace learners' "misconceptions" with "right answers". Time in this type of setting is used as a media for creating chains of repetitious activities for changing understanding of a subject. Since the amount and distribution of time varies depending on pace of changing students' prior knowledge, in a naturally heterogeneous classroom environment this approach also leads to a growing tendency toward increasing instructional and learning time.

According to a new, systemic methodology, High Organization of Personal Experience™ in education (HOPE) (Sigalov, 1983, 1987, 1988), readiness to learning is seen as a prominent dynamic condition of a learner in relation to a totality of his/her personal experience. Since a subject is presented to learners not as a cognitive matter, but rather as a social equivalent of their personal experiences, it allows all students, to easily, independently and within a very little time recognize a subject as an intrinsic part of their personal experiences and gradually develop its cognitive meaning.

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## **Improving Teacher Preparation through Assessment: Phase I of the Longitudinal Study of Teacher Candidate Perceptions Regarding the Instruction of Special Populations**

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**Session:** 2:15 p.m.  
Thursday, November 18  
Monterey Room

### **ABSTRACT**

Participants in this paper discussion session will receive results of the first phase of an evaluation of the teacher preparation programs at California Lutheran University (CLU). This is a part of an ongoing longitudinal study concerning the most effective way to prepare teacher candidates to work with English learners and students with disabilities. All Institutions of Higher Education are struggling with program effectiveness in regards to teacher preparation for diverse learners. Rather than a top-down mandated approach to program reform, this study hopes to allow teacher candidates to express their specific needs in these areas. A forty-item instrument was developed probing teacher candidates' perceptions of their level of preparation for working with special populations in the general education classroom. Teacher candidates were surveyed at the end of three phases of teacher preparation (foundations, methods coursework and an introduction to student teaching, fulltime student teaching and advanced methodology) using the Flashlight tool developed by the Center for Teaching and Learning at Washington State University (<http://www.ctlt.wsu.edu/>). Results of the first phase of this study indicate that teacher candidates feel sufficient in their knowledge regarding the instruction of typically performing students throughout their preparation program. However, while teacher candidates feel their knowledge is sufficient regarding the instruction of special populations after foundational coursework, they feel less so after methods coursework and an introduction to student teaching. After a fulltime semester of student teaching and advanced methodology, teacher candidates perceive their knowledge is more sufficient than during their introductory semester, but not as high as they did after foundational coursework.

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## Feasibility of Vertically Equating the California Standards Tests

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**Session:** 2:15 p.m.  
Thursday, November 18  
Pasadena Room

### ABSTRACT

Accountability in educational programs raises the issue of how to measure growth from grade to grade. One technique for doing this is to connect the scales across grades by having students in adjacent grades take some items from the tests above and below the target grade. This process is referred to as vertical scaling.

The California Standards Tests (CSTs) are presently scaled independently within each grade. This type of scaling has certain benefits, for example, allowing the same scaled cut score value to be used across grades. Having a common cut score makes it easier for users to know, for example, the relationship between any student's score and the cut score for proficient regardless of the student's grade. However, it does not facilitate comparisons across grades.

The present study sought to investigate the feasibility of creating vertical scales for the STAR CST English Language Assessment (ELA), grades 2-11 and the Mathematics Assessment (MA), grades 2-7.

#### Design

Sets of items from adjacent grades were administered as part of the 2004 STAR assessments. The Rasch item response theory (IRT) model was used for scaling. All items were placed onto a common scale using the common items and the test characteristic curve method (Stocking and Lord, 1983).

#### Results

Results are examined from four statistical perspectives: 1) Consistency of IRT item parameters when items are administered at adjacent grades; 2) Ordinality of test characteristic curves (TCCs) for the operational forms of the tests for all the grades; 3) Conditional standard error functions; and 4) Cumulative distributions of scale scores.

#### References

Stocking, M. L. & Lord, F. (1983). Developing a common metric in item response theory. *Applied Psychological Measurement*, 7, 201-210.

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## Title III Annual Measurable Achievement Objectives and the Role of the School Site

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**Session:** 4:00 p.m.  
Thursday, November 18  
Monterey Room

### ABSTRACT

Title III of the No Child Left Behind (NCLB) legislation requires that English Learners show growth in the acquisition of English. In addition to the adequate yearly progress objectives set for all students, for English learners State education agencies are required to set Annual Measurable Achievement Objectives and report the outcomes in two areas of English language acquisition: (1) "annual increases in the number or percentage of children making progress in English" and (2) "annual increases in the number or percentage of children attaining English proficiency". Although the Annual Measurable Achievement Objectives are set for Districts as a whole, it is the instruction by teachers and the effectiveness of programs in the schools that will determine whether the Districts meet these objectives. In the San Francisco Unified School District the AMAOs have been brought from the district level to the school site level. The District provides school administrators with professional development concerning the AMAOs and issues of language proficiency definitions, AMAO reports for the school site, and a technology tool to identify students who are not making progress. This presentation will describe the professional development effort, review the school site reports, and demonstrate the technology tool with which students not showing progress are identified.

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## Are California Public Educational Administration Positions Gender Segregated?

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**Session:** 4:00 p.m.  
Thursday, November 18  
Pasadena Room

### ABSTRACT

This paper uses PAIF data from CDE starting from 1985 to 2003 to examine whether California public educational administrative positions are gender segregated. Studies have suggested that men hold more line positions while more women hold staff positions. Line positions entail more power and authority than staff positions, thus line positions, such as superintendent or secondary principal, are viewed as masculine. On the other hand, women have been traditionally thought of as more supportive and care, therefore, staff positions or curriculum administrators are viewed as "suitable" for women. This paper begins with an examination of whether power and authority has affected the ability of women educators to obtain line positions. It then proceeds to discuss the glass ceiling women administrators face. The third part of this paper regroups the 750 job titles in the PAIF data into 15 categories include line and staff positions in district offices and public schools. The 15 categories are arranged hierarchically according to job status and differentiated horizontally to separate line and staff positions. By tabulating participation in each job category according to the gender of the job holder it will be possible to determine if more numbers of women hold staff positions while males dominate the line position to determine if California public educational administration positions are gender segregated. The paper concludes with a discussion of possible solutions to help solve gender inequality in public educational administration positions.

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## How an ELS Teacher Conducts a Multi-Cultural Classroom

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**Session:** 2:15 p.m.  
Thursday, November 18  
San Gabriel

### ABSTRACT

This paper examines how an English as a Second Language (ESL) teacher teaches a multi-cultural classroom with authoritative knowledge. Findings support the observation that people not only accept authoritative knowledge, they also participate in authoritative knowledge. The classroom observed was located at a well-known university language learning center in Southern California. The students in this class were mainly from Asian countries, particularly Korea and Japan. The research paper was based on personal experience at this language center to see if there was any "strangeness" in the familiar environment, cultural deprivation, and authoritative knowledge. The highlight of this paper focuses on the classroom observations and interviewing of the teacher. How authoritative knowledge, cultural disability, and personal experience all connect with the research findings. This paper not only gives an example of how an experienced ESL teacher teaches a multi-cultural classroom but also discusses whether authoritative knowledge is a better teaching method for foreign students.

# California Educational Research Association

83<sup>rd</sup> Annual Conference, Hilton Hotel, Pasadena, California

November 18 & 19, 2004

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## Virage Assessment Presentations

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**Session:** 10:15 a.m.  
Friday, November 19  
Pacific Room

### ABSTRACT

Participants will learn about important assessment presentations that are available within the San Diego County Office of Education's Virage system. Virage enables the SDCOE to place important video presentations on its website. PowerPoint slides, which are included in Virage presentations, can be downloaded. Below are listed the Virage presentations that will be highlighted:

- A. *Instructional Recommendations Supporting Elementary and Middle School STAR Program Improvement.* Fifteen elementary/middle school recommendations are discussed.
- B. *Instructional Recommendations Supporting High School STAR Program Improvement.* Twelve high school recommendations are discussed.
- C. *Comprehensive Overview of College Admissions Tests.* Six modules are highlighted: 1) Personal Perspective on College Admissions, 2) History of College Admissions Tests, 3) Old SAT vs. New SAT, 4) How to Prepare Students for the New SAT Writing Test, 5) The American College Testing (ACT) Assessment, and 6) SAT II Subject Tests.
- D. *A CAHSEE Mathematics Preparation Course.*

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## Communicating & Using STAR Results

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**Session:** 2:15 p.m.  
Thursday, November 19  
San Marino Room

### ABSTRACT

How can CERA members best support teachers and administrators as in the analysis and use of results from the STAR test? What do we think is important to spend time on? What's not? What visual representations have been most effective? How much time should teachers spend on STAR results? How can we best incorporate recommendations from CDE and ETS into site level practice?

Six panel members will share examples of tools, visual representations of results, and the activities they have used to support site level analysis of STAR data. The presentations will be followed by a question and answer period and a discussion of what audience members have found to be successful. Please bring examples of your own tools and thoughts to share!

# California Educational Research Association

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## Superintendent Screening Decisions for Hispanic, Latino, and White Principal Candidates

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**Session:** 4:00 p.m.  
Thursday, November 19  
Pasadena Room

### ABSTRACT

This study examines the selection of candidates for principal positions in California public school districts that involves moving from one school district to another school district rather than entry into the principalship (as explored in existing research). Ethnic culture of principal applicants is varied three ways different from existing research (Hispanic, Latino, or White) through the manipulation of college placement type materials. These candidates are depicted as equally qualified and are considered for employment by superintendents of public schools comprised either of high or of low Hispanic enrollments. To capture the screening decisions of superintendents, all candidates are evaluated according to their paper credentials, considered for an interview, and offered a likely beginning salary. To capture the selection decisions of superintendents, reactions to candidate stimuli are cast on a multidimensional model incorporating both an attitudinal component (ethnic culture of candidates) and a situational component (Hispanic enrollment of a school district). In contrast to existing research, reactions of superintendents are analyzed by a hierarchical model (step down analysis) as opposed to a simultaneous model (MANOVA). By analyzing these data via hierarchical model, we found that stereotypes come into play early on within the selection process. Screening decisions for Hispanic and Latino principal candidates are found to be moderated by the enrollment composition of a public school district, while screening decisions for White principal candidates indicated that this particular group of equally qualified candidates has little market appeal. These findings are interpreted relative to Title VII, and specific remedial actions are suggested.

# California Educational Research Association

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## Comparing Growth in California Student's NAEP Scores with Growth on the SAT 9 and California Standards Tests in English Language Arts

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**Session:** 8:30 a.m.  
Friday, November 19  
Santa Barbara Room

### ABSTRACT

In California, direct comparison of state test results with the results of the National Assessment of Educational Progress (NAEP) has been frustrated due to changes in the composition of the tests used in the Standardized Testing and Reporting (STAR) assessment and accountability program of the California Department of Education. Previous to 2002, the California state assessment was composed of a norm referenced test (Stanford Achievement Test, version 9) supplemented with items designed to measure specific California curriculum standards. In 2002 and 2003 the STAR program included complete assessments based on the California standards (the California Standards Tests or CSTs). This paper analyzes California students' performance on the SAT 9 as compared to NAEP in reading/English language arts for grade four and grade eight students in 1998 and 2002. It also compares the results of the CST assessments of English-language arts in 2002 and 2003 with the results of the NAEP reading assessment conducted in the same years. The stability and accuracy of NAEP estimates for population parameters and sub-group performance are also discussed.