

Communities of Learners, Communities of Teachers: Developing and  
Sustaining the Use of Classroom Formative Assessment  
Day 1 Session 1 2:15 - 3:45 Empire

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**Primary Presenter:**

Dylan Wiliam

Institute of Education, University of London

**Secondary Presenters:**

**Session Description**

While it is now widely accepted that the use of formative assessment can have a significant positive impact on student achievement, there are still considerable differences of view about what, exactly, formative assessment is. In this breakout session, formative assessment will be defined in terms of five “key strategies:”

Clarifying, sharing, and understanding learning intentions

Engineering effective discussions, tasks and activities that elicit evidence of learning

Providing feedback that moves learning forward

Activating students as learning resources for one another

**Abstract**

**Outcomes:**

Participants will have the opportunity to become aware of five important formative assessment “key strategies: (1) clarifying, sharing, and understanding learning intentions, (2) engineering effective discussions, tasks and activities that elicit evidence of learning, (3) providing feedback that moves learning forward, (4) activating students as learning resources for one another, and (5) activating students as owners of their own learning.

**Primary Contact Person:**

Dylan Wiliam

Institute of Education, University of London

**Learning from Student Work: Using Powerful Protocols to Gather Real  
Time Data and Maximize Learning**  
**Day 1 Session 1 2:15 - 3:45 P.M. Cypress/Monterey**

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**Primary Presenter:**

Ms. Debra Laidley  
UCLA School Management Program

**Secondary Presenters:**

Ms. Barbara Linsley  
UCLA School Management Program  
Ms. Linda Smith  
UCLA School Management Program

**Session Description**

As calls for “data-driven decision-making” abound, it’s crucial that educators expand our definitions of “data.” This interactive workshop provides processes for examining student work – real-time data – and engaging in collaboration that fosters professional growth and improves student achievement. Using protocols for learning from student work, educators will participate in conversations that lead to examining instructional practice, planning next steps, and improving student learning. Participants will view a video of a professional learning community in action, and will use a protocol to examine student work. Participants will experience the power of protocols in creating a professional, student-focused, learning community.

**Abstract**

Building on the research and practice of Critical Friends Groups (CFGs), this workshop utilizes protocols – structured processes for effective collaborative analyses – as a powerful vehicle for enhancing student and adult learning. These protocols are designed to build trusting collaborative relationships, ensure equitable and substantive dialogue, deepen participants’ willingness to step out of their comfort zones and take the risks necessary to generate learning and growth, and support the development of professional communities of practice – all toward the goal of maximizing student learning. As tools for collecting and analyzing data, these protocols can serve as an integral component of a school’s Action Research learning cycle. In an action research cycle, educators: define goals or identify areas of concern; gather data; interpret data and form hypotheses; determine action steps; monitor progress; and adjust their actions. Protocols provide for clarity of observation, support enhanced questioning, and invite multiple perspectives that lead to thoughtful interpretations. Whether educators are working in school-wide settings, leadership teams, grade level groups, department configurations or small learning communities, the principles of professional learning communities can be more readily embodied through the use of protocols.

**Outcomes:**

From engaging in this session, participants will: (1) experience the power of analyzing student work as data that will inform next steps for teaching and learning, and that will become integral to any formative assessment process, (2) understand the important role of protocols – structured processes for effective collaborative analyses – in developing professional learning communities that generate growth for students and for adults, and (3) experience the value of using protocols to support reflective, professional communities in making an Action Research approach an integral part of the culture of school.

**Primary Contact Person:**

Ms. Debra Laidley  
UCLA School Management Program  
dlaidley@smp.gseis.ucla.edu

**Using a Classroom Walk-through Protocol as Formative Assessment:  
Linking Student Learning to Collaborative Professional Practice**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Cypress/Monterey**

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**Primary Presenter:**

Ms. Barbara Linsley  
UCLA School Management Program

**Secondary Presenters:**

Debbi Laidley  
UCLA School Management Program  
Ms. Linda Smith  
UCLA School Management Program

**Session Description**

This interactive workshop provides educators with insights and experiences for using a collaborative, time-efficient protocol to observe student learning within classrooms, analyze patterns and trends, promote professional conversations about the depth of student learning, and determine instructional steps within school, grade level, department, and SLC settings. Through workshop activities and school case study evidence, participants will explore how the non-evaluative walk-through and debrief process, used as a formative assessment tool, supports educators in identifying what students are learning and doing related to priority instructional focus areas, establishes links between professional practice and student achievement results, and ensures purposeful organizational change.

**Abstract**

Participants will learn about a collaborative classroom walk-through process, developed by UCLA SMP, which connects “leadership practice directly to the improvement of instruction in classrooms” (Richard Elmore, Ed.D. Harvard University, “Preface”, Breaking Through to Effective Teaching, UCLA SMP). Our focus is on documented successes at CSR, HPSG, and PI schools and districts, partnered with SMP in an action-research process, who use classroom walk-throughs as key to their reform efforts: Strategic focus on goals/standards by collaboratively developing research questions that frame the collection of student learning data; reflection about identified patterns through conversations connecting student learning and teaching practice; determination of next professional learning and instructional priorities based on patterns of observed results. The use of observable data serves as a formative assessment technique, enabling schools to uncover the results of their current teaching efforts and focus on appropriate next steps for classroom instruction. UCLA SMP’s walk-through process is grounded in research on “effective schools” (Reeves; McREL), professional learning communities (DuFour), and the appreciative inquiry approach to organizational change (Hall and Hammond). Through analysis of observational data to identify what is working, success can be nurtured by purposeful actions that result in higher achievement at the leverage point – interactions among student, teacher, and content. Participants will learn about elements of UCLA SMP’s walk-through process that promote a collaborative focus on student learning within a continuous cycle of inquiry, view video-clips of schools using the non-evaluative protocol to support reflective practice, and experience the process through a “video virtual” observation.

**Outcomes:**

As a result of this workshop, participants will know or be able to: (1) engage in a collaborative classroom walk-through protocol that supports the timely collection and analysis of student learning data by all stakeholders, (2) explore how the classroom walk-through protocol, used as a formative assessment tool, enables educators to link real-time observational data about student learning to immediate decisions and changes in instructional practice, (3) gain insights about the non-judgmental feedback process, which builds upon instructional strengths within a collaboratively determined, priority focus area by: (a) surfacing patterns and trends within the observational data, (b) highlighting research-based strategies that students are using to make their thinking visible and demonstrate their mastery of standards, and (c) learn how this non-evaluative classroom walk-through process has supported elementary, secondary, and district professional communities in developing collaborative school cultures, purposeful organizational change, and improved student learning.

**Primary Contact Person:**

Ms. Barbara Linsley  
UCLA School Management Program  
blinsley@smp.gseis.ucla.edu

**Growth Models for InFormative Benchmark Assessment**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Carmel**

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**Primary Presenter:**  
Dr. Daniel Lewis  
CTB/McGraw-Hill

**Secondary Presenters:**

**Session Description**

Various growth models have been developed to provide an evaluative component to the monitoring of student growth over multiple assessment administrations. This session will (a) describe various growth models being implemented across the nation in response to the NCLB growth model pilot program, (b) describe the value of growth models for benchmark assessments, (c) describe the challenges of applying growth models to benchmark assessments using the relatively small data sets that may exist for district implementations, and (d) describe a rolling average solution for using growth models with relatively small data sets.

**Abstract**

Various growth models have been developed to provide an evaluative component to the monitoring of student growth over multiple assessment administrations in response to the NCLB growth model pilot program. One method, Student Growth Percentiles (SGP), provides an evaluation of student growth from times  $t_1$ ,  $t_2$ ,  $(n-1)$  to time  $t(n)$  using quantile regression. This approach holds great promise for use with benchmark assessments, which are typically administered at multiple times over the course of an academic year. However, the SGP approach typically requires relatively large datasets perhaps 7,000 cases of matched data. Many district populations do not fulfill these case count requirements. The current study describes a modification to the SGP method using rolling averages to augment relatively small case counts. The results of the study indicate that the rolling average approach can support accurate growth model reporting with relatively small case counts. This session describes (a) various growth models being implemented across the nation in response to the NCLB growth model pilot program, (b) the value of growth models for benchmark assessments, (c) the challenges of applying growth models to benchmark assessments using the relatively small data sets that may exist for district implementations, and (d) a solution for using growth models with relatively small data sets, and (e) recommendations for further studies.

**Outcomes:**

Participants will understand (1) various types of growth models, (2) the value of growth models for benchmark assessments, (3) the challenges of applying growth models to benchmark assessments, and (4) the rolling average solution to the challenges of applying growth models to benchmark assessments.

**Primary Contact Person:**

Dr. Daniel Lewis  
CTB/McGraw-Hill  
daniel\_lewis@ctb.com

**Test Score Validity and Interim Assessments: Dimensionality,  
Predictive, and Differential Item Functioning**  
Day 1 Session 1: 2:15 - 3:45 P.M. Carmel

**Primary Presenter:**  
Dr. Jason Immekus  
California State university, Fresno

**Secondary Presenters:**  
Corey Greenlaw  
California State University, Fresno  
Jaime Goldfarb  
Intel-Assess

**Session Description**

This session promotes strategies to investigate the validity of item- and test-level data of interim assessment scores for decision-making purposes. This session will first focus on the use of item response theory procedures to test scale dimensionality, followed by approaches to investigate the predictive validity of obtained scores for determining end-of-year test (i.e., California Standards Test) performance. Additionally, issues pertaining to the impact of differential item functioning on score comparability across student sub-groups (e.g., English Learners (ELs) vs. Non-ELs) will be discussed. Implications and strategies to implement these statistical procedures into current educational testing practices will be presented.

**Abstract**

Interim assessments have become a ubiquitous component of current educational testing practices. Interim assessments, which encompass benchmark diagnostic, and formative tests (Perie, Marion, & Gong, 2009), are based on the proposition that they may improve efforts to promote student learning outcomes. The practice of inspecting students obtained interim assessment scores to determine performance on the end-of-year state test (e.g., California Standards Test; CST) implies that scores have adequate predictive validity. However, the lack of available validity evidence of interim assessment scores has resulted in a call among researchers and educators for investigations on score meaning and use (Nichols, Meyers, & Burling, 2009; Shepard, 2009; Perie et al., 2009). Based on English Language Arts interim assessment data obtained from 6th grade students (N = 985) in a public school district in Fresno County, study purposes are to test the (a) fit of competing item response theory models (e.g., unidimensional, bifactor) to assess the dimensionality of item-level data, and (b) predictive validity of obtained scores for determining CST test performance. As item quality is pivotal for composite score use, this study seeks to promote test users understanding of the relationship between the psychometric properties of scale items and resultant test scores for decision making purposes. Additionally, results of a differential item functioning (e.g., item bias) analysis across English Learners (ELs) and Non-ELs will be reported to highlight issues pertaining to score comparability across student sub-groups. Implications of this study and strategies to promote these techniques in educational testing will be discussed.

**Outcomes:**

Participants will: (1) understand and appreciate the role of test score validity in interim assessment score use, (2) become familiar with statistical procedures to investigate the psychometric properties of the item- and test-level data of interim assessments, (3) understand the relationship between the psychometric properties of interim assessment scores and inferential decision-making, (4) have a heightened level of awareness of the importance of measurement invariance (i.e., score comparability) in test score use.

**Primary Contact Person:** Dr. Jason Immekus  
California State university, Fresno  
jimmekus@csufresno.edu

**Common History Equating: A New Method for Equating  
Multidimensional Formative Tests Without Common Persons or Items**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Carmel**

**Primary Presenter:**  
Dr. Mark Moulton  
Educational Data Systems

**Secondary Presenters:**

**Session Description**

The session will lead with an interpretation of psychometrics as a method for determining how examinees would have performed on a given test given their performance on different tests. Touching on the evolution from Item Response Theory (IRT) to Multidimensional Item Response Theory (MIRT), it will show how multidimensional item level information from two formative tests can be "projected" onto a third test, such as a California Standards Test, that might have been administered several months earlier, and how this allows apples-to-apples comparisons without sacrificing the diagnostic goals of formative assessment.

**Abstract**

The field of Item Response Theory (IRT) arose to answer the question, "How would students who take different tests have performed if they had taken the same test?" The cost of answering this question is that tests have to share a common "content dimension," which often makes them unsuitable for comparing scores on formative assessments. Multidimensional Item Response Theory (MIRT) offers a way through this dilemma. One approach, called Common History Equating, is to use a MIRT model to "project" the test data of two samples of students who take dimensionally dissimilar tests onto a common dimension defined by a test that was administered to both student samples at an earlier time, such as the California Standards Test. One of the properties of "projection" is that it filters out student trend effects and other irrelevant effects and allows students who take quite different tests to be compared as if they had taken the same test. It does this without sacrificing the immediate diagnostic utility of tests aimed to emphasize a specific content. Common History Equating is now being used successfully in California to equate benchmark exams and measure student growth over time.

**Outcomes:**

Participants will: (1) understand the purpose of test equating and why it is difficult in the field of formative assessment, (2) learn the difference between 1-dimensional and multidimensional equating, (3) become aware of a new method, called Common History Equating, that without relying on common persons or items equates dimensionally dissimilar tests in terms of some third test that all examinee groups received at some earlier date, and (4) understand the potential practical benefits of a Common History Equating design and its current use in equating benchmark exams in California school districts.

**Primary Contact Person:** Dr. Mark Moulton  
Educational Data Systems  
markhmoulton@gmail.com

**Identifying and Learning from High Performing High Need Schools and  
Districts in California**

**Day 1 Session 1: 2:15 - 3:45 P.M. Tudor**

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**Primary Presenter:**

Ms. Mette Huberman  
American Institutes for Research (AIR)

**Secondary Presenters:**

**Session Description**

AIR, as a partner in the California Comprehensive Center, has developed a rigorous selection process to identify California schools and districts that are demonstrating substantially higher academic outcomes than predicted given the demographic composition of their students. AIR researchers will share lessons from high-performing schools and describe how they created a “value-added index” (VAI) that measures the value a district adds to each of its schools. The goal of this process is not only to highlight high performing schools and districts, but also to share their lessons so that others can learn from their experiences and successes.

**Abstract**

The American Institutes for Research (AIR), as a partner in the California Comprehensive Center (CA CC), has developed a rigorous selection process to identify California schools and districts that are demonstrating substantially higher academic outcomes than predicted given the demographic composition of their students. The goal of this process is not only to highlight high performing schools and districts, but also to share their lessons so that others can learn from their experiences and successes. Specifically, we have identified high performing high poverty schools that substantially outperform similar schools over time (both for all students and for subgroup populations) and created profiles of these schools. Teacher and principal use of formative assessments is one successful strategy that is discussed in these profiles. In addition, we have identified high performing high need districts, both for districts performing well overall as well as for districts that are performing particularly well with special education students. For the district analyses, we created a “value-added-index” (VAI) that measures the value a district adds to each of its schools based on how well the district is performing overall. AIR will describe the school and district selection tool and discuss practical applications for the work, such as matching and partnering of low and high performing schools and districts to encourage knowledge transfer from exemplar schools and districts to other schools and districts statewide. AIR will also solicit input from the audience about other possible practical applications.

**Outcomes:**

Participants will learn: (1) about AIR’s process for selecting high performing schools and districts in California, including information on the district value-added index (VAI), (2) learn about strategies practiced in high performing high need schools, including teacher and principal use of formative assessments, and (3) learn and share ideas about practical applications for the work, such as matching and partnering of low and high performing schools and districts.

**Primary Contact Person:**

Ms. Mette Huberman  
American Institutes for Research (AIR)  
mhuberman@air.org

**School Characteristics and Achievement Gaps Measured by AYP in California**

**Day 1 Session 1: 2:15 - 3:45 P.M. Tudor**

**Primary Presenter:**  
Dr. Ying Jiang  
Azusa Pacific University

**Secondary Presenters:**  
Jenny Yau  
Azusa Pacific University  
Patricia Bonner  
Azusa Pacific University

**Session Description**

This session can be related to accountability and Adequate Yearly Progress.

**Abstract**

The study examines the relationship between school characteristics and school level percentage proficient or above in English Language Arts (ELA) and Mathematics in California public schools for year of 2008-2009. The predictors include percentages of students on free-reduced lunch, English language learners, teachers with full credentials, gifted students, class size k-3, class size 4-6, average class size for a number of core academic courses, and average parent education level. The variables are extracted from Academic Performance Index (API) and Adequate Yearly Progress (AYP) research files available from the web site of California Department of Education at <http://star.cde.ca.gov/>. These research files are merged using the unique county, district and school (CDS) code. For high schools, regression analyses indicated school characteristics explained 72 % of the variance in ELA proficient rate,  $R^2 = .72$ ,  $F(7, 1194) = 460$ ,  $p < .001$ , and 62 % of the variance in mathematics proficient rate,  $R^2 = .62$ ,  $F(7, 1193) = 279$ ,  $p < .001$ . Middle school characteristics accounted for 83% of the variance in ELA proficient rate,  $R^2 = .83$ ,  $F(8, 905) = 565$ ,  $p < .001$ , and 69% of variance in mathematics proficient rate,  $R^2 = .69$ ,  $F(8, 905) = 256$ ,  $p < .001$ . Elementary school characteristics explained 80% of variance in ELA proficient rate,  $R^2 = .80$ ,  $F(8, 5104) = 2592$ ,  $p < .001$ , and 60% of the variance in mathematics proficient rate,  $R^2 = .60$ ,  $F(8, 5104) = 949$ ,  $p < .001$ . For different subgroups, regression models contain different significant predictors, indicating achievement gaps influenced by school characteristics.

**Outcomes:**

Participants will become familiar with: (1) empirical evidence supports the relationship between school characteristics and achievement gaps, (2) school characteristics co-vary with achievement differently for different ethnic groups, and (3) AYP can be a function of school characteristics.

**Primary Contact Person:** Dr. Ying Jiang  
Azusa Pacific University  
yjjiang@apu.edu

**Views of Success and Education Among Latina/o College Students**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Tudor**

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**Primary Presenter:**

Dr. Laura Lara-Brady

University of Northern Colorado

**Secondary Presenters:**

**Session Description**

We will start the session by going over current graduation rates of Latinos, Native Americans, African Americans, and Whites. Then we will discuss current definitions and measurement of academic achievement. We will later introduce the current study and descriptions of sample, measures, and theory. Lastly we will converse about the results and how it impacts our view of academic achievement in education.

**Abstract**

To date, more than 87% of Latinas/os in the U.S. do not hold a Bachelors degree, and the rate at which they leave college (drop-out rate) is 2.5 times higher than that of African Americans and 3.5 higher than non-Latinas/os Anglo Americans (Congressional Hispanic Caucus Institute, 2007). This relatively low number in academic achievement calls for an investigation of the meaning and views of success and education among Latina/o college students. In this study, Latina/o college students with high (3.5 or higher) and low (2.3 or lower) GPA were interviewed on their views and meaning of success and education. Results suggested that students did not include education in their views of success. However, one student in the low GPA group defied the meaning of success by including an important and overlooked factor: the importance of family. In regards to education, students in the high GPA group viewed education as a privilege and as something that was earned. In comparison, students in the low GPA group described seeing themselves as being already smart and not needing to work hard to prove it. Understanding cultural context, and what it means for students with low and high GPA to succeed, can allow educators to support students who struggle academically.

**Outcomes:**

Participants will become familiar with: (1) current methods of assessing academic achievement, (2) the importance of adding a cultural perspective to academic achievement, and (3) understand the different view of success and education of Latina/o college students.

**Primary Contact Person:**

Dr. Laura Lara-Brady

University of Northern Colorado

froggpois@gmail.com

**Moving Out of Program Improvement: A Systematic Approach for  
Sustained Success in the Accountability Systems**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Windsor Theater**

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**Primary Presenter:**

Mr. Doug Wells  
Lake Elsinore Unified School District

**Secondary Presenters:**

Shannon Wells  
Key Data Systems

**Session Description**

Between 2004-2006, the Lake Elsinore Unified School District failed to meet the federal proficiency targets under the No Child Left Behind Act and was in Year 2 Program Improvement. Through a systematic approach, including strong accountability for all stakeholders, a laser focus on content standards and the use of data to meet the needs of all students in real time, Lake Elsinore exceeded the AYP targets in 2007 and 2008 and moved out of Program Improvement. This session will explore the systematic changes and approach used to allow the district to succeed in the state and federal accountability systems.

**Abstract**

In 2008, the Lake Elsinore Unified School District moved out of Program Improvement after two years under the federal sanctions. Through the Program Improvement process, the district partnered with Key Data Systems to re-focus efforts around each stakeholder understanding their role in the accountability systems, accurate demographic data, a laser focus on the California content standards, and the use of data to drive instruction and meet the needs of each individual student. These efforts have resulted in the significant closing or elimination of the achievement gap in all subgroups and systematic changes which are now the norm for the school system. This session will explore the steps taken by the Lake Elsinore Unified School District and Key Data Systems to ensure that all students learn the content standards at their grade level and that the district enjoys sustained success in the state and federal accountability systems.

**Outcomes:**

Participants will understand: (1) the components of the state and federal accountability systems that most affect a district/school ability to exceed AYP targets under the federal No Child Left Behind Act and earn high marks on the state Academic Performance Index, (2) the assessment system used in the Lake Elsinore Unified School District to monitor the progress of each classroom and each student throughout the district and make real time changes in instruction as needed, (3) a system for matching and communicating student achievement data and subgroup demographic information to individual students in order to meet the academic needs of all students and close or eliminate the achievement gap, and (4) the role of each position in a K-12 school district in maximizing student achievement in the state and federal accountability systems.

**Primary Contact Person:**

Mr. Doug Wells  
Lake Elsinore Unified School District  
doug.wells@leusd.k12.ca.us

**Middle School Staffing: Are the Least Qualified Principals Assigned to  
the Neediest School Buildings**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Windsor Theater**

**Primary Presenter:**  
Dr. I. Phillip Young  
University of California, Davis

**Secondary Presenters:**  
Donald Reimer  
Reedley High School  
Karen Young  
Fresno Unified School District

**Session Description**

Present actual field data reflecting staffing outcomes at the middle school level relative to characteristics of students and human capital endowments of principals. Analyze these data from a structural modeling approach involving a latent variable (characteristics of students) and observed variables reflecting qualifications of middle school principals. Assess if the neediest students are the least served by highly qualified principals. Overheads will be used and a paper will be provided.

**Abstract**

A common perception in the public education setting is the neediest students are the least served by highly qualified principals because they occupy school buildings that are hard to staff. School buildings defined as hard to staff are characterized according to the percentage of minority student, the percentage of English language learners, and/or the poverty level of students as reflected by those receiving free/reduced lunch. Purportedly such school building assignments are hard to staff because the most qualified principal candidates have options, and the least qualified principal candidates are assigned to these buildings by default. To investigate from an empirical perspective actual staffing of middle school principals in the field setting is the purpose of our study. Within our study we assessed characteristics of students (i.e., percentage of minority, English language learners, and poverty level) and human capital endowments of principals (teacher experience, administrator experience, and educational level) from a structural modeling approach. Our overarching finding is that the neediest students are, at best, equally served when considerations are given to human capital endowments of principals purported to reflect highly qualified. However, this finding fails to bode well either for the neediest students or for school districts in general from a societal point of view. Clearly from a human resource perspective, the neediest students should be the best served and not equally served if the playing field is to be leveled, and this can be accomplished by providing incentives to those opting to serve in hard to staff school buildings.

**Outcomes:**

Participants will become familiar with: (1) staffing is an organizational and an individual concern, (2) how to identify hard to staff positions, and (3) relationships between qualifications of principals and characteristics of students.

**Primary Contact Person:** Dr. I. Phillip Young  
University of California, Davis  
ipyong@ucdavis.edu

**Today's Curriculum is Not Forever: Adoption and Implementation of  
Technology in the Community College Setting**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Windsor Theater**

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**Primary Presenter:**

Dr. I. Phillip Young  
University of California, Davis

**Secondary Presenters:**

Ray Tjahjadi  
Fresno City Community College

**Session Description**

This presentation will address different types of technology (i.e., assessment, simulation) and report self acknowledged competencies as well as reactions to these types of technologies for community college presidents, deans, and faculty members via a national random sample. Methodologically, a randomized group design is used and data are analyzed by a multivariate analysis of variance. Within the presentation, PowerPoint examples are used and at the conclusion a formal paper will be provided to those attending.

**Abstract**

According to contemporary thoughts, technology is a pivotal component for advancing knowledge if the United States is to be competitive within the world market. However, the professional literature indicates advancements in technology lag implementation at most all levels within the public education setting. Consequently, it should be of little surprise this is especially true at the community college level where student bodies consist of recent high school graduates preparing for entry into the labor market as well as older adults seeking new job skills to reenter the labor market. Several reasons are suggested that hamper community colleges in the adoption and implementation of technology within their curriculums. Basic to these reasons are a lack of appreciation for and knowledge of different technological advancements that can enhance the education of community college students. Appreciation for technology can vary by the organization level of stakeholders (i.e., presidents, deans, and faculty members) with each level having important adoption implications. Likewise, knowledge of technology can vary according to specific areas with the most recent concerning advancements in simulation and assessment. To consider both appreciation for and knowledge about adoption/implementation, an empirical study is conducted utilizing a national random sample stratified according to organizational level of stakeholders and assessing perceptions of value and of knowledge in a randomized group design via MANOVA. Results indicate that all stakeholders value technology but differ in important ways according to knowledge about simulation and assessment technologies. Consequently, recommendations are made for updating the curriculum relative to new technological knowledge.

**Outcomes:**

Participants will be able to: (1) identify different types of technologies, (2) identify impediments to implementation, (3) assess perceptions of different stakeholders, and (4) compare reactions of presidents, deans, a faculty

**Primary Contact Person:**

Dr. I. Phillip Young  
University of California, Davis  
ipyong@ucdavis.edu

**Using Research to Support the Revision of the California Standards for  
the Teaching Profession**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Franciscan**

**Primary Presenter:**  
Dr. Melissa White  
WestEd REL-West

**Secondary Presenters:**  
Eric Crane  
WestEd REL-West  
Terence Janicke  
Commission on Teacher Credentialing

**Session Description**

Since adoption in 1997, the California Standards for the Teaching Profession (CSTP) have become the foundation for beginning teacher induction and are used across the teaching profession for evaluative and developmental purposes. In 2008, the state embarked on a comprehensive revision process aimed at updating the standards to ensure their continuing validity. The revision process centered on the deliberations of an expert panel that was informed by several pieces of original research. This session will describe the CSTP revision process, key findings from the research that was conducted, and an overview of revisions reflected in the newly adopted CSTP.

**Abstract**

Since their adoption in 1997, the California Standards for the Teaching Profession (CSTP) have become the foundation for beginning teacher induction and are widely used across the teaching profession for evaluative and developmental purposes. In 2008, the California Department of Education and Commission on Teacher Credentialing embarked on a comprehensive revision process aimed at updating the standards to help ensure their continuing validity for the teaching profession in California. That process was guided by two central questions: (1) Have the changes in educational policies, changes and/or amendments to the California Education Code and the changing California demographics impacted effective teaching practice? (2) If so, what changes and/or amendments need to be made to the CSTP to ensure they provide the educational community with current, research-based best practices? The revision process centered on the deliberations of an expert panel that was informed by several pieces of original research. This research included a historical account of key changes in the teaching profession since 1997; a review of five other large states teaching standards; a survey to determine the ways in which the CSTP are used by teachers and other practitioners; and another survey to elicit feedback on the draft revised standards. This session will describe the CSTP revision process, key findings from the research that was conducted, and an overview of revisions reflected in the newly adopted CSTP.

**Outcomes:**

Participants will have knowledge of: (1) the process by which the California Standards for the Teaching Profession were revised, (2) the context in which those revisions were made (i.e. historical context, the use of the standards in California, and the nature and content of standards in other states), and (3) understanding of the key changes that are reflected in the newly adopted standards.

**Primary Contact Person:** Dr. Melissa White  
WestEd REL-West  
mwhite@wested.org

**A New Teacher Empowerment Framework for High School  
Improvement: A Multi-Site Case Study**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Franciscan**

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**Primary Presenter:**

Dr. Josh Emmett  
Point Loma Nazarene University

**Secondary Presenters:**

**Session Description**

Broad scale improvement in student achievement eludes the stakeholders in many high schools. This session will engage participants in a discussion of a multi-site case study that examined the relationships between high school innovations and leadership behavior in comprehensive high schools that resulted in improved student achievement and reduction of achievement gaps between low-income and non-low-income students. From this grounded theory study, a new framework emerged of teacher empowerment for high school improvement. Participants will consider strategies for extending the capacity of teachers to meet school improvement goals.

**Abstract**

**Purpose:** The purpose of this multi-site case study was to examine high schools that produced significant, recent gains in student achievement and reduction of achievement gaps between low-income students and non-low-income students between 2002 and 2006, and to identify strategies employed at these schools that produced these results. By acknowledging the key features of the strategies, recognizing the key attributes of leadership, and discovering the catalyst of leadership toward improving student achievement, the embedded case studies portrayed the improvement process undertaken by the selected schools. **Research Methods:** A conceptual framework drawn from the research literature on high school improvement served as the provisional hypothesis for a grounded theory of high school improvement. A multi-site case study design was used to identify innovation strategies employed at three comprehensive high schools. Extensive stakeholder interviews and document analyses were used to surface the key elements and guiding themes for a new grounded framework. **Findings:** Arising from the constant comparative method, a new framework identified and described the role of teacher empowerment in overcoming several obstacles to improvement amid the organizational complexities of large, comprehensive high schools. **Implications for Research and Practice:** This new framework seeks to shift our understanding of high school improvement to capture the element of teacher empowerment that is so closely connected to student learning. As limited empirical research exists on high schools that have improved student achievement, including outcomes for low-income students, this study opens opportunities for new research and suggests strategy priorities for high school innovation.

**Outcomes:**

Participants will: (1) know how three comprehensive high schools produced significant, recent gains in student achievement and reduced achievement gaps between low-income and non-low-income students, (2) engage in discussion regarding the implications of the teacher empowerment framework on leadership for high school improvement, and (3) consider strategies for extending the capacity of teachers to meet school improvement goals.

**Primary Contact Person:**

Dr. Josh Emmett  
Point Loma Nazarene University  
jemmett@pointloma.edu

**Toward a Formative Assessment Based Equity Writing Pedagogy**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Franciscan**

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**Primary Presenter:**

Ms. Shannon Pella

University of California, Davis

**Secondary Presenters:**

**Session Description**

In this presentation, I advocate for formative assessment-based approaches to teacher pedagogical development by illustrating two contrasting models. One model is a common form of in-service professional development that relies on summative forms of assessment data to drive instruction. The contrasting model draws from my doctoral research and discusses how contextualized and culturally responsive formative assessment can contribute to teachers' development of equity writing pedagogy. This presentation is designed to encourage participants to use formative assessment based approaches during instruction as well as to advocate for formative assessment to be included in the objectives for in-service teacher pedagogical development.

**Abstract**

The current educational accountability system, based on standardized test performance, has shaped school culture and has dramatically impacted teacher pedagogical development. In this presentation I suggest that standardized assessment pedagogy has institutionalized what was formerly referred to as teaching the test. This standardized assessment pedagogy is based on teachers over reliance on externally designed and scored assessment data and teachers limited use of on-going formative assessment and contextualized instructional responses. In order to illustrate an alternative to standardized assessment pedagogy, I report findings from a study in which I focused on one middle school language arts teacher as she developed equity writing pedagogy in her culturally and linguistically diverse classroom. I describe the teacher developing pedagogy by documenting her on-going formative assessment of student learning and her contextually embedded instructional responses. By illustrating an equity writing pedagogy as an alternative to standardized assessment pedagogy, I argue for in-service teacher professional development programs to integrate formative assessment approaches and equity perspectives into their goals for teacher pedagogical development.

**Outcomes:**

Participants will be able to: (1) analyze the roles formative assessment can play in standardized pedagogical approaches and equity based pedagogy, (2) understand the impact of formative assessment on instructional design, particularly in culturally and linguistically diverse middle school classrooms, and (3) advocate for teacher in-service professional development to include a focus on formative approaches to assessment.

**Primary Contact Person:**

Ms. Shannon Pella  
University of California, Davis  
smpella@ucdavis.edu

**California Educational Research Association**  
**88<sup>th</sup> Annual Conference Sir Francis Drake Hotel San Francisco, CA**  
**November 18-19, 2009**

**Inclusion of English Learners in NAEP: The Effect on California's  
NAEP Results, and the Recommendations of the Technical Advisory  
Panel on Uniform National Rules**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Renaissance**

**Primary Presenter:**  
Phil Morse  
Independent Consultant

**Secondary Presenters:**

**Session Description**

The National Assessment Governing Board convened in Spring 2009 a panel of experts in English Learner (EL) assessment and accountability, to recommend uniform rules to maximize the meaningful inclusion of ELs and yield more consistent and reliable national scores for the EL subgroup on NAEP. Three members of this panel will discuss the process and recommendations submitted to NAGB. Particular attention will be paid to the potential impact on California's NAEP test results.

**Abstract**

The National Assessment of Educational Progress (NAEP) has, since 1969, been used to assess American public and private school children in key curricular areas. Because education in the US is a state rather than federal function, NAEP has had to accommodate differences between states, leading to difficulties in implementing the assessment in different jurisdictions. A prime example of this is the accommodation or exclusion of special populations such as English Learners (ELs). The interplay between state and national rules has resulted in significant differences in the exclusion of EL students from NAEP among states. For example, in the 2007 NAEP, in Grade 4 Reading, the national average percentage of students excluded was 20.0%. At one extreme, New Jersey excluded 53.4% of its EL students from the NAEP test, while California, with the highest number of EL students in the nation, excluded only 6.7% of ELs, the lowest percentage in the nation (NCES, 2009). The National Assessment Governing Board convened in Spring 2009 a panel of experts in English Learner (EL) assessment and accountability, to recommend uniform rules to maximize the meaningful inclusion of ELs and yield more consistent and reliable national scores for the EL subgroup on NAEP. Three members of this Technical Advisory Panel will discuss key challenges in meaningfully including ELs in NAEP; research evidence reviewed; policy options considered, and recommendations, both short- and long-term, developed and submitted to NAGB in Summer 2009. Particular attention will be paid to the potential impact on California's NAEP test results.

**Outcomes:**

Participants will become familiar with: (1) National assessments, (2) English Language Learner assessments, and (3) English Language Learner accommodations.

**Primary Contact Person:**

Phil Morse  
Independent Consultant  
disaggregator@gmail.com

**Barriers and Support Structures to Implementation of Effective  
Research-Based Classroom Practices for English Language Learners**  
**Day 1 Session 1: 2:15 - 3:45 P.M. Renaissance**

**Primary Presenter:**  
Dr. Mary Suzuki  
Azusa Pacific University

**Secondary Presenters:**  
Dr. Patricia Bonner  
Azusa Pacific University

**Session Description**

How do we ensure that effective research-based classroom practices are being implemented in classrooms throughout school districts? Dr. Mary Suzuki and Dr. Patricia Bonner will share the voices of educators throughout Los Angeles and San Bernardino Counties who reveal what occurs at their schools to support or hinder their ability to implement effective research-based strategies and practices for English language learners in their classrooms. This session will provide suggestions for participants to consider for increasing implementation of these practices in their schools and districts.

**Abstract**

This phenomenological study explored educators' perceptions of support structures and barriers that impact teachers' implementation of effective research-based classroom practices for English language learners. The researcher interviewed 15 teachers, 5 principals, and 3 district administrators. Teachers also completed the Kilpatrick Cantril Self-Anchoring Scale reflecting their perceived levels of implementation of effective practices prior to their Cross-cultural Language Acquisition Development (CLAD) training, following their CLAD training, and the subsequent 5 years. Six emergent themes of support structures or barriers were identified: (a) leadership, (b) beliefs/expectations (c) knowledge, (d) connectedness, (e) resources, and (f) flexibility. Teachers in the study reported that although the CLAD training provided an important foundation, it was not sufficient training and that ongoing professional development was also necessary. Findings from this study provide insight into the support structures and barriers that may support or hinder implementation of effective research-based practices.

**Outcomes:**

Participants will: (1) identify barriers to teacher implementation of effective research-based classroom practices for English language learners, (2) identify a variety of support structures to encourage successful teacher implementation of effective research-based practices, and (3) receive practical suggestions to support implementation of effective research-based classrooms for English language learners throughout their school and district.

**Primary Contact Person:** Dr. Mary Suzuki  
Azusa Pacific University  
msuzuki@glendora.k12.ca.us

**A Data-Driven Culture gets RESULTS!**  
**Day 1 Session 2: 4:00 - 5:30 P.M. Empire**

**Primary Presenter:**  
Kristen Nelson  
Action Learning Systems/ Capistrano U.S.D.

**Secondary Presenters:**  
Jason Willoughby  
jwilloughby@actionlearningsystems.com

**Session Description**

In 2009, Las Palmas Elementary in Capistrano Unified increased its API by 71 points, the 4th highest growth of any school in Orange County. Not only did every subgroup show growth, but the Latino/ Hispanic subgroup grew by over 100 points in their API. In addition to having a dedicated staff, Las Palmas has partnered with Action Learning Systems to align instructional delivery strategies, use data from formative benchmark assessments to create instructional change, and to refine leadership roles at the school site. Share in the dissemination of the data that illustrates why a Data-Driven Culture gets RESULTS!

**Abstract**

This presentation will illustrate the exceptional results of the partnership between Las Palmas Elementary in Capistrano Unified and Action Learning Systems (ALS). Las Palmas is a two way Spanish language immersion school located in San Clemente, California. The staff at Las Palmas received professional development on the research based instructional strategy of Direct Interactive Instruction. ALS worked with the principal to ensure school wide implementation of this strategy by gathering data on implementation walks. In addition, the principal and teachers embraced Action Learning Systems benchmark assessments which drove their instructional decisions and modifications based upon the students' needs. Formative assessment practices provide students and teachers specific, regular feedback on how well students are mastering concepts and skills, feedback that both teachers and students can use to shape ongoing learning. Teachers administered benchmark assessments four times throughout the year and met in grade level teams to analyze the data and make specific instructional modifications. Not only were modifications made in the classroom, a RTI intervention program was created based on the formative assessment data. This RTI program served over 250 students K-5 and was able to use specific intervention programs targeted at student needs based on the ALS benchmark assessments. As teachers became more aware of what formative assessments- and the data analysis process entailed and how to create specific action plans geared toward grade level standards, they began to truly embrace the power of "on demand" data. They understood that making modifications in their instructional delivery that included research based instructional teaching strategies, like Direct Interactive Instruction, would help students make the most progress. Teachers set grade levels goals, and along with their grade level team members and the principal, monitored their progress toward achievement of those goals via regular grade level meetings, classroom visits by the principal, and coaching support for the teachers. The collaborative effort between the leadership and the teachers led to the successful implementation of a

**Outcomes:**

Participants will be able to: (1) clarify and describe the role of formative benchmark assessments and how the data from the assessments drives instructional modification based on student needs, (2) understand the history and background of Las Palmas Elementary School's significant student achievement growth, (3) identify and discuss the instructional delivery strategies that contributed to the significant student achievement growth of Las Palmas Elementary School, and (4) examine and describe the roles and responsibilities of an accountable leader in a Data-Driven school.

**Primary Contact Person:** Kristen Nelson  
Action Learning Systems/ Capistrano U.S.D.

Formative Assessment Practices Using the POWERSOURCE Algebra  
Curriculum: A View from the Classroom and Teacher Perceptions  
Day 1 Session 2: 4:00 - 5:30 P.M. Cypress/Monterey

**Primary Presenter:**  
Ms. Jessica Ulloa  
UCLA/CRESST

**Secondary Presenters:**

### Session Description

The session will present findings obtained through semi-structured teacher interviews and classroom observations about how teachers use POWERSOURCE formative assessments in algebra to inform their instruction planning and strategies. Best practice classroom strategies and teacher perceptions will be addressed, in addition to implications for instruction and learning.

### Abstract

Theory and research identifies the importance of formative assessment as a powerful tool for improving student learning and guiding instruction. Despite the rich potential of formative assessments, educators often have a limited capacity to engage in quality assessment practices in the classroom and adjust instruction during the course of learning that responds to student learning needs. As part of a multiple district study of a formative assessment-based middle school math intervention (POWERSOURCE), twenty-five 6th and 7th grade teachers were randomly selected to participate in interviews and a series of classroom observations. One-on-one interviews were conducted after the observation. The purpose of these interviews and observations was to explore how formative assessment is implemented, understood, and used by teachers to guide practice. The interview measure was also designed to obtain open-ended teacher feedback and perceptions about how teachers professional development and support needs for POWERSOURCE formative assessment use. Analysis of both observations and interviews showed evidence that teachers used student assessment information to help make instructional decisions about follow up lessons such as identifying concepts that need to be reinforced, adding various type of practice problems, and deciding how to group students. The study findings also showed that teachers incorporated POWERSOURCE knowledge and strategies into their regular curriculum to teach fundamental math concepts and prepare students for district benchmark testing. Teachers reported use and application of POWERSOURCE professional development offerings and resources, particularly those focused on teachers conceptual knowledge of the Algebra domain. Overall, the study provided insight about effective assessment and teaching practices that support educators during instruction and promote student learning goals.

### Outcomes:

Participants will be able to: (1) acquire knowledge about how teachers use Formative Assessment information to guide instruction and identify student learning needs and goals in middle school math and (2) receive broad insight into teachers professional development needs in the area of formative assessment and how teachers perceive students respond to POWERSOURCE math concepts, lessons and assessments.

**Primary Contact Person:** Ms. Jessica Ulloa  
UCLA/CRESST  
julloa@cse.ucla.edu

**The Third Grade Dip: Using Predictive Assessment to Inform  
instruction and Best Practices**  
**Day 1 Session 2: 4:00 - 5:30 P.M. Cypress/Monterey**

**Primary Presenter:**

Dr. David Hutt  
San Bruno Park School District

**Secondary Presenters:**

**Session Description**

Session discusses the 3rd grade dip found in San Bruno District. San Bruno has looked very closely at the curriculum and assessment offered to students and has come up with an assessment plan that identifies key standards at third grade and focuses on targeted instruction and best practices. For this, San Bruno has selected the Acuity assessment system because of its flexibility and predictability. Acuity was developed by CTB in Monterey, California and is research-based assessment system that provides valid and reliable assessment items and assessment data. It contains diagnostic and predictive benchmark tests, allowing districts to gain actionable data on student achievement, measure student progress towards the California State Standards, and predict performance on the CST.

**Abstract**

CTB has partnered with San Bruno School District to help them identify trends in low performing third graders and to aide them and educators nationally that are challenged with the following issues:

- Assessing student understanding and retention throughout the school year.
- Tracking expectations of student performance on the CST
- Analyzing student performance on specific skills and concepts
- Using the data for actionable instruction that targets students strengths and areas of weakness
- Skill or ability grouping of students that need re-teaching
- Following student growth both within a school year as well as from year to year
- Developing assessments that are valid and reliable but that can also be administered in 1 class period
- Having accurate and reliable data to make decisions from

Acuity is the Assessment series that is designed to meet classroom and district needs. It has Diagnostic tests aligned to district curriculum which enables teachers to assess what they taught when they taught it. Predictive tests that model content coverage and items that mirror the CST. There is rapid turnaround on report generation that allows the educator to drill down to individual test items; available at the student, class, school and district levels. Instructional resources are included and correlated to the State Standards along with a state correlated test item bank. All assessments are grounded in CTB's industry leading research and psychometric excellence and have been scaled vertically to track growth over time.

Come learn about benchmark and predictive assessments it will change the way you think about assessment and learning.

**Outcomes:**

Participants will be able to: (1) understand CST Prediction Design, (2) align teaching strategies to focus on students area of weakness, (3) set students up for success by passing the CST, and (4) use Assessment Data to drive Instruction

**Primary Contact Person:**

Dr. David Hutt  
San Bruno Park School District  
dhutt@sbpsd.k12.ca.us

Checking For Understanding-The Real Time Formative Assessment  
That Improves Student Learning  
Day 1 Session 2: 4:00 - 5:30 P.M. Carmel

**Primary Presenter:**

Dr. Silvia Ybarra

DataWORKS Educational Research

**Secondary Presenters:**

**Session Description**

Learn why questions asked during a lesson are more important than questions asked on a test after the lesson is over. This interactive session demonstrates how to integrate effective questioning techniques into well-crafted lessons. The presenters will teach sample lessons with the audience serving as students and coaches. Techniques will be modeled on how to bring along all students including English Learners, struggling students, and uncooperative students. Included will be research results of classroom use of the practices and surprising results of students' perceptions of their own learning. Attendees will also receive a free whiteboard, marker, and classroom poster.

**Abstract**

Questioning students to verify that they are learning during a lesson is more important than looking at test results after the lesson is over. This is because if students can't successfully answer questions during a lesson, teachers can re-teach on the spot, in real time, so that students are immediately successful. When students can't answer questions on the test, it's too late to modify instruction: the lesson is already over. In reality, questioning students during a lesson is the purest implementation of using formative assessments to modify instruction. The interactive session will include questioning techniques, and most importantly, how to incorporate them into well-crafted lessons. The presenters will model the practices by teaching lessons with the audience serving both as students and as classroom coaches. The phenomenal results of a research project from schools in California, South Carolina, and New Mexico using the practices will be presented including student achievement results and the surprising student perceptions of their own learning when teachers use effective practices. The strategies in this session are based on research by DataWORKS Educational Research that has included the collection and analysis of over 2 million student worksheets and 25,000 classroom observations. The techniques have been used by thousands of teachers in California and other states.

**Outcomes:**

Participants will know: (1) why Checking for Understanding questions asked during a lesson are more important than questions asked on a test after the lesson is over, (2) how to successfully engage ALL students in classroom questions, (3) how questioning practices integrate into a well-crafted lesson, and (4) student outcomes when researched-based questioning practices are implemented in the classroom.

**Primary Contact Person:**

Dr. Silvia Ybarra

DataWORKS Educational Research

silvia@dataworks-ed.com C.C. alfredo@dataworks-ed.com

**The Art of Feedback in the Visual Arts Elementary School Classroom**  
Day 1 Session 2: 4:00 - 5:30 P.M. Carmel

**Primary Presenter:**  
Ms. Yael Silk  
UCLA/CRESST

**Secondary Presenters:**  
Kirby Chow  
UCLA/CRESST

**Session Description**

Providing students with specific and critical feedback throughout the learning process is necessary in all disciplines and the arts are no exception. This session will recount the rich role that formative assessment can play as a meaningful part of elementary school visual arts instruction. Researchers will share results from 14 classroom observations completed during the 2008-2009 school year. Observed classroom teachers were participating in a professional development program run through the Armory Center for the Arts and co-taught with teaching artists.

**Abstract**

A program evaluation of the Armory Center for the Arts Artist/Teacher Collaborative professional development program demonstrated the importance of formative assessment in the elementary school visual arts classroom. As part of this Department of Education supported training program, elementary school teachers work collaboratively with professional teaching artists to learn how to integrate the Open Court English Language Curriculum with the current SRA Visual Arts Connections curriculum. Participants attend a two-day training session followed by twelve weeks of professional development in the classroom with a master teaching artist. During classroom observations, external evaluators noted teachers frequently engaged in formative assessment. Across the board, teachers communicated specific and clear art making criteria for students to follow, spot checked student work throughout individual work time, and provided meaningful feedback. Many teachers incorporated a reflection practice at the end of their lessons, encouraging students to talk about their progress in their own words. Additionally, students often had time to revisit and revise their work. Further analysis demonstrated that both classroom teachers and teaching artists regularly gave students feedback throughout the art making process. The focus of this feedback primarily related to the art making process itself. Teachers also made descriptive comments about students projects, expressed general encouragement, and gave feedback about students visual arts knowledge. Approximately two thirds of the feedback was delivered verbally. Additionally, teachers participated in a hands-on manner with student projects, modeled processes, and utilized exemplars. Results have implications for understanding how formative assessment is applied in the visual arts classroom.

**Outcomes:**

Learn about how the visual arts classroom naturally lends itself to formative assessment opportunities. Compare and contrast the assessment strategies of classroom teachers and teaching artists. Propose new research questions and observation protocols to guide 2009-2010 classroom observations

**Primary Contact Person:** Ms. Yael Silk  
UCLA/CRESST  
silk@cse.ucla.edu

**The Algebra Gap: Ramifications of Under-Preparing our Students**  
**Algebraically and Effects of Algebra-For-All**  
**Day 1 Session 2: 4:00 - 5:30 P.M. Tudor**

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**Primary Presenter:**  
Dr. Lorie Sousa  
Key Data Systems

**Secondary Presenters:**  
Shirley Roath  
Riverside County Office of Education

**Session Description**

The session will consist of two parts. First, we will discuss the importance of preparing students to think algebraically for long term academic and career success and the Algebra gap that can be observed in data across the state. The second part will be a presentation of a study conducted as a result of the Algebra-For-All policy that could be enacted in the near future to comply with NCLB. The study was done to investigate the ramifications of such a mandate.

**Abstract**

In July 2008, a proposal at the state level was under review that would require all 8th grade students in California to enroll in Algebra I. This mandate is currently on hold, but not off the table. Analysts suggest that it may re-emerge as policy in the near future. If we are to face this challenge prepared, students will need to develop Algebraic reasoning beginning in Kindergarten. The goal of K-7 mathematics instruction should be to build algebraic thinking not just arithmetic thinking. To evaluate the ramifications of an Algebra-For-All policy, a study was conducted investigating seven research questions using the CST data of a sample of nearly 32,000 students (demographically reflective of California). Our inquiry evaluated the difference in 8th grade performance between three Algebra I majority districts, and demographically similar districts that had individualized 8th grade math placement policies. We found that students in Algebra I majority districts who took Algebra I in 8th grade were less likely to score proficient or advanced on both 8th and 9th grade CST-Math than students in districts with individual placement policies. This suggests that requiring all students to take Algebra I in 8th grade, many of whom are not prepared, will result in lower levels of proficiency in 8th grade math, with those affects carrying over into high school. Thus, mandating all 8th grade students take Algebra I, without appropriate curricular and pedagogical support, would be unlikely to promote student achievement, and likely irreparably damage many student's attitudes toward mathematics.

**Outcomes:**

Participants will learn: (1) the importance of teaching not just "arithmetically," but "algebraically" from Kindergarten on to hold student interest, prepare students to meet proficiency, and provide them with the skills and tools necessary to seek high level occupations, (2) the outcomes of a study intended to investigate the effects of proposed Algebra-For-All mandates on student performance, and (3) the optimal range of 6th and 7th grade CST-math scores to be used in the placement of students into General Math or Algebra 1.

**Primary Contact Person:** Dr. Lorie Sousa  
Key Data Systems  
lorie@keydatasys.com

**The Effectiveness of a Standards-Based Integrated Chemistry and  
Mathematics Curriculum on Improving the Academic Achievement in  
Chemistry for High School Students in Southern California**  
Day 1 Session 2: 4:00 - 5:30 P.M. Tudor

**Primary Presenter:**  
Dr. Blessing Mupanduki  
Azusa Pacific University

**Secondary Presenters:**

**Session Description**

This session will present results of the findings of a research on how the integration of standards-based chemistry and mathematics curricula resulted in the improved student academic achievement in high school chemistry.

**Abstract**

The purpose of this study was to determine whether integrating chemistry and mathematics curricula and teaching practices significantly improves academic achievement in chemistry among high school students in Southern California. The study was conducted during the 2008-2009 academic year. A quasi-experimental research design was used to explore the effects of a standards-based integrated chemistry and mathematics curriculum (Integrated CHEMAT) and teaching practices on student academic achievement when compared to a traditional standards-based chemistry curriculum (Regular CHEM) and teaching practices. Academic achievement was based on a researcher-created Chemistry Achievement Assessment (CHAAS). The sample population involved in the research included 136 high school chemistry students attending high school in a Southern California rural school district. The research involved 2 groups of 68 students each: the experimental group and the control group. The data were analyzed using SPSS independent samples t-test, one-way multivariate analysis of covariance (MANCOVA), and profile analysis. Statistical significance was determined at the .05 and .001 levels. Significant differences were found when analyzing the effects of the standards-based integrated chemistry and mathematics curriculum and teaching practices. All 3 statistical analysis procedures (the independent samples t-test, MANCOVA, and profile analysis) indicated that students in the integrated CHEMAT program scored significantly higher than the students in the regular CHEM program in achievement scores based on the results of the CHAAS.

**Outcomes:**

Participants will know: (1) how to integrate mathematics standards into the chemistry curriculum to improve chemistry academic achievement, (2) how to design and implement a standards-based integrated curriculum, (3) how to develop and analyze formative assessments, and (4) how to use the assessment results to drive instruction.

**Primary Contact Person:** Dr. Blessing Mupanduki  
Azusa Pacific University  
blessten@yahoo.com

**The Prospects of Lesson Study: The Role of a Continuous Improvement  
Mindset**  
**Day 1 Session 2: 4:00 - 5:30 P.M. Windsor Theater**

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**Primary Presenter:**

Mr. Greg Gero  
Claremont Graduate University

**Secondary Presenters:**

**Session Description**

I will present my research regarding the factors that may hinder or promote the effectiveness of lesson study as a vehicle for improving teaching practice. After describing the Japanese origins and history of lesson study, I will summarize the emerging literature on the topic. I will propose a theoretical framework that attempts to explain the mechanism through which lesson study improves teaching. I will describe the methods, results, and discuss the findings of my research. I will discuss the implications of my research, and share suggestions for the successful design and implementation of lesson study and similar teacher development projects.

**Abstract**

Over the past decade, lesson study has been implemented with varying degrees of success in the U.S. This study attempts to investigate factors that hinder or support the effectiveness of lesson study. Teachers attitudes related to lesson study were explored, including: collaboration, reflective practice, continuous improvement, lesson observations, and comfort with critique. Survey data were collected from 55 teachers at two schools. Path analysis and factor analysis were utilized to investigate variables that influenced teacher support, and to reveal underlying characteristics of the data set. Results showed that a continuous improvement mindset was a significant predictor of teacher support for lesson study. The role of a continuous improvement mindset was alluded two in both the path analysis and the factor analysis. Path analysis revealed the indirect association between continuous improvement attitudes and support for lesson study. Furthermore, the most significant factor that emerged in the factor analysis was a continuous improvement orientation. These results suggest that teachers attitudes about this orientation are especially important when considering lesson study. A predisposition toward continuous improvement may play a critical role in determining the effectiveness of any number of teacher development programs, which like lesson study, are grounded in a similar philosophy of improvement.

**Outcomes:**

Participants will develop an understanding of: (1) the potential for lesson study to foster substantial improvements in teaching, (2) how teachers' ability to develop a continuous improvement mindset may be critical for the effectiveness of lesson study, (3) the characteristics of the American teaching culture that pose the biggest challenge to the success of lesson study, and (4) some of the design and implementation strategies that can strengthen lesson study and similar teacher development programs.

**Primary Contact Person:**

Mr. Greg Gero  
Claremont Graduate University  
gregory.gero@cgu.edu

**The Reflective Teacher: An Action Research Model**  
**Day 1 Session 2: 4:00 - 5:30 P.M. Windsor Theater**

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**Primary Presenter:**  
Dr. Leena Furtado  
California State University, Dominguez Hills

**Secondary Presenters:**  
Ms. Dawnette Anderson  
McNair Scholar, CSUDH

**Session Description**

This study examines a protocol of action research applied by teachers in K-Adult instruction. A purposeful selection of four case study illustrates teachers in action (research) and systematic reflections. A teacher leadership matrix was developed to analyze the demonstration of: teacher exposition to connecting theory to practice; developing teacher philosophy of teaching and learning; collaboration with peer teachers; and ownership of instructional outcomes.

**Abstract**

This descriptive case study examines a protocol of action research applied by teachers in K-Adult instruction. This study illustrates a selection of four action research case studies chosen from twenty-nine teacher participants enrolled in a M.A. Curriculum and Instruction capstone course at a southern California university. The action research projects range from Kindergarten to Adult school focused on instructional improvements. Throughout the implementation of innovative teaching strategies, the participants completed systematic reflections during their action research process and development. The participants' action research and reflective journals were examined according to a teacher leadership matrix. The teacher leadership matrix was developed to analyze: teacher exposition of connecting theory to practice; developing teacher philosophy of teaching and learning; collaboration with peer teachers; and demonstrating ownership of instructional outcomes. The examination of participants' data concludes systematic reflection and action research leads to teacher confidence, personal empowerment, and enhanced professionalism.

**Outcomes:**

Participants will explore: (1) the concept of Teacher Leadership, (2) the desired dispositions leading to teacher leadership, (3) the research results from action research, (4) reflection in-action and on-action, and (5) engage in systematic reflections.

**Primary Contact Person:** Dr. Leena Furtado  
California State University, Dominguez Hills  
lfurtado@csudh.edu

The Evaluation of Community Education and Engagement Project  
Day 1 Session 2: 4:00 - 5:30 P.M. Windsor Theater

**Primary Presenter:**

Dr. Linlin Li

Hatchuel Tabernik & Associates

**Secondary Presenters:**

**Session Description**

This session will share an evolving model of community conversations with School Board Members designed to increase parent engagement in supporting school improvement and to inform Board policy formation. Participants will learn about the development, implementation, and evaluation of the community education and engagement project for Oakland schools that are in Program Improvement. The presenter will share findings regarding parent engagement, reflect on the convenings' content, process, logistics that identify strengths and areas for improvement, and facilitate a discussion of the sustainability of the program model.

**Abstract**

The purpose of this study is to assess the effect of the "Community Education and Engagement Project" on parent engagement, School Board policy formation, and the sustainability of the program model. The results indicate that participating parents have a high level of engagement in their children's schools and moderate to high level of satisfaction with the Board/ community engagement process. Parents indicated that their children's schools should improve their communications with students and parents, provide more support for school work, and address language and cultural issues. The convenings' content, process, logistics that identify strengths and areas for improvement, as well as the sustainability of the program model are discussed. Given the limited evaluations and research available on community partnership models that are designed to increase meaningful parent participation to support school improvement, this study will shed light on how to encourage parent engagement and sustain the engagement activities over time.

**Outcomes:**

The "Community Education and Engagement" project addresses the efficacy and sustainability of community convenings with School Board Members. These convenings engage neighborhood and school-based leadership, parents and Board Members to support policy formation in the Oakland Unified School District (OUSD) as it strives to build parent engagement, school-level student achievement, and internal efficiencies within the district. In this session, participants will learn: (1) the model used by OUSD to support Community Education and Engagement; (2) parents' level of engagement in their children's schools and their satisfaction with the Board engagement convenings at OUSD; (3) critical reflections on the Board engagement convenings' content, process, logistics that identify strengths and areas for improvement; (4) critical discussions of the sustainability of the program model.

**Primary Contact Person:**

Dr. Linlin Li

Hatchuel Tabernik & Associates

lli@htaconsulting.com

**Common Assessment: Going from Data to Action**  
**Day 1 Session 2: 4:00 - 5:30 P.M. Franciscan**

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**Primary Presenter:**

Ms. Susan Green

San Juan Unified School District

**Secondary Presenters:**

**Session Description**

Do you have good assessments? Now what do you do? This session will focus on how to support school sites in using data from common assessments (grade level, site level or district level) to change instructional practices. The session will explore types of reports that are useful to sites, protocols for data conversations at the sites as well as professional learning for the site facilitators.

**Abstract**

San Juan Unified is in its third year of using the DataDirector system. The district is giving district benchmark assessments and sites are giving their own additional common assessments. This session will focus on what we have learned during our implementation of both DataDirector and common assessments. The session will examine the following ideas: (1) Sites need more than just good assessments. Sites need to see the data in usable reports both focusing on the assessment itself and the progress students are making in terms of meeting the standards. (2) Sites also need structures for their conversations in order to assist them in moving from just talking about the data to planning for changes to their instructional practices. (3) Sites need trained facilitators on how to use the structures with their staff.

**Outcomes:**

Participants will: (1) be aware of different types of data reports are useful for schools to understand and use data from assessments, (2) be aware of the needs for protocols in order to assist schools in using data to facilitate instructional changes, and (3) be aware of different types of conversation protocols available for schools to use.

**Primary Contact Person:**

Ms. Susan Green  
San Juan Unified School District  
sgreen@sanjuan.edu

**Building an Interim Assessment System: A Workbook for School  
Districts**  
**Day 1 Session 2: 4:00 - 5:30 P.M. Franciscan**

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**Primary Presenter:**  
Mr. Eric Crane  
WestEd

**Secondary Presenters:**

**Session Description**

This session will introduce an interim assessment workbook produced by WestEd for the Council of Chief State School Officers (CCSSO). Working in collaboration with assessment leaders from around the country, WestEd developed the workbook, which contains the vision, infrastructure, and resource questions critical to a thorough, district-level self-examination of readiness for an interim assessment system. The questions are intended to guide district stakeholders through a structured consideration of building or revisiting a district-level interim assessment system.

**Abstract**

More and more school districts are turning to interim assessments as one part of a school reform strategy that emphasizes data-driven decision-making. However, in too many cases, districts undertake this effort without a full understanding of the ingredients necessary for success. With this backdrop, WestEd and the Council of Chief State School Officers (CCSSO) worked with state-level assessment leaders in over a dozen states to develop a workbook to support and inform district-level decisions. The workbook contains the vision, infrastructure, and resource questions critical to a thorough, district-level self-examination of readiness for an interim assessment system. The questions are intended to guide district stakeholders through a structured consideration of building or revisiting a district-level interim assessment system. Ideally, the questions would be answered collaboratively, not solely by a district administrator in isolation. A team of district stakeholders addressing these questions is the approach most likely to yield progress in creating a lasting, successful system. The workbook is organized into the following nine sections: Goals and Vision Elements and Features Professional Development Alignment to Standards and Curriculum Costs and Capacity Test Development and Technical Quality Administration and Scoring Reporting Evaluation. The presentation will include a discussion of the context for the workbook, a summary of how it was developed, and an overview of its sections. Following the presentation, there will be time for audience questions.

**Outcomes:**

As a result of the session, participants will: (1) become familiar with a new resource for school districts considering or revising an interim assessment system, (2) understand the context for this work and the process that led to the development of the workbook, and (3) understand some of the key questions that need to be answered before developing or purchasing an interim assessment system.

**Primary Contact Person:** Mr. Eric Crane  
WestEd  
ecrane@wested.org

**Online Interactive Reporting Tools**  
**Day 1 Session 2: 4:00 - 5:30 P.M. Franciscan**

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**Primary Presenter:**

Mr. Terrence Willett

California Partnership for Achieving Student Success

**Secondary Presenters:**

**Session Description**

The California Partnership for Achieving Student Success (Cal-PASS) has developed a new secure online analytical processing (OLAP) tool for member institutions. We will provide an orientation on how to access and use the tool. Guided by common research questions, we will demonstrate how to extract relevant information, generate visualizations, and export tables and charts for use in reports and presentations. The OLAP tool will also be compared to other online reports available to Cal-PASS users.

**Abstract**

Many institutions facilitate the data inquiry process by making significant investments in new software, personnel, and training. Data warehouses and online analytical processing (OLAP) technology enables quick, flexible analyses of databases that contain all the source data. Using these tools, analysts can efficiently navigate extremely large datasets and develop tables or charts that provide answers - often within minutes. However, due to resource constraints many institutions cannot afford to take advantage of these powerful tools. Using the technology described above, the California Partnership for Achieving Student Success (Cal-PASS) has developed a tool for member institutions that greatly reduces the resources required for providing data to the inquiry process. This OLAP tool is a new addition to the core services offered to members. The user interface runs entirely from within a web browser so there is no need to install a custom application. The tool gives researchers access to many variables for analysis including enrollments, grades, demographics, and award attainment. In this presentation we will provide an orientation on how to access and use the tool. Guided by common research questions, we will demonstrate how to extract relevant information, generate visualizations, and export tables and charts for use in reports and presentations. The OLAP tool will also be compared to other online reports available to Cal-PASS users.

**Outcomes:**

Participants will be able to: (1) define on-line analytical processing (OLAP), (2) explain how to access OLAP cubes and other reports available to them through Cal-PASS, (3) utilize the OLAP cubes and other reports to answer key questions about student achievement, and (4) provide suggestions for improvements and future OLAP designs.

**Primary Contact Person:**

Mr. Terrence Willett

California Partnership for Achieving Student Success

twillett@calpass.org

**Developing Proficiency in Assessing Student Learning**  
**Day 1 Session 2: 4:00 - 5:30 P.M. Renaissance**

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**Primary Presenter:**  
Dr. Brent Duckor  
San Jose State University

**Secondary Presenters:**  
Jia Liu  
San Jose State University

**Session Description**

This session focuses on a pre-service student and his use of exit surveys to improve his formative assessment tools and practice. Presented as a case study, both the student and university instructor narrate the challenges and opportunities for pre-service teachers who are beginning to acquire more sophisticated mental models of classroom assessment in Phase II student teaching. Our story shows how to connect apparently disparate notions--related to formative assessment, validity evidence, and the uses of student feedback on assessment tools-- into more powerful understandings of assessment that can improve the quality of information gathered in the classroom for teachers

**Abstract**

Pre-service teacher education programs in California are guided by State standards, professional knowledge, and local understandings of what stakeholders believe student teachers know and should be able to do in the profession. CSU preparation programs, in particular, face competing demands on their curriculum, and each has configured solutions to what many have called "the assessment crisis" (Stiggins, 2002; Popham, 2000, 2004; Braun & Mislevy, 2005). This paper focuses on a pre-service student of mathematics in an urban secondary school and his use of exit surveys to improve his formative assessment tools and practice. The case study examines how students can acquire more sophisticated mental models of classroom assessment in Phase II student teaching, prior to induction. By articulating a learning progression in the domain of assessing student learning, and by providing case study evidence for emergent understanding on this progression, the authors hope to provide the audience with an opportunity to evaluate new ways of meeting State standards in the profession. Consideration is given to the intersection of this curricular approach to assessment preparation in one CSU preparation program with the benchmarks set by the Performance Assessment for California Teachers portfolio.

**Outcomes:**

Participants will be able to: (1) recognize role Standards-based preparation in pre-service education programs, (2) understand use of learning progression framework for articulating proficiency in Assessing Student Learning (ASL) domain, (3) examine evidence in a case study of pre-service student whose proficiency is emergent in ASL, (4) evaluate pedagogical and curriculum tools used in pre-service course to advance students' proficiency with ASL, and (5) learn how focus on formative assessment can also connect to traditional measurement concepts such as validity.

**Primary Contact Person:** Dr. Brent Duckor  
San Jose State University  
brent.duckor@sjsu.edu

**Towards a Learning Progression in Assessing Student Learning: From  
the Pre-service to In-service Years**  
**Day 1 Session 2: 4:00 - 5:30 P.M. Renaissance**

**Primary Presenter:**  
Dr. Brent Duckor  
San Jose State University

**Secondary Presenters:**  
Dr. Diana Wilmot  
Santa Clara County Office of Education,  
Assessment & Accountability  
LynneAnne Henderson  
Buchser Middle School. Santa Clara U.S.D.

**Session Description**

This session focuses on the articulation of a learning progression for teachers—from pre-service to in-service years of assessment practice. The learning progression model addresses the Assessing Student Learning (ASL) domain, and it exemplifies a developmentally sensitive approach to teacher growth. This session revolves around how to integrate the visions of assessment literacy and practice currently available to pre-service and in-service providers. Tools and evidence for the learning progression approach are explored in the context of shared work between stakeholders at SJSU's single subject credential preparation program and the Santa Clara County Office of Education Assessment and Accountability Division.

**Abstract**

Research on exemplary teacher education programs (Darling-Hammond, 2005, 2006), professional practice (Grossman et al., 2009), and recent assessment efforts in teaching (NRC, 2008) has given us a broad framework for identify what good teaching in practice looks like from a multi-faceted perspective. Recent work on learning progressions in K-12 education (Corcoran, Mosher, & Rogat, 2009) promise to advance our understanding of how to model growth and capture trajectories in teachers' practice in post secondary education settings—from the pre-service to the induction and in-service years. The challenge has been to connect previous research and institutional strands into a common articulation of what any teacher learning progression might actually look like—from each of the stakeholders' perspectives.

Research on the effects of classroom assessment on student learning (Black & Wiliam, 1998; Brookhart, 2004; Shepard, 2001; Wiliam, Lee, Harrison, & Black, 2004) have established the importance of formative classroom assessment. However, what is lacking in this research is a learning progression that describes how teachers' develop assessment expertise. Hence, one of our challenges as educators is how to measure progress of teachers who must engage in formative classroom assessment. The learning progression proposed in the Assessing Student Learning domain is one viable strategy for constructing measures of teacher practice that count to educators and practitioners in the field.

**Outcomes:**

Participants will be able to: (1) recognize the affordances and constraints of a Standards-based approach to professional preparation in assessment practice, (2) understand the use of learning progression framework for articulating proficiency in Assessing Student Learning (ASL) domain, (3) examine the evidentiary path of growth required for learning progression in ASL, and (4) establish the types of validity evidence needed to support inferences about teachers' proficiency in ASL practice.

**Primary Contact Person:** Dr. Brent Duckor  
San Jose State University  
brent.duckor@sjsu.edu

**Evidence Supporting the Validity of the California High School Exit  
Examination (CAHSEE)**  
**Day 2 Session 1: 10:15 - 11:45 P.M. Cypress/Monterey**

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**Primary Presenter:**  
Dr. Teresa (Tess) Dawber  
Educational Testing Service (ETS)

**Secondary Presenters:**  
CDE CAHSEE Staff

**Session Description**

The purpose of the presentation is to summarize the results of validity evidence gathered to support the CAHSEE. The concept of validity will be defined, and the purpose of the tests, the intended population of students, the constructs to be measured, and the interpretations and uses of the scores will be discussed. The presentation will cover evidence based on the test content, the response processes, the internal structure, and relations to other variables with respect to the 2007 to 2008 school year.

**Abstract**

Validity is defined as the degree to which each interpretation or use of a test score is supported by evidence (AERA, APA, NCME, 1999; ETS, 2002). Validation is the process of gathering evidence to support each proposed interpretation or use. Validation involves varied and multiple sources of evidence rather than a single study or type of investigation (AERA, APA, NCME, 1999; Cronbach, 1971; ETS, 2002; Kane, 2006). The process encompasses the entire test development cycle, from establishing the test design and content of the test to analyzing the results and reporting scores. The purpose of the presentation is to summarize the results of validity evidence gathered to support the CAHSEE. Using information from the 2007 to 2008 school year, the presentation will follow the framework outlined in the Test Standards for Educational and Psychological Testing (APA, AERA, & NCME, 1999). The Standards require an explicit statement of the constructs measured by the test, the intended population of students, the purpose of the test, and how the scores are to be interpreted and used. Relevant documentation will be presented in a manner consistent with the Standards and the critical elements of validity evidence required by the United States Department of Education of testing programs administered by states in response to the No Child Left Behind Act of 2001 (USDOE, 2009). The presentation will discuss evidence related to (1) test content, (2) response processes, (3) internal structure, and (4) relations to other variables.

**Outcomes:**

Participants will: (1) understand that the validation process involves varied and multiple sources of evidence, (2) learn that the validation process encompasses the entire testing development cycle, from establishing the test design and content of the test to analyzing the results and reporting the scores, and (3) learn the kinds of evidence that may provide support for the score interpretations and uses for a large scale assessment program.

**Primary Contact Person:** Dr. Teresa (Tess) Dawber  
Educational Testing Service (ETS)  
tdawber@ets.org

Implications of High-Stakes Tests on English Language Learners  
Day 2 Session 1: 10:15 - 11:45 A.M. Cypress/Monterey

**Primary Presenter:**

Dr. Eva Iskander

California State University, Dominguez Hills

**Secondary Presenters:**

**Session Description**

CAHSEE is an inappropriate measurement for deciding whether English language learners should receive a high school diploma. The CAHSEE is not designed for ELLs for several reasons; a) they have cultural barriers, and b) insufficient language comprehension skills. An analysis of the CAHSEE reveals that there are major problems facing ELLs such as faulty test validity, curriculum gaps missed, wrongly labeled students as underperformers, useless testing alternatives, and increasing drop out rates. When analyzing the CELDT, the methods and the outcome demonstrate conditional effectiveness in evaluating student achievement. There is a huge achievement gap between English only students and ELLs due to serious issues with the validity of both tests.

**Abstract**

The purpose of this literature review is to examine the validity of Standardized testing and the relationship between these tests and second language learners achievement in school. Two standardized tests are included in this review; the High School Exit Examination (CAHSEE), and the California English Language Development Test (CELDT). The literature review also examines which ethnic groups are most highly affected by the state mandated exit exam, and whether those groups continue to attend high school, or drop out. The CAHSEE is not designed for ELLs for several reasons; a) they have cultural barriers, and b) insufficient language comprehension skills. On the other hand, although the CELDT appears to demonstrate effectiveness, and student scores from 2003 to the present day have reflected improvements in language acquisition, yet when the CELDT is analyzed, the methods and the outcome demonstrate conditional effectiveness in evaluating student achievement. While many schools are scrambling to meet the need of these diverse groups and other minority students, the literature shows that high-stakes test such as the California High School Exit Exam, and the California English Language Development Test were not written with the English Language Learners in mind. The literature also indicates that there is a huge achievement gap between English only students and ELLs due to serious issues with the validity of both tests. Thus, in this literature review empirically grounded themes are identified and suggestions are made for the purpose of research and practice.

**Outcomes:**

This paper examines the validity of Standardized testing and the relationship between these tests and second language learners achievement in school. Two standardized tests are included in this review; the High School Exit Examination (CAHSEE), and the California English Language Development Test (CELDT). The paper also examines which ethnic groups are most highly affected by the state mandated exit exam, and whether those groups continue to attend high school, or drop out.

**Primary Contact Person:**

Dr. Eva Iskander

California State University, Dominguez Hills

eiskander@csudh.edu

**Standards, Assessments, Grading: Where's the Connect?**  
**Day 2 Session 1: 10:15 - 11:45 A.M. Cypress/Monterey**

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**Primary Presenter:**

Dr. Keni Cox  
California State University, Fullerton

**Secondary Presenters:**

**Session Description**

The presenter will challenge participants to consider their own perceptions of the nature and purpose of schooling and the relationship to classroom grading practices. Findings from a year-long study of a southern California high school committed to grading reform will be shared as a springboard for addressing key questions: Why does the gap between recommended grading practices and the field persist? Where do grades 'fit' in a standards-based system? What is the role of leadership?

**Abstract**

Amidst all of the rhetoric--formative, common, benchmark, and high stakes assessment--the assessment that most affects students is the least discussed: grades. Drawn from a year and half study of a southern California high school district, this presentation focuses on the reaction of teacher leaders to a broad-based district effort to establish standards-based grading practices. District leaders advocated course-alike grading agreements, the end to penalties for late homework, elimination of the zero for failing work, and a test-retake policy. The researcher observed districtwide inservice sessions, conducted a focus group of 'high implementers' and interviewed district reform advocates and nine teacher leaders across five sites. Findings confirm previous research regarding the highly personal nature of grading practices, the role of course content, and the use of formative assessments for summative purposes. The researcher argues that a dominant variable was the teacher's view of the nature and purpose of schooling and suggests that standards-based grading is ultimately dependent on reformers and the reluctant coming to grips with what is a profound difference in philosophy.

**Outcomes:**

Participants will: (1) know how one district attempted to bridge the gap between standards-based instruction and course grades, (2) understand the barriers to standards-based grading in a standards-based system, (3) consider how perceptions of the nature and purpose of schooling affect teacher grading practices, and (4) consider their own biases and assumptions regarding the connection between assessment and grades.

**Primary Contact Person:**

Dr. Keni Cox  
California State University, Fullerton  
kcox@fullerton.edu

**The Achievement Gap of Language Minority Students in Elementary  
and Middle School**  
**Day 2 Session 1: 10:15 - 11:45 A.M. Carmel**

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**Primary Presenter:**

Dr. Maria Martiniello  
Educational Testing Service

**Secondary Presenters:**

**Session Description**

This presentation will discuss the results of a study on the achievement gap of language minority groups in English Language Arts (ELA) and Mathematics tests (grades 3, 5, and 7) in a state with large percentage of language minority students. This study addressed these research questions:

- What is the size of the achievement gap in ELA and Mathematics for English Language Learners (ELLs), former ELLs, and English-only students in elementary and middle school?
- What are the patterns of achievement gaps across grades and subjects?
- How does the linguistic isolation of schools affect the size of the gap?

**Abstract**

English Language Learners (ELLs) are among the lowest scoring groups in both national and state assessments of mathematics and reading. This paper summarizes the results of a study on the achievement gap of language minority groups in grades 3, 5, and 7 English Language Arts and Mathematics tests in a state with large percentage of language minority students. This study addressed these research questions:

- What is the size of the achievement gap in English Language Arts (ELA) and Mathematics for language minority groups and English-only students in elementary and middle school?
- What are the patterns of achievement gaps across grades and across subjects?
- What happens to the achievement gap patterns among groups when we account for differences in their student background characteristics?
- What is the effect of the linguistic isolation of schools on the size of the achievement gap?

HLM was used to address the nesting of students within schools. Results confirm that ELLs score lower than all other groups on average in both mathematics and ELA in all grades studied (Grades 3, 5, and 7). In contrast, former ELLs score higher than English-only students on average. The gaps between ELLs and all other groups tend to be larger in upper grades in both subjects. These gaps are larger in ELA than in mathematics. When we account for differences in the groups' student background characteristics, gaps between former ELLs and English-only students become larger while gaps between ELLs and English-only students became smaller.

**Outcomes:**

Participants will: (1) learn about the size of the achievement gap between language minority students and students with English-only background, (2) learn about the achievement gaps among the different groups of language minority students, i.e., ELLs and ELLs who have been reclassified as proficient in English (Former ELLs), and (3) learn about the patterns of group differences across grades and across subjects.

**Primary Contact Person:**

Dr. Maria Martiniello  
Educational Testing Service  
mmartiniello@ets.org

**Differential Mathematics Achievement Outcomes Among Latino and  
Asian Native and Non-native English Speakers**  
Day 2 Session 1: 10:15 - 11:45 A.M. Carmel

**Primary Presenter:**

Dr. Eduardo Mosqueda  
University of California, Santa Cruz

**Secondary Presenters:**

**Session Description**

What are the mathematics achievement differences between Latino and Asian English Language Learners (ELLs) and students with English-only background?  
How are the mathematics achievement differences between Latino and Asian English Language Learners (ELLs) and students with English-only background mediated by course taking patterns?

**Abstract**

The proposed project is designed to contribute to an understanding of how the mathematics achievement of non-native English-speaking students with different levels of English Language Proficiency is influenced by institutional mechanisms, such as tracking and course taking patterns. This quantitative analysis of the first and second wave of data from the Education Longitudinal Study of 2002 (ELS:2002) will use Hierarchical Linear Models (HLM) to test both whether the effect of tracking differs among and between Asian and Latino non-native English speakers. Specifically, the goals of this study are to test whether there is an effect of tracking that is dependent on the level of English proficiency of Asian and Latino students, and whether this effect is different for Asian and Latino non-native English speakers. Emphasis is placed on whether the negative effect of English proficiency and tracking will be more notable for Latino non-native speakers, and not as pronounced for non-native speaking Asian students with similar levels of English proficiency. This study aims to contribute to a deeper understanding of how opportunities to learn (or lack thereof) structure the underachievement of non-native English speakers, particularly for ELLs. This research will have important policy implications given that achievement differences for non-native English speakers tend to emphasize English proficiency as an important explanatory factor for such outcomes, and while appealing to many, can distract attention away from the role that schools play in mediating such differential outcomes.

**Outcomes:**

Participants will: (1) learn about mathematics achievement differences between English Language Learners (ELLs) and students with English-only background and (2) learn about achievement differences among Latino and Asian ELLs and English Proficient students.

**Primary Contact Person:**

Dr. Eduardo Mosqueda  
University of California, Santa Cruz  
mosqueda@ucsc.edu

Use with Caution: What CELDT Results Can and Can't Tell Us  
Day 2 Session 1: 10:15 - 11:45 A.M. Carmel

**Primary Presenter:**  
Mrs. Katie Stokes-Guinan  
Stanford University

**Secondary Presenters:**

**Session Description**

Over half of California's students who take the California English Language Development Test (CELDT) may be misclassified into the wrong English proficiency level. In this workshop, participants will first become familiar with the content and purposes of the CELDT, including the three functions for the test. Participants will learn how issues surrounding the CELDT – including faulty administration of the tool, problems inherent in the instrument itself, and the fundamental problem that there is no agreed upon definition of English proficiency – may make it ill-suited for carrying out these functions.

**Abstract**

Both California state law and the federal No Child Left Behind Act require that all schools assess the English language proficiency of newly enrolled students who speak a language other than English at home and, annually, all English learners (ELs) already enrolled. California meets this requirement by administering the California English Language Development Test, or CELDT. The CELDT has three primary functions: to identify students who are ELs, determine their English proficiency level, and assess their progress in acquiring listening, speaking, reading, and writing skills in English over time. We examine data on the validity and reliability of the CELDT to determine if it is an appropriate tool for carrying out these functions. We conclude that the CELDT is likely a sufficiently valid and reliable tool for making judgments about groups of students but not for making crucial educational decisions about individual students.

**Outcomes:**

As a result of participating in this workshop, participants will: (1) become familiar with the content of the California English Language Development Test (CELDT), (2) be able to articulate and explain the functions of the CELDT as stated by the publisher and the state of California, (3) be able to assess the degree to which the CELDT is able to adequately fulfill its functions, and (4) be able to make an informed appraisal about which of its stated functions the CELDT can serve and which are more doubtful.

**Primary Contact Person:** Mrs. Katie Stokes-Guinan  
Stanford University  
kstokesguinan@stanford.edu

**Engaging High School Teachers in Student-Involved Classroom**  
**Assessment FOR Student Learning**  
**Day 2 Session 1: 10:15 - 11:45 A.M. Tudor**

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**Primary Presenter:**

Mr. Keith Nuthall  
San Diego County Office of Education

**Secondary Presenters:**

**Session Description**

Keith Nuthall and Sally Bennett-Schmidt from the San Diego County Office of Education will discuss a five-part professional development series conducted in 2008-09 with 9th and 10th grade English Language Arts and Mathematics teachers at Fallbrook High School. They will describe how the series drew on Rick Stiggins work around student-involved classroom assessment principles to deepen teacher, student, and administrator classroom assessment literacy. They will demonstrate specific methods used to realize these principles in daily teacher and student actions. They will also share data showing improved student achievement outcomes on the California Standards Tests.

**Abstract**

During the 2008-09 school year, the San Diego County Office of Education (SDCOE) partnered with Fallbrook High Union High School District to advance student achievement at Fallbrook High School by strengthening day-to-day classroom assessment practices, using daily assessment results to hone instruction and learning, and promoting student efficacy by establishing their role in the assessment process. Keith Nuthall and Sally Bennett-Schmidt, SDCOE Learning Resources and Educational Technology staff, will present the improvement strategy, activities, and results by describing the five-part professional development series delivered to 9th and 10th grade English Language Arts and Mathematics teachers. They will discuss how the series drew on work from Rick Stiggins' Assessment Training Institute, centering on student-involved classroom assessment principles to deepen teacher, student, and administrator classroom assessment literacy. They will demonstrate specific methods used to realize these principles in daily teacher and student actions. They will highlight their engagement with district and school leadership to support and monitor the work, and explain how the efforts are now being expanded to other core content areas. They will also share data demonstrating improved student achievement outcomes on the California Standards Tests in English Language Arts and Mathematics. The presentation will emphasize key lessons learned during the work, and detail how these lessons are leading to revisions in upcoming work with multiple schools across additional districts in the county.

**Outcomes:**

Participants will: (1) deepen their understanding of how student-involved classroom assessment can to promote maximum student learning, with greatest gains for the most struggling learners and (2) learn about a series of professional learning community sessions in which high school teachers collaborated on assessment for learning practices to implement in their classrooms resulting in higher student engagement and improved student achievement.

**Primary Contact Person:**

Mr. Keith Nuthall  
San Diego County Office of Education  
knuthall@sdcoe.net

Lugonia Summit Project: Improving Student Achievement Through A  
Three-Pronged Support Process  
Day 2 Session 1: 10:15 - 11:45 A.M. Tudor

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**Primary Presenter:**

Mr. Glenn Alegre  
Redlands Unified School District

**Secondary Presenters:**

**Session Description**

The presenter will share a three-pronged support process used at a struggling elementary school that resulted in positive gains. The process included curriculum and instruction support, coaching and collaboration. Through this process power standards were identified and lessons were built collaboratively to address the standards. Daily coaching was implemented in order to provide just in time support. On-going teacher collaboration with a focus on lesson discussion and analysis of data (using DataDirector) armed teachers with the specifics needed to identify strengths and weaknesses and use this information to direct instruction.

**Abstract**

The Lugonia Summit Project started with a beginning goal to create positive change and support for student learning. A primary concern that arose early on in the project was the need to more fully utilize the district scope and sequence and ensure that the core textbook materials (Houghton Mifflin Reading) were being taught with fidelity. To facilitate this, it became apparent that three key focus areas would need to be strengthened; core curriculum planning and implementation, consistent use of strategies to present core lessons, and development of reteach lessons and structures to support struggling students. Frequent data analysis needed to be utilized and become extremely vital to assisting with navigating towards curricular or strategic modifications.

**Outcomes:**

Participants will: (1) learn how curriculum and instruction support, coaching support and collaboration support contributed to significant gains in teaching and student achievement, (2) learn about successful data team model, and (3) learn effective strategies on analyzing student data.

**Primary Contact Person:**

Mr. Glenn Alegre  
Redlands Unified School District  
glenn\_alegre@redlands.k12.ca.us

**Preparing Teachers for Diverse Students: One program's Self-Study**  
**Day 2 Session 1: 10:15 - 11:45 A.M. Windsor Theater**

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**Primary Presenter:**

Dr. Susan Porter

California State University, Chico

**Secondary Presenters:**

**Session Description**

This session will provide a brief rationale for the study and its significance, along with the unique circumstances of the university program that is the focus of the study. Participants will learn of the design of a survey instrument on English learner content in teacher preparation coursework, and of a method for analyzing data that uses visualization software. A PowerPoint presentation and handouts will be provided.

**Abstract**

Preparing highly qualified teachers of English learners and culturally and linguistically diverse (CLD) students is among our top educational priorities. Yet, there is a lack of research on how the quality of this teacher preparation should be monitored and measured. This is partly due to the acknowledged difficulty in determining the degree of alignment between the content of teacher preparation program coursework and state and national standards designed to ensure the quality and content of teacher preparation coursework. In California public schools, where one in four students is an English learner, this methodological hurdle is a problem that deserves greater attention in the research. This paper describes a self-study undertaken by a small department within a school of education in a northern California public university to determine the quantity and quality of its teacher preparation coursework pertaining to teaching English learners and CLD students. This study involved the development of a survey designed for the self-study and a unique data analysis method that provided more meaningful information than typical statistical analysis, given the small sample size and intended purposes of the survey tool. A database using the dimensional approach, along with visualization software, provided information in such a way that it better informed faculty of program alignment and coverage gaps in the implementation of those state and national standards relative to teaching English learners and CLD students. Implications for further uses of dimensional databases and visualization software in educational research are discussed at the conclusion of this paper.

**Outcomes:**

Participants will be able to: (1) understand the importance of on-going research on the preparation of teachers for diverse student populations, (2) have increased awareness of the methodological constraints in alignment studies that compare state standards with instruction, (3) list some of the unique challenges of small schools in their use and interpretation of data collection and survey instruments, and (4) state some of the advantages and applications of survey data analysis methods that use relational databases and visualization software, as opposed to those that employ traditional statistical methods.

**Primary Contact Person:**

Dr. Susan Porter  
California State University, Chico  
sgporter@csuchico.edu

**The Role of Evaluation and Assessment in the After school Continuous  
Self-Improvement Model**  
Day 2 Session 1: 10:15 - 11:45 A.M. Windsor Theater

**Primary Presenter:**  
Dr. Denise Huang  
UCLA/CRESST

**Secondary Presenters:**  
Debbie La Torre  
UCLA/CRESST  
Christine Oh  
UCLA/CRESST

**Session Description**

Using data gathered from the National Afterschool Partnership study and the data gathered from year 1 findings of the 4 years longitudinal California Statewide Evaluation of Afterschool Programs study funded by the California Department of Education (for students kindergarten through high school) this symposium intend to present to the audience the importance of having a goal oriented program with a logic model to guide program evaluation and student assessment. The session will end with the introduction of an afterschool self-evaluative tool for programs to use in continuous self-improvement.

**Abstract**

Nationally and across a number of states, there is a growing emphasis on the evaluation of afterschool programs. Funders want to know that their investment is making a difference and are encouraging programs to engage in continuous improvement, making assessment and evaluation an integral part of their functions. However, in order to effectively evaluate program progress and outcomes, afterschool programs need to have clearly specified program goals and strategic plans to achieve those goals in place. Logic models are essential in this process since they are powerful tools for designing, planning, implementing, and evaluating afterschool programs. Logic models help in presenting a plan of how a program is expected to work, and stimulate clear thinking, preparation, and organization. Using these theoretical frameworks, the purpose of this symposium is to connect these procedures and demonstrate to the audience how to successfully manipulate these strategies for program assessment and monitoring. Finally, the presenters will offer a self-evaluative tool for afterschool programs to employ and engage in continuous self-improvement so that they can: a) ensure that programs offer high quality, research-based academic content utilizing appropriate methods of teaching and learning; and b) ensure that programs are able to attract and retain students who participate regularly and thus can benefit from these investments, and c) provide program incentives and climate that are motivating and rewarding in retaining staff.

**Outcomes:**

The role program evaluation play in inducing and maintaining positive climate for staff, parents, and students The role student assessment play in enhancing academic performance The relationship between logic models, program process, and outcomes Introduction of an afterschool self evaluative tool for programs' continuous improvement

**Primary Contact Person:** Dr. Denise Huang  
UCLA/CRESST  
dhuang@cse.ucla.edu

Special Session: Continuation of "Toward a Framework for the Effective  
Use of Assessment Data"  
Day 2 Session 1: 10:15 - 11:45 A.M. Franciscan

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**Primary Presenter:**  
Dr. Margaret Heritage  
UCLA/CRESST

**Secondary Presenters:**

**Session Description**

Special Session: Continuation of "Toward a Framework for the Effective Use of Assessment Data"

**Abstract**

**Outcomes:**

**Primary Contact Person:**

Dr. Margaret Heritage  
UCLA/CRESST

**Assessing 21st Century Skills to Maximize Student Readiness for Higher  
Education and Careers**  
**Day 2 Session 1: 10:15 - 11:45 A.M. Renaissance**

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**Primary Presenter:**  
Mr. Robert Anderson  
WestEd

**Secondary Presenters:**

**Session Description**

In this session, we will explore the changes implicit in organizing middle and high school education around 21st Century Skills. 21st Century Skills will be defined, and their implications for standards, curriculum, assessment and accountability will be explored. The components of assessment and accountability systems that fully support such reforms will be described. The links of these assessment and accountability approaches to success in higher education and careers will be explicitly identified.

**Abstract**

Recent educational reforms that include an emphasis on student outcomes described as 21st Century Skills present significant challenges for states, school districts, schools, teachers and students. The variety of content and skills described as 21st Century Skills goes beyond the content of the traditional academic, standards-based curriculum and instructional programs. Evidence of student achievement in these skills is manifest in a wide variety of student performances, and a valid and reliable assessment system measuring student attainment of these skills challenges the current structure of our assessment and accountability systems. To ensure the valid and reliable measurement of these key skills challenges us to develop a rich variety of 21st Century assessments, as broad and rich and varied as the skills and capacities that we are measuring. Only a multiple-measures approach to assessing these outcomes can address the varieties of student achievement implicit in educational programs designed to develop 21st Century Skills and ensure the coherence and effectiveness of these reform efforts.

**Outcomes:**

Participants will: (1) become familiar with 21st Century Skills, (2) discuss how to effectively assess 21st Century Skills, (3) understand the challenge of assessing 21st Century Skills beyond traditional academic content, (4) understand the implications for school programs in efforts to increase student outcomes in the 21st Century Skills, and (5) understand the significance of 21st Century Skills in preparing students for success in higher education and careers.

**Primary Contact Person:**

Mr. Robert Anderson  
WestEd  
randers@wested.org

**Innovative Approaches to Student Assessment in Support of Educational  
Reforms incorporating Multiple Pathways**  
**Day 2 Session 1: 10:15 - 11:45 A.M. Renaissance**

**Primary Presenter:**  
Mr. Robert Anderson  
WestEd

**Secondary Presenters:**

**Session Description**

In this session, we will explore the changes in state and local assessment systems implicit in organizing middle and high school education around Multiple Pathways. The multiple pathways approach will be summarized and the various components of assessment and accountability systems that fully support such reforms will be described. The links of these assessment and accountability approaches to success in higher education and careers will be explicitly identified.

**Abstract**

Reforms involving multiple educational pathways to student success have been receiving renewed attention in recent years. Such reforms are seen as one of the initiatives that states, districts, and schools may employ to provide alternative opportunities for student currently in danger of dropping out or not motivated to succeed in traditional academic settings alone.

Multiple Pathways programs create a complex set of challenges in the areas of assessment and accountability. Key questions include:

- (1) Can the programs fully support student mastery of the state standards while meeting their own sets of unique goals?
- (2) What forms of assessment should be used to measure student success in a Multiple Pathways program?
- (3) Are their distinctive types of evidence of student achievement that contribute to the full picture of student success in Multiple Pathways programs?
- (4) Can we assume that the current statewide assessments are a fully valid measure of success in Multiple Pathways programs?
- (5) Are there unique challenges created by Multiple Pathways programs for effective accountability systems?
- (6) How do the schedules, structure, and content of the current statewide middle and high school assessments align to the patterns of academic growth within Multiple Pathways programs?

This session will attempt to identify and discuss the challenges faced by states, districts, and schools seeking to coordinate Multiple Pathways reforms with their current assessment and accountability systems, and describe the ways in which innovative forms of assessment will support students in preparation for success in higher education and careers.

**Outcomes:**

Participants will: (1) become familiar with the challenges facing reform initiatives incorporating Multiple Pathways, (2) discuss the challenges in assessing student growth in Multiple Pathways programs, and (3) discuss the challenges in assessing student standards-based academic growth and readiness for higher education and careers in programs incorporating Multiple Pathways.

**Primary Contact Person:** Mr. Robert Anderson  
WestEd  
randers@wested.org

A Factor Analysis of California Standards Test (CST) for Grade Seven  
Mathematics Sub-Scores  
Day 2 Session 2: 2:15 - 3:45 P.M. Cypress/Monterey

**Primary Presenter:**  
Dr. Jane Liang  
California Department of Education

**Secondary Presenters:**  
Shuqin Guo  
California Department of Education

### Session Description

This session will discuss a factor analysis of the California Standards Test (CST) for Grade Seven Mathematics. The data is from the Standardized Testing and Reporting (STAR) Program student data file in 2006. A principal factor analysis (PFA) was applied to the sub-scores of the CST for Grade Seven Mathematics to detect the structure of the relationship among the reporting clusters and to find out if there is a reduced number of factors explaining the variances of those six reporting clusters.

### Abstract

The results of the California Standards Test (CST) for Grade Seven Mathematics can be used to predict students' performance on their following year's CST for Algebra I success/failure. Among the sub-scores of the CST for Grade Seven Mathematics, reporting cluster Rational Numbers is a strong predictor of the CST for Algebra I, contributing 48% of the variance of the CST for Algebra I raw scores. This study explored the relationship among the sub-scores of the reporting clusters in order to detect the structure of the test represented by those sub-scores and to find the factors underlying those sub-scores. We used the principal factor analysis (PFA) procedure to analyze the variances of the sub-scores of the six reporting clusters of the CST for Grade Seven Mathematics administered in 2006 (N=208,043). The results indicate that there is only one factor underlying those six reporting clusters. This one factor structure of the test implies that cautions should be taken when using sub-scores of the test. The results of this study call for further study of what this factor represents. They also call for additional investigation of the construct of the test by examining it at the test item level.

### Outcomes:

Participants will: (1) examine the structure of the relationship among the sub-scores of reporting clusters of the CST for Grade Seven Mathematics, (2) know what factors the variances of sub-scores reveal, and (3) have a better understanding of the sub-scores in the test and to take the appropriate cautions when using the sub-scores to make educational program decisions.

**Primary Contact Person:** Dr. Jane Liang  
California Department of Education  
jliang@cde.ca.gov

**Making Math Meaningful: Guiding Math Instruction through  
Formative Assessments**  
Day 2 Session 2: 2:15 - 3:45 P.M. Cypress/Monterey

**Primary Presenter:**  
Dr. Teresa Cummings  
Sacramento City Unified School District

**Secondary Presenters:**  
Will Jarrell  
Action Learning Systems

**Session Description**

This session examines the process and practical implications of implementing an effective formative assessment structure in high school math programs. Using three guiding principles: transparency, coherence and consistent implementation, participants will leave this session with the steps necessary to implement a school/district wide process of using formative data to guide real-time and ongoing instruction. Discussion points include choosing the right standards to assess, frequency of assessment, data analysis, implementing instructional materials-based re-teaching objectives, and the use of data to guide flexible scheduling decisions.

**Abstract**

Using Formative Assessments to Guide High School Math Instruction Many California educators prepare students for the content of high-stakes assessments by explicitly teaching the content and level of cognition of the California content standards. However, highly effective schools and districts also use standards-based formative assessments to provide teachers with data for on-going monitoring and adjustment of instruction. Using formative assessments in math is particularly important as the decision screen for moving on is critical. Requisite skills must be mastered quickly, especially in the high school math curriculum. This imperative requires math teachers to quickly and accurately identify and address gaps in the content and level of cognition of the standards. The implementation of a formative assessment program requires a high degree of transparency, coherence, and consistency to be effective. Educators need to agree on the standards, assessment frequency, how to analyze data, re-teach best practices, and the flexible movement of students in and out of support and intervention classrooms. This is a complex process that necessitates the use of expertise and experience with the implementation of a formative assessment structure. This session examines the process and practical implications of implementing an effective formative assessment process for high school math. Participants will leave this session ready to implement a school/district wide process for using formative data to guide real-time and ongoing instruction. Discussion points include choosing the right standards to assess, frequency of assessment, data analysis, implementing instructional materials-based re-teaching objectives, and the use of data to guide flexible scheduling decisions.

**Outcomes:**

Participants will: (1) understand the process of implementing effective formative assessments in high school math classrooms, (2) practice using a model for analyzing mastery of California content standards through formative assessments, (3) understand the linkage between the use of formative assessments and meeting re-teach objectives, and (4) understand how formative assessment data can guide flexible scheduling decisions.

**Primary Contact Person:** Dr. Teresa Cummings  
Sacramento City Unified School District  
cummingst@sac-city.k12.ca.us

**Where have all the Math Proficient Students Gone?**

**Day 2 Session 2: 2:15 - 3:45 P.M. Carmel**

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**Primary Presenter:**

Mr. Robert Bernstein  
California Department of Education

**Secondary Presenters:**

Shuqin Guo  
California Department of Education  
Cliff Li  
California Department of Education

**Session Description**

Proficiency rates in math increased between 2005 and 2009; Percentage of students scoring proficient went down more than 20 percent between grade four and grade eight; Achievement gaps among different racial and ethnic groups are examined in order to identify interventions.

**Abstract**

Proficiency rates in mathematics have risen over the years at every grade level from grade 2 through 8 between 2005 and 2009. However, the percentage of students that are proficient goes down more 20 percentage points between grades four and eight. This report matches student level records in 2009 for grades seven and eight with the corresponding record for the same SSID in 2005. Almost 275,000 students that scored proficient and advanced in 2005 are then analyzed in 2009 to see which students are no longer proficient. The results vary dramatically by ethnic group. While 76.2 percent of grade three Asian students that scored proficient in 2005 continued to score proficient or above in 2009, the corresponding percentage for African American students was only 42.5 percent. This presentation will focus changes in different subgroups with this matched set of students to identify students that are no longer proficient in order to help identify intervention to help keep these students proficient in the higher grade levels.

**Outcomes:**

Participants will learn about differences in math proficiency rates across the years, grades and sub groups.

**Primary Contact Person:**

Mr. Robert Bernstein  
California Department of Education  
RBernste@cde.ca.gov

Comparing Similar Schools Rank Changes: Evaluating a Three  
Individual Variable Method  
Day 2 Session 2: 2:15 - 3:45 P.M. Carmel

**Primary Presenter:**  
Dr. Shuqin Guo  
California Department of Education

**Secondary Presenters:**  
Renyi Liu  
California Department of Education  
Robert Bernstein  
California Department of Education

**Session Description**

This presentation is to compare the regression models that are currently used at CDE for similar schools ranking with models that use only three individual variables. The powers of the models, the similar schools ranks generated from the models, and the characteristics of the schools with great changes in similar schools ranks will be discussed at the presentation.

**Abstract**

Currently more than 20 independent variables are used in the regression models to calculate the school characteristics index (SCI) that is used for the similar schools rank (SSR) in the California accountability system. The SSR calculation has been criticized for being overly complicated. Suggestions were made by the Public Schools Accountability Act (PSAA) subcommittee that only socioeconomic status and the percentage of English learners (EL) in the student population, the two most influential factors, should be used in the regression models. The two factors are represented by three variables in the Standardized Testing and Reporting (STAR) Program data: parent education, percent of students participating in the free or reduced price school lunch program, and the percentage of students classified as ELs. If approved, this study will compare the regression models, using three variables, with the current models and evaluate the SSR changes between the two methods. Discussions will focus on the characteristics of those schools that had their SSRs impacted the most.

**Outcomes:**

Participants will understand: (1) the difference between the models that use more than 20 individual variables and the models that use three individual variables, (2) how the changes of individual variables impact the similar schools ranking, and (3) what schools may be greatly impacted by the changes.

**Primary Contact Person:** Dr. Shuqin Guo  
California Department of Education  
sguo@cde.ca.gov

**Safe Harbor in Adequate Yearly Progress: Are you safe?**  
**Day 2 Session 2: 2:15 - 3:45 P.M. Carmel**

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**Primary Presenter:**  
Mr. Cliff Li  
California Department of Education

**Secondary Presenters:**  
Robert Bernstein  
California Department of Education

**Session Description**

Safe harbor is used as an alternative method to help local educational agencies (LEAs) and schools pass Adequate Yearly Progress (AYP) targets. Unlike other alternative methods, such as the 2 or 3 year averages which apply a “better” previous year statistic, safe harbor checks the improvement of proficiency in comparison with the previous year. If they had not been helped by safe harbor, 1,683 (or 31.2 percent) LEAs and schools would not have made AYP targets out of the 5,398 LEAs and schools in California which made AYP targets in 2008–09.

**Abstract**

With AYP proficiency targets significantly increasing every year, the chance of the using 2 or 3 year averages to help pass the proficiency hurdle has diminished dramatically. In 2008–09, only 168 (or 3.1 percent) of LEAs and schools made AYP due to 2 or 3 year averages for the proficiency target. When safe harbor is applied, as long as the percent of students scoring below proficient decreased 10 percent in comparison with the previous year, the AYP target would be met for the group.

The 75 percent confidence interval (CI) currently used in the safe harbor calculation has made the criteria easier to pass, because the margin of error allows a group to pass safe harbor criteria without a 10 percent reduction in the percent of scores below proficient.

**Outcomes:**

This presentation will focus on how changes in the number of students scoring below proficient and the total number of valid scores for the current year will impact the safe harbor calculation. Examples and graphs will show the relationships among the four controlling variables (number of proficient for previous and current years, number of valid for previous and current years) on the safe harbor. The presentation will also examine the outcomes of safe harbor with and without the CI.

**Primary Contact Person:** Mr. Cliff Li  
California Department of Education  
Cli@cde.ca.gov

**Teaching Online: Developing Faculty**  
**Day 2 Session 2: 2:15 - 3:45 P.M. Tudor**

**Primary Presenter:**  
Dr. Dirk Davis  
California Baptist University

**Secondary Presenters:**

**Session Description**

Leading the change toward online learning is examined through the lens of a situational leadership approach and the importance of developmental levels and leadership styles, along with strengths and weaknesses involved. Program design is examined from a four-pronged approach; learner-centered, knowledge-centered, assessment-centered, and community centered. Finally, managing the project is developed, with topics including organizing and motivating, developing people and communicating, and measurement and analysis.

**Abstract**

With much evidence calling for supporting faculty in their endeavors to teach online, several important questions arise. What might be an effective way to lead this sort of institutional change? What is the best way to design single courses and even entire programs? What does the process look like for someone trying to manage this sort of endeavor? This paper attempts to provide possible answers to these questions. Leading the change is examined through the lens of a situational leadership approach and the importance of developmental levels and leadership styles, along with strengths and weaknesses involved. Program design is examined from a four-pronged approach; learner-centered, knowledge-centered, assessment-centered, and community centered. Finally, managing the project is developed, with topics including organizing and motivating, developing people and communicating, and measurement and analysis. One of the most difficult areas regarding distance education policy in institutions of higher learning is likely to remain those dealing with faculty. This paper primarily addresses the issue of faculty support, especially in their endeavors not only to teach online, but also to create and design new courses and programs. Simonson, Smaldino, Albright, and Zvacek (2009) seem to agree, "Other faculty issues such as training, course development support, course assessment support, and technology support must be evaluated and addressed" (p. 328). Whether peripherally or with a microscopic lens, these issues must be addressed if faculty are to receive the training and exposure necessary to be proficient and comfortable in their distance learning endeavors.

**Outcomes:**

Participants will: (1) understand a situational leadership approach and the importance of developmental levels and leadership styles, along with strengths and weaknesses involved, (2) understand a particular approach to program design that is learner-centered, knowledge-centered, assessment-centered, and community centered, and (3) understand how organizing and motivating, developing people and communicating, and measurement and analysis are interrelated in their importance to successfully managing this type of project.

**Primary Contact Person:** Dr. Dirk Davis  
California Baptist University  
mail@dirkdavis.net

**Early Childhood Education Educators' Professional and Educational  
Attainment During Participation in a Workforce Development Program**  
**Day 2 Session 2: 2:15 - 3:45 P.M. Tudor**

**Primary Presenter:**  
Ms. Vanessa Barrat  
WestEd

**Secondary Presenters:**  
Ilene Hertz  
WestEd  
Melissa Eiler White  
WestEd

**Session Description**

This presentation describes the educational attainment among early childhood educators participating in Comprehensive Approaches to Raising Educational Standards (CARES), a California-based model designed to promote and reward educational attainment through graduated stipends. Our study relied on a unique database that tracks progress of nearly 5,300 caregivers attempting to advance their training and formal education over seven years. We will present study findings including descriptions of participant characteristics and attainment. CARES staff will also lead a discussion of the barriers participants face in completing more education.

**Abstract**

Recognizing the importance of early childhood experiences on brain development and later student achievement, states are investing in greater access to and quality enhancements for early childhood education (ECE), including required competencies for child care educators and learning standards for preschoolers. These policies create new demands on the ECE workforce, which already is characterized by low educational attainment and high turnover. Such conditions result in a continual need to attract well-trained caregivers to the field as well as to enhance the training of many existing providers. In this context, policymakers are launching workforce development efforts to recruit and retain ECE educators, as well as boost their education levels and skills to increase quality. Comprehensive Approaches to Raising Educational Standards (CARES) is a California-based model designed to promote educational attainment among ECE educators through graduated stipends. This presentation reports on a study of a CARES program in Santa Clara County, tracking the educational progress of nearly 5,300 caregivers over seven years. Since inception in 2002, Santa Clara CARES has awarded stipends to an estimated 85 percent of the licensed providers in that county. Study results show that participants who entered CARES with a wide range of demographic and educational characteristics and goals for advancing their qualifications made noteworthy progress in terms of both college-level units and permits obtained. At the same time, over half of the total participants were involved with the program for just one year. We are aware of no other longitudinal studies of CARES participants educational and professional attainment.

**Outcomes:**

Participants will: (1) understand rationale behind workforce development incentive programs for early childhood educators, (2) understand the degree to which participants are able to advance their education and training when provided incentives to do so and how those patterns of progress vary by participant characteristics such as education and professional levels at entry to the program, and (3) understand the factors that support and/or impede participants educational and professional progress.

**Primary Contact Person:** Ms. Vanessa Barrat  
WestEd  
vbarrat@wested.org

Testing the Waters Prior to Formative Assessment Initiatives: A  
Teacher's Commitment to Change Survey  
Day 2 Session 2: 2:15 - 3:45 P.M. Tudor

**Primary Presenter:**  
Dr. Matthew Witmer  
Azusa Pacific University

**Secondary Presenters:**

**Session Description**

During this session, participants will be introduced to an original survey that measures teachers' commitment to change. The instrument has demonstrated strong validity and reliability and may serve as a valuable tool for school sites that are developing and implementing formative assessments. Participants will be exposed to the primary and secondary factors of teachers' commitment to change, discuss the value of the instrument as a tool for school leaders, and be invited to contribute to the further development of this instrument.

**Abstract**

Teachers' commitment to change is a critical component of the school reform process. As a part of a larger study to identify relationships among predictor variables on student achievement, an instrument based on primary and secondary factors of teachers' commitment to change reported by Leithwood, Jantzi, and Steinbach (1999) was developed to measure the level of teachers' commitment to change at each school participating in this study. One hundred thirteen teachers from 70 urban, suburban, and rural California public comprehensive high schools responded to the survey. Recoding of items, analysis of item total statistics, analysis of item total correlations, and deletion of items resulted in a survey instrument with strong validity and reliability. It is recommended that the survey be administered to a larger sample size to further strengthen the instrument for use as an indicator of teachers' commitment to change before and during a school effort to implement formative assessments.

**Outcomes:**

Participants will: (1) recognize the primary and secondary factors of teachers' commitment to change, (2) understand that the support of the primary and secondary factors of teachers' commitment to change will support change initiatives such as the implementation of formative assessments across a school site, (3) be able to use the teachers' commitment to change survey to assess teacher levels of commitment before or during the implementation of formative assessments across a school site, and (4) be able to contribute to the further development of this original teachers' commitment to change survey by administering the instrument to gather data in their own schools and districts.

**Primary Contact Person:** Dr. Matthew Witmer  
Azusa Pacific University  
mwitmer@apu.edu

Research Issues in Developing Games for Learning and Assessment  
Day 2 Session 2: 2:15 - 3:45 P.M. Windsor Theater

**Primary Presenter:**  
Dr. Gregory Chung  
UCLA/CRESST

**Secondary Presenters:**

**Session Description**

This talk will describe current issues in the development of games for learning and assessment purposes. The promise of games for learning purposes lies in their potential to support multiple learning outcomes while focusing, increasing, and maintaining learners' engagement in the relevant tasks. A major design challenge is how to support learning without diminishing the entertainment value of the game. This talk will give an overview of a program of research UCLA/CRESST and its partner, USC Game Innovation Lab, are engaged in to investigate such issues.

**Abstract**

The allure of using games for learning purposes lies in their potential to support multiple learning outcomes while focusing, increasing, and maintaining learners engagement in the relevant tasks. Presumably, well designed games will be able to address key elements understood to influence learning and performance (e.g., focusing learners attention on the game, and thus content) for extended periods of time, accommodating complex and diverse approaches to learning processes and outcomes, embedding high interactivity, providing appropriate feedback, creating a sense of enjoyment and engagement, and potentially influencing learners self-efficacy and other affective constructs. A major design challenge is how to support learning without diminishing the entertainment value of the game. This talk will give an overview of a program of research UCLA/CRESST and its partner, USC Game Innovation Lab, are engaged in to investigate such issues.

**Outcomes:**

Participants will be become familiar with: (1) research issues around games for learning and assessment, (2) specific variables being investigated about games for learning and assessment, and (3) the methods used to research games.

**Primary Contact Person:**

Dr. Gregory Chung  
UCLA/CRESST  
greg@ucla.edu

Using Human Help to Inform Automated Help in Games-Based  
Learning Environments  
Day 2 Session 2: 2:15 - 3:45 P.M. Windsor Theater

**Primary Presenter:**  
Dr. Richard Wainess  
UCLA/CRESST

**Secondary Presenters:**  
Rebecca Buschang  
UCLA/CRESST  
Deirdre Kerr  
UCLA/CRESST

**Session Description**

The Center for Advanced Technology in Schools (CATS) project is focused on developing instructional games about math, particularly concepts related to pre-algebra, to be used with middle school students. This session focuses on how human intervention during game-based learning can effectively inform instruction, feedback, and help in games for learning. By systematically collecting, coding, and evaluating the details of human intervention, gaps in instruction or instructional supports in a game-based learning environment (as well as other computer-based learning environments) can be identified and addressed. Collection, coding, and analysis of data will be presented.

**Abstract**

The Center for Advanced Technology in Schools (CATS) project at CRESST/UCLA is focused on developing instructional games about math, particularly concepts related to pre-algebra, to be used with middle school students. Approximately 100 students participated in a study to aid in the design of a video game for teaching fractions. During the study, help beyond that already provided in the game was required and was administered by research staff. Each help instance was tracked and later coded for analyses using multiple coders for inter-rater reliability. Help was coded three ways: 1) Six broad categories based on game focus or math focus, 2) Eleven categories, based on finer grained descriptors of game and math help, and 3) Detailed analysis of each individual help component. The data are being used to analyze the conditions requiring help, including characteristics of students requiring help, math concepts requiring help, game characteristics (game mechanics and game play) requiring help, and the effect of the level of difficulty or complexity of mathematics tasks or game play on the need for help.

**Outcomes:**

Participants will become familiar with: (1) a methodology for effectively gathering information on instructional support needs in a game-based learning environment, (2) a methodology for empirically evaluating instructional and game conditions requiring modifications to instructional support, (3) a methodology for empirically evaluating learner characteristics associated with the need for modifications to instructional support, and (4) a methodology to empirically validate the kinds of instruction needed.

**Primary Contact Person:** Dr. Richard Wainess  
UCLA/CRESST  
wainess@ucla.edu

Validating Game Performance as an Assessment of Understanding in  
Pre-Algebra  
Day 2 Session 2: 2:15 - 3:45 P.M. Windsor Theater

**Primary Presenter:**  
Ms. Girlie Delacruz  
UCLA/CRESST

**Secondary Presenters:**  
Gregory Chung  
UCLA/CRESST

### Session Description

This session focuses on a highly specific use of games in education—the assessment or testing of the learner. The underlying game engine can enable increases in challenge, complexity, and the cognitive demands required as the game progresses. We will discuss findings from a study investigating the relationship between performance in a math game and on assessment items that target math both in the context of the game and abstractly. Results indicate that game performance predicts math outcomes on a posttest, even when controlling for prior knowledge. These findings support the claim for the potential for games as valid assessments.

### Abstract

Our attention is directed to games that are used to make formative assessments, or to determine one level of proficiency or to gauge the speed and agility with which a learner acquires a new set of skills in an unfamiliar game environment. This study investigated the validity of a game as an assessment of pre-algebra knowledge (e.g., adding fractions). Three types of problems were examined: adding fractions in the context of the game, isomorphic symbolic versions of the game-based problems, and unrelated adding fraction problems. A linear regression framework was used, with game performance as the predictor and performance on the problems as the outcome, controlling for prior knowledge. Results indicated that game performance significantly predicted performance on all of the adding fractions problems, when combined together as a scale. Game performance also explained a significant proportion of the variance in performance on all of the adding fraction problems, even after controlling for prior knowledge. When predictive validity was examined for game-based problems, isomorphic symbolic problems, and unrelated adding fraction problems, results indicated that game performance significantly predicted math performance on each problem type. Game performance also explained a significant proportion of the variance in performance on each of the problem types. Given the increasing complexity of the mathematics required in the game, as well as the predictive validity of game performance on math outcomes, game performance seems to be indicative of mathematics knowledge. These results provide empirical evidence that games are a valid context for assessment.

### Outcomes:

Participants will become familiar with: (1) the potential for games to be used as assessments of knowledge, (2) understand broadly the process of designing an assessment architecture, which is composed of the range of learning outcomes of interest, the cognitive demands of the tasks, the domain representation, and the task specifications, and (3) understand broadly the process of examining the predictive validity of games on math outcomes.

**Primary Contact Person:** Ms. Girlie Delacruz  
UCLA/CRESST  
gdelacruz@cse.ucla.edu

**Best Practices in Educational Options Research Project**  
**Day 2 Session 2: 2:15 - 3:45 P.M. Franciscan**

**Primary Presenter:**  
Dr. Wendell Callahan  
San Diego County Office of Education

**Secondary Presenters:**

**Session Description**

The session will include an overview of the review and selection process, domains of best practice in alternative education and videos of students and teachers discussing their experiences (students) and describing their practices (teachers). Common elements identified through this research will also be discussed. Participants will also be introduced to the project website, which is the primary dissemination tool for the research findings.

**Abstract**

In a joint project initiated in October 2006, the San Diego County Office of Education and the Educational Options Office of the California Department of Education continue the review and dissemination of best practices in California Educational Options schools and programs. In December 2008 a committee of representatives from alternative education organizations, the California Department of Education and WestEd reviewed 20 proposals submitted from California continuation high schools, community day schools, as well as court and community schools. The organizations represented on the review committee included the El Dorado County Office of Education, Community Day Schools Network (CDSNet), California Consortium for Independent Study (CCIS), California Continuation Education Association (CCEA) and Juvenile Court, Community and Alternative Schools Administrators of California (JCCASAC). The project has reviewed 44 practices to date, with reviews focusing on narrative proposals submitted by alternative educators, integrating locally collected program outcome data as well as Alternative Schools Accountability Model (ASAM) indicator data, Academic Performance Index (API) and Adequate Yearly Progress (AYP) data (as appropriate). The proposals highlighted best practices in the following domains: Curriculum, Instruction and Educational Technology; Assessment, Evaluation and Data Management; Student Support, Retention and Transition; and Leadership and Staff Development. Seven proposals demonstrating best practices were selected and will be presented at upcoming professional conferences. Information about these schools and programs will be compiled and disseminated to the Educational Options community throughout California via the San Diego County Office of Education website ([www.sdcoe.net/edoptions](http://www.sdcoe.net/edoptions)). The presentation will highlight video compilations of teacher and student interviews and program narratives focusing out student outcomes. Common elements from selected practices will also be discussed.

**Outcomes:**

Participants will learn about: (1) current best practices in alternative education, (2) how to navigate to project website to disseminate information about best practices to alternative school administrators in the participants home school districts, and (3) about common elements of effective practices in schools and programs that have been reviewed to date.

**Primary Contact Person:** Dr. Wendell Callahan  
San Diego County Office of Education  
[callahan@sdcoe.net](mailto:callahan@sdcoe.net)

**Mind-Mapping, Metaphors, and Movies: Summative Assessment of  
Content Knowledge with At-Risk Students  
Day 2 Session 2: 2:15 - 3:45 P.M. Franciscan**

**Primary Presenter:**

Dr. Joseph Di Lella  
Eastern New Mexico University

**Secondary Presenters:**

**Session Description**

The presenter will discuss how mind mapping can be used as a self-assessment learning tool to gauge initial and ongoing critical analysis of a piece of literature/movie. This type of summative data assessment is critical for teachers and their students who can inventory mastery of thematic understanding and detailed supported notions that compliment a story. This form of assessment is vital in the ongoing battle to assist at-risk students who may not come to class equipped with the basic skill sets of exceptional learners but nevertheless tap into their critical literacy skills through visual stimuli.

**Abstract**

Too often college freshmen, especially at-risk students, become lost in literature that ranges from books to short stories to poetry. In basic reading courses, teachers must be aware that students come to class with a wide range of literacy assets, but must be taken through the learning process in a visual manner that caters to their understanding of the material. For example, although at-risk students may have a difficult time with the narrative structure in books such as, Huckleberry Finn, The Color Purple or The Great Gatsby, instructors can breakdown stories into component parts to show metaphorical themes about humanity whether the timeframe exists in the 19th or 21st century. One way to decipher a story is through graphic organizers called mind-mapping exercises. This activity can lead students to discussion about major themes displayed in any story, big or small. Additionally, instructors can help students interpret elements of storytelling by showing movie shorts (animated or live action) as a way of breaking down story telling of any drama, comedy or action adventure tales. If teachers can tap into the rich visual literacy comprehension of at-risk students, the process of reading and writing becomes less a mountain and more of a mole hill.

**Outcomes:**

Participants will learn how: (1) to use a mind map to pre-assess student knowledge on a piece of literature or a movie, (2) to use mind mapping exercises so students can perform a self-inventory of thematic understanding of a piece of literature or movie, (3) students can work as a small group to assess each other's understanding of a piece of literature or movie, and (4) students can demonstrate to instructors they understand important themes about a piece of literature or movie and thus begin a critical analysis in writing.

**Primary Contact Person:**

Dr. Joseph Di Lella  
Eastern New Mexico University  
joseph.dilella@enmu.edu

**To What Extent are Teachers' Elicitation Practices Formative?**  
**Day 2 Session 2: 2:15 - 3:45 P.M. Renaissance**

**Primary Presenter:**  
Mrs. Comfort Ateh  
University of California, Davis

**Secondary Presenters:**  
Rebecca Ambrose  
University of California, Davis

**Session Description**

We shall discuss the concept of elicitation as a component of formative assessment and describe the conceptual framework of the study that includes teachers' reflecting on their elicitation practices. We will describe two teachers engaged in elicitation in their high school science classes and examine how each teacher reflected on what she learned from her elicitation. We will consider how elicitation and reflection can promote (or fail to promote) student learning.

**Abstract**

When teachers elicit their students knowledge and implement instruction to meet students learning needs they are more likely to provide access to high-quality science education for all students (Black & Wiliam, 1998; National Research Council, 2001). In this session we share findings from a study in which we explored how often high school science teachers successfully elicited student thinking and how their elicitations affected their instructional decisions. The study involved video taping science teachers as they taught a typical class of about 60 minutes. The teacher and researcher watched the videotape during a video stimulated recall (VSR) interview aimed at exploring the teacher thought processes about his/her elicitation practices. This session focuses on two science teachers (experienced and less experienced) data. In reflecting on her elicitation practice, the experienced teacher noted how in one instance she provided more information to students than she should have. In examining her work, this teacher critiqued her own instructional decision based on her knowledge of student learning. The less experienced teacher showed knowledge of her students learning as she described their apathy for school but did not reflect on her own practice in enhancing their learning. These different attributions for students limited understanding provided the teachers with different opportunities to learn from their teaching. While each engaged in elicitation, only one used elicitation and reflection to enhance her teaching. References: Black, P., & Wiliam, D. (1998a). Assessment and classroom learning. *Educational Assessment : Principles, Policy and Practice*. 5(1), 7-73. National Research Council. (2001). *Classroom assessment and the national science education standards*. Washington, D.C.: National Academies Press.

**Outcomes:**

Participants will see: (1) the different practices that teachers identify as eliciting student thinking, (2) different ways that teachers interpret student responses, and (3) understand how teachers reflection can enhance their elicitation and students learning.

**Primary Contact Person:** Mrs. Comfort Ateh  
University of California, Davis  
cateh@ucdavis.edu

**Formative Assessment: Implementing an Effective 360° Feedback Loop  
to Ensure Educational Equity for Diverse Learners**  
**Day 2 Session 2: 2:15 - 3:45 P.M. Renaissance**

**Primary Presenter:**  
Dr. Robert Denham  
University of Redlands

**Secondary Presenters:**  
Shyrea Roberson  
University of Redlands, Doctoral Student  
Lori Collins  
University of Redlands, Doctoral Student

**Session Description**

Participants will be provided with a step-by-step guide to effectively implement a formative assessment feedback loop in a K-12 classroom. Additionally, the guide will address the topics of formative assessment equity issues, as well as the essential elements of learning strategy techniques. Presenters will also include information pertaining to the conceptual development cycle. Further the session will address the importance of establishing feedback through critical dialogue between teachers and students and as a way to engage and motivate students to self-regulate their learning. Lastly, Participants will be given models on how to embed formative assessment practices as an ongoing process.

**Abstract**

The four elements of the formative assessment process will be outlined in a conceptual feedback framework in order to demonstrate how to 1) Identify the learning gap; 2) Provide feedback to improve and modify instruction/learning; 3) Engage student involvement; 4) Increase learning progressions. It is morally imperative that participants understand the importance of establishing a conceptual feedback cycle through educationally and socially just lenses appropriate for all learners. This will enable participants and students to dialogue with one another and help students engage in the learning process, necessary for students to gain the full benefit of their education. Participants will receive information that will help guide them in their process of implementing formative assessment in their classrooms. This information will translate into an actionable plan which will include monitoring tools through the use of the internet, computer programs, and pre/post tests in order to facilitate feedback sharing between teachers and students. Understanding student engagement and learning modalities will be critical for implementing effective action plans and delivering feedback. Theories, such as Vygotsky's Zone of Proximal Development, will be considered in an effort to increase student performance. Implementation of effective formative assessment allows for multiple assessment designs including discussions facilitated through constant open-ended questions between teacher and student, think-alouds between teacher and student, and peer assessments. Effective formative assessment practices will lead to learning progressions in not only the teacher teaching, but in the students learning.

**Outcomes:**

Participants will: (1) identify the steps in the formative assessment process, (2) understand the conceptual development cycle through educationally just lenses, (3) transform feedback between students and teachers into an actionable plan, (4) understand ways to reach students using the feedback loop with influence from Vygotsky's Zone of Proximal Development.

**Primary Contact Person:** Dr. Robert Denham  
University of Redlands  
robert\_denham@redlands.edu

M.F.A, J.I.T., S.O.N.G., S.O.S.....W.T.F.?  
Day 2 Session 2: 2:15 - 3:45 P.M. Renaissance

**Primary Presenter:**  
Mr. Scott Traub  
Stockton Unified School District

**Secondary Presenters:**  
Jessica Barr  
Stockton Unified School District

### Session Description

This session will focus on Stockton Unified School District's Progressive Formative Assessment model that has been developed and implemented over the last 4 years. This presenters will discuss the genesis of the model, the implementation of the components with take home examples, and the process of shareholder engagement. The impact on site and district policy and procedure will be explored and finally W.T.F.?

### Abstract

Stockton Unified is a large urban school district in the heart of the San Joaquin Valley. It currently has a student population of roughly 38,000 students and over 4,000 employees serving 55 schools. Primary ethnic groups include 59% Hispanic, 12% African American, 9% Caucasian, 5% Filipino, and 4% American Indian. Over the past 4 years, Stockton Unified has embarked on an ambitious task of utilizing the data rich environment that has been created to transform the everyday teaching and learning practices of students, teachers, and parents. This transformation from historical ineffective use of the data to one of a laser beam focus on student achievement and success has yielded some encouraging early indications. Preliminary results of this effort have shown increased CST and CAHSEE scores, improved teacher collaboration and a larger community support system for all schools.

### Outcomes:

Participants will explore: (1) why formative assessments are useful, (2) various forms of formative assessments, (3) how to achieve shareholder buy-in, especially in large urban school districts, and (4) the impact of a functional formative assessment system.

**Primary Contact Person:** Mr. Scott Traub  
Stockton Unified School District  
straub@stockton.k12.ca.us

Examining Growth in English-Language Proficiency of California's  
English Learners: A Statewide Longitudinal Study  
Day 2 Session 3: 4:00 - 5:30 P.M. Cypress/Monterey

**Primary Presenter:**  
Mr. Robert Linquanti  
WestEd REL-West

**Secondary Presenters:**  
Eric Crane  
WestEd REL-West  
Eric Zilbert  
California Department of Education

### Session Description

Staff from California Department of Education (CDE) and WestEd's Western Regional Educational Laboratory (REL-West) will describe an ongoing study of English learner (EL) language progress and proficiency using three years of CELDT assessment data. CDE staff will describe the context of Title III accountability policy and the motivators for the study. REL-West staff will present preliminary results of data analyses. Presenters will share next steps, and provide ample time for audience comments and questions.

### Abstract

The California Department of Education (CDE) and WestEd's Regional Educational Laboratory West (REL West) are collaborating on a study of English learner (EL) language progress and proficiency using three years of CELDT data. The study has three goals: 1) to inform possible refinements to district EL progress expectations and Title III accountability policy; 2) to assist district-level leadership in setting expectations and guiding progress-monitoring efforts, particularly for ELs at the intermediate level (where approximately 40% of CELDT annual examinees score); and 3) to support districts not making Title III accountability requirements with empirically-informed technical assistance and professional development. The study team conducted data analyses of three years of student performance on CELDT. Students are linked across data sets through a unique, anonymous identifier. The analysis examines changes in mean scale score and distribution of scale score on CELDT, by grade span and proficiency level, and how results vary by time in U.S. schools. In addition, changes in the distribution of students across CELDT proficiency levels are described. In another analysis, the authors report performance of students at the intermediate level. The study examines the distribution of annual and biannual change in scale score on CELDT, overall and in each of four language domains, for students who scored at the intermediate level in the prior year, by grade span and time in U.S. schools. Finally, the study identifies the domain(s) on which students who scored at the intermediate level in the prior year exhibit the greatest difficulty in progressing.

### Outcomes:

Participants will have: (1) understood results of longitudinal data analyses examining the progress of English learners on CELDT, by language domain, grade-span, and time in US school, (2) understood in-depth analyses and research findings on those EL students who have difficulty progressing from the intermediate language proficiency level, and (3) reflected on and discussed the policy implications with respect to NCLB Title III accountability and setting local progress expectations for EL progress and language proficiency attainment.

**Primary Contact Person:** Mr. Robert Linquanti  
WestEd REL-West  
rlinqua@wested.org

**Both Large and Small Districts Using CBM: AIMSweb for RtI  
Implementation**

Day 2 Session 3: 4:00 - 5:30 P.M. Carmel

**Primary Presenter:**

Dr. Cathleen Geraghty  
University of California,  
Riverside and San Bernardino City U.S.D.

**Secondary Presenters:**

Greg Ruiz  
Byron Union School District

**Session Description**

Response to Intervention (RtI) is designed to help schools design instructional practices that will meet the needs of all students. This involves choosing reliable and valid assessment tools and using the outcomes to make data-based instructional decisions. Successful implementation requires planning, intervening using evidence-based methods, and monitoring student performance. This session will provide participants with the tools necessary to beginning designing RtI reform efforts at their site or district. Participants will also be presented with different types of data and a discussion of appropriate analysis and interpretation.

**Abstract**

Response to Intervention (RtI) is not just a special education or general education initiative. It is a whole school reform model that allows schools to close the achievement gap for students. The AIMSweb CBM tools data gathered at each Tier provides unique information and can help the school make curricular and instructional decisions. Tier 1 data allows for analysis of the core curriculum and identification of students most at need. Tier 1 data can also help schools predict those students that will most likely pass the CST. Tier 2 and Tier 3 data allows for individual monitoring of student performance. The goal of this presentation is to combine essential components of large and small-scale RTI implementation with a specific focus on planning and data analysis. Best practices in RtI and systems-level reform guide the focus on the presentation and participants will receive guidelines for implementation. These guidelines outline explicit, granular-level actions, tasks, and processes that are geared to foster successful implementation and maintenance of an AIMSweb CBM assessment system. Participants at this session will be offered an interactive workshop-type experience via presentations and discussion. At the end of the workshop, participants will have gained considerable applicable knowledge and will have completed several of the initial steps necessary to guide them carefully and comprehensively through the rollout of an AIMSweb CBM assessment system within their schools.

**Outcomes:**

Participants will: (1) understand the fundamentals of RtI Implementation, at both the school and district level, (2) choose appropriate assessment tools and understand the differences between Curriculum-Based Measurement and other tools, (3) understand the efficacy of using Curriculum-Based Measurement at each Tier and what the data can predict (e.g., CST scores), and (4) understand how implementing an RtI model can help schools close the achievement gap.

**Primary Contact Person:**

Dr. Cathleen Geraghty  
University of California,  
Riverside and San Bernardino City U.S.D.  
cathleen.geraghty@ucr.edu

**Using Assessments to Improve Teaching, Student Outcomes, and  
Provide the LRE in Preschool**  
**Day 2 Session 3: 4:00 - 5:30 P.M. Carmel**

**Primary Presenter:**  
Dr. Anissa McNeil  
Education Works

**Secondary Presenters:**

**Session Description**

The session will describe and illustrate the assessments used in early childhood education programs which are the DRDPR and DRDPR-A. The assessment will be directly linked to sound pedagogy as described by Tyler (1976) to improve student outcomes. Examples of teaching strategies will be provided to improve teaching in the classroom and improve student outcomes using the data provided by the assessment and use of the concepts described by Tyler (1976). The session will also demonstrate the effective use of assessment data to identify methods to create the least restrictive environment to teach preschool students with disabilities.

**Abstract**

Early childhood education programs provide students with an educational experience which leads to success in k-12 education programs. A federal and state mandated teacher assessment for students in early childhood education programs are the Desired Results Developmental Profile-Revised (DRDP-R) and the Desired Results Developmental Profile-Access (DRDPR-A). The desired results assessments yield quantitative and qualitative data. The purpose of this session is to demonstrate the use the results of the DRDPR and DRDPR-A to improve teaching, learning, and to provide the least restrictive environment for preschool students with special needs. This session will demonstrate how to effectively use of the results of the DRDP-R and DRDPR-A and concepts of sound pedagogy described by Tyler (1976) to improve classroom instruction and student outcomes. The Education for All Handicapped Children Act of 1975 established the basis for the mandate to provide all children with disabilities a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE) and aligned the state and school districts ability to do with the receipt of federal funding. The most recent legislation, Individuals with Disabilities Education Improvement Act 2006, also mandates that students receive a free and appropriate education in the least restrictive environment. The session will demonstrate the use of the assessment results to identify and use the appropriate accommodations and modifications for students with disabilities to provide the least restrictive environment in the preschool classroom.

**Outcomes:**

Participants will be able to (1) identify aspects of the DRDPR and DRDPR-A which provide data which can improve teaching in the preschool classroom, (2) to link assessment data to sound pedagogy to improve student outcomes as measured on DRDPR and DRDR-A, and (3) identify the need to use accommodations or modifications to teach students in the classroom based upon the assessment data.

**Primary Contact Person:** Dr. Anissa McNeil  
Education Works  
amcneil@edworks4u.org

**Development and Implementation of an Integrated Curriculum at a  
Math, Science and Technology Magnet School**  
**Day 2 Session 3: 4:00 - 5:30 P.M. Tudor**

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**Primary Presenter:**

Dr. Corey McKenna  
Point Loma Nazarene University

**Secondary Presenters:**

**Session Description**

The changing face of our global society provides an impetus for American schools to either adjust to the changes in curriculum or become obsolete. The increased diversity in schools and communities, the growth of knowledge and technology, the changing nature of young children and their family structures, and recent research on the way that people learn are all reasons for schools to examine what is occurring in its classrooms and what are its goals. This study compared and contrasted the intended and implemented integrated curriculum at an elementary science, math, and technology magnet school and attempted to understand how the curricula was developed and changed over time.

**Abstract**

The purpose of this study was to compare and contrast the intended and implemented integrated curriculum at an elementary magnet school in order to understand both how and why the integrated curricula was developed and changed over time. Participants were four elementary magnet school teachers from a small school in California. Each participant was a case study. Data sources were primarily the following: classroom observations; grade level and school-wide in-service observations; interviews; field notes; Discovery mathematics, science, and reading curricula; supplemental curriculum; grade level curriculum guides; and, lesson plans. Within-case analysis and cross-case analysis were employed. Findings indicated that participants had common and differing categories for what the intended curriculum was, how it was developed, and what the implemented curriculum looked like in Discovery classrooms. A description of the intended curriculum was formulated from an analysis of major curriculum documents related to the magnet program at Discovery. A description of the implemented curriculum was generated from data collected during classroom observations. The results indicate that the implementation of integrated curriculum is viable and comparable to the intended, although the study indicates limits and some discrepancies.

**Outcomes:**

Participants will be able to: (1) better understand the practice of curriculum integration at an elementary math, science, and technology magnet school, (2) view challenges associated with the development and implementation of an integrated curriculum, and (3) understand how the integrated curricula was developed and changed over time at the school in this study.

**Primary Contact Person:**

Dr. Corey McKenna  
Point Loma Nazarene University  
cmckenna@pointloma.edu

**Progress Monitoring of English Learners in Sweetwater UHSD**  
**Day 2 Session 3: 4:00 - 5:30 P.M. Tudor**

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**Primary Presenter:**  
Mr. Oscar Medina  
Sweetwater Union High School District

**Secondary Presenters:**

**Session Description**

This session will outline considerations related to the progress monitoring of English Learners. A variety of assessment tools are used to track student performance and inform program and placement decisions in this large secondary school district. Logistics, psychometric and program considerations will be discussed.

**Abstract**

Sweetwater Union High School District is the largest secondary school district in the country. Located south of San Diego, this district has a large population of English learners. To best serve this population Sweetwater has embarked upon an extensive language proficiency assessment program. Sweetwater assessment system relies primarily on CTB/McGraw-Hill's LAS Links suite of language proficiency assessments. Both short and long forms of language proficiency instruments are employed for different purposes. Future directions of research will be previewed as well. This session will provide an overview of the district's motivation, logistical and programmatic challenges, and psychometric and information management concerns related to monitoring language proficiency in a continuous and ongoing basis.

**Outcomes:**

Participants will be able to: (1) understand the competing purposes underlying assessment of English learners, (2) recognize a variety of models of formative and interim assessment of language proficiency testing, and (3) realize the value of ongoing progress monitoring of language development of English learners.

**Primary Contact Person:**

Mr. Oscar Medina  
Sweetwater Union High School District  
oscar.medina@suhsd.k12.ca.us

**Developing an Assessment of Minimum Academic Performance for  
Charter Schools: The Similar Students Measure**  
**Day 2 Session 3: 4:00 - 5:30 P.M. Windsor Theater**

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**Primary Presenter:**

Dr. Aisha Toney  
California Charter School Association

**Secondary Presenters:**

**Session Description**

This session examines the development, methodology and results of an innovative new measure which uses publically accessible data to assess the academic performance of California's diverse charter school portfolio. The Similar Students Measure (SSM) uses multivariate linear regression to generate a predicted Academic Performance Index (API) score for each charter school based upon the demographic characteristics of the student body being served. Charters that consistently fall below their predicted API score are identified as underperforming and cited for possible non-renewal of their charter. We will explore the implications of implementing this new measure statewide.

**Abstract**

The California Charter Schools Association has taken a proactive and bold step in accountability for California charter schools by proposing a new accountability measure called the Similar Students Measure (SSM). Under this proposal, multivariate linear regression is used to generate a predicted Academic Performance Index (API) score for each charter school based upon the demographic characteristics of the student body being served each year for the prior three years. Schools that consistently fall below their predicted API score are identified as underperforming and cited for possible non-renewal of their charter. Taking into account the students being served provides a more accurate and fair way to gauge the impact of a school on its students' education, while still maintaining strict standards of academic performance. Preliminary testing of this measure demonstrates its merits above current charter renewal standards. Implications of implementing this new measure statewide, within the Association and beyond, are discussed.

**Outcomes:**

Participants will become familiar with: (1) the current state standards of academic performance for charter schools, (2) critique the inadequacies of current standards, (3) understand the purpose of the Association's work in the area of accountability, (4) know the development and methodology of the Similar Students Measure, (5) trace the revision and validation process for this new measure, and (6) understand the implications of the Similar Students Measure and its implementation.

**Primary Contact Person:**

Dr. Aisha Toney  
California Charter School Association  
aishat@charterassociation.org

**Breaking Away From Bar Charts: What Do Pantyhose Sizing Charts  
Have That K-12 Lacks?**  
**Day 2 Session 3: 4:00 - 5:30 P.M. Windsor Theater**

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**Primary Presenter:**  
Mr. Steve Rees  
School Wise Press

**Secondary Presenters:**  
John Schachter  
Teaching Doctors

**Session Description**

When women select pantyhose, they use a complex sizing chart. When doctors tell you if you need to lose weight, they look at two-dimensional BMI charts. In this session, you'll learn how innovative measures and presentation tools will help you galvanize understanding. You'll learn to transplant tried and tested methods from outside the world of education can be transplanted effectively. And you'll gain practical ideas and learn new ways to visualize information.

**Abstract**

In this show-and-tell presentation, John Schachter, Ph.D., President of Teaching Doctors, and Steve Rees, President and Publisher of School Wise Press, will share innovative ways to visualize data and enhance understanding. John Schachter's work in value-added assessment, now five years old, is in place in districts in Connecticut, Indiana, Michigan and Arizona. In order to demonstrate his estimations of teacher effectiveness, he applied candlestick graphs to show the degree of uncertainty in each estimation. This type of graphic vocabulary is powerful in weather charting and stock charting, but used rarely in education. John will share his experience of teaching educators and leaders to read these data visualizations, and understand what they mean. Steve Rees has led School Wise Press for eleven years to bring low-level accountability reports to serve a higher strategic purpose: helping citizens and educators understand how schools compare. Steve will share his team's work in applying scatterplots and motion charts to the challenge of showing two- and three-dimensional representations of algebra outcomes and more. His talk includes many examples of other unusual applications outside of education for you to illuminate your work to district leadership

**Outcomes:**

Participants will become familiar with: (1) a review the basics of graphic and information design techniques, (2) learn how to increase credibility through innovation, and (3) learn new techniques for visualizing data and communicating information.

**Primary Contact Person:** Mr. Steve Rees  
School Wise Press  
steve.rees@schoolwisepress.com

**Test “Thinking” Strategy Workshop: Improving Student Metacognition  
to Support Success on Formative and Summative Assessments**  
**Day 2 Session 3: 4:00 - 5:30 P.M. Franciscan**

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**Primary Presenter:**

Ms. Linda Smith  
UCLA School Management Program

**Secondary Presenters:**

**Session Description**

How can we provide students with thinking strategies that they can apply with success in school, in life and in high-stakes testing situations? This Test “Thinking” Strategies Workshop is an interactive workshop designed to help educators address the often mysterious way students think about test questions and answer choices. An action research project at a Southern California school resulted in a creative protocol, used with students to increase student proficiency on formative benchmark tests and ultimately on the CST. The protocol focuses on developing student metacognition as the thinking process essential to student success in both formative and summative assessments.

**Abstract**

This workshop provides participants with strategies to improve student success on formative assessments. The test “thinking” strategy “Miramonte Method”, co-developed with UCLA SMP faculty and teachers at a Southern California school, utilizes an action research model to assess student thinking on periodic benchmark assessments. The strategy provides a test “thinking” scaffold for students, requiring them to work individually, with partners, and in quads to share their thinking about answers chosen, and emphasizes student-teacher conferencing and goal-setting. It demonstrates the power of scaffolding metacognition – making the thinking process visible to the student and teacher -- while promoting student efficacy in testing situations.

The workshop will provide data from various formative assessments, highlighting achievement before and after student use of the strategy, that demonstrate significant growth in individual and class learning. Participants will “hear” from the teacher via DVD, who, with the support of UCLA SMP faculty, designed the process. Case stories and collected data from additional schools will be provided to demonstrate the transferability of the strategy to various grade levels, content areas and CST.

In this interactive workshop, participants will experience a testing situation, and use components of the Miramonte Method as a means to reflect on the power of collaboration to enhance thinking, listening, and speaking skills. A short reading from Harvard research (Richhart et.al) and a “thinking routine” discussion process will deepen participants’ understanding of current research and the benefits of students systematically using “thinking routines” to make their reasoning visible and strengthen their metacognitive abilities.

**Outcomes:**

As a result of this session, participants will know or be able to: (1) engage in an interactive session and experience easy-to-implement strategies – including The Miramonte Method – to support students in thinking about tests differently, (2) develop an understanding of how students are thinking about tests and using that knowledge to support the development of student metacognition, and (3) understand how students can create ownership for their performance on formative and summative assessments through student-teacher conferences and goal setting.

**Primary Contact Person:**

Ms. Linda Smith  
UCLA School Management Program  
lsmith@smp.gseis.ucla.edu

**Benchmarking from the Bottom Up: Supporting a System of Teacher-Generated Assessments with Data Driven Dialogue**  
Day 2 Session 3: 4:00 - 5:30 P.M. Franciscan

**Primary Presenter:**

Dr. Mary Javier  
Camino Nuevo Charter Academy

**Secondary Presenters:**

Atyani Howard  
Camino Nuevo Charter Academy - Principal  
Dr. Noemi Donoso  
Camino Nuevo Charter Academy,  
Chief Academic Officer

**Session Description**

The workshop will provide participants with an in-depth description of a benchmark system that resulted in impressive academic gains over the last two years, including over 100 point API gain on the California Standards Test for grades 2-8 and increased the overall percentage of English Language Learners proficient in ELA and Math each by 20%. Participants will receive a wealth of tools to support teachers in generating rigorous annual pacing plans and quality benchmark assessments as well as report templates to guide teacher data analysis. Participants will also have an opportunity to watch a model of principal-teacher data digs that drove increased performance before role-playing with a variety of data scenarios.

**Abstract**

Benchmarking from the Bottom Up: Supporting a System of Teacher-Generated Assessments with Data Driven Dialogue is a workshop designed to give participants a comprehensive snapshot of an effective benchmark system in an urban K-8 school that led to impressive academic gains. The hallmarks of the benchmark system include: a strong professional learning culture that expects teachers to hone their craft; teacher development of rigorous annual pacing plans with an emphasis on power standards; teacher-created quarterly benchmark assessments aligned to pacing plans; leaders trained to embark on crucial data conversations at the district, school, and classroom level; and strong support systems to address gaps for teachers and students. In addition to sharing a wealth of resources ready to be tailored and implemented, participants will also watch and analyze powerful principal-teacher data conversations that result in targeted and measurable action plans that guide classroom and school efforts for the subsequent quarter. The workshop will provide participants with sufficient time to focus on both the process to develop high quality benchmarks aligned to rigorous standards-based curriculum and crucial follow-up with data dialogues that identify instructional, professional development and student intervention needs. After learning about each of the critical components of the benchmark system, participants will experiment with various tools and templates, as well as share best practices and lessons learned, through small group discussions and role-playing scenarios.

**Outcomes:**

Participants who attend Benchmarking from the Bottom Up: Supporting a System of Teacher-Generated Assessments with Data Driven Dialogue will: (1) learn about the critical components of a teacher-driven benchmark system that yields results! (2) use quality control tools that assist teachers and administrators in ensuring benchmark data is valid and reliable., (3) experience first-hand how to use data conversation maps with teachers to dig into growth trends and subsequent learning needs in individual classrooms, and (4) delve into a variety of powerful data reports that drive district and school improvement.

**Primary Contact Person:**

Dr. Mary Javier  
Camino Nuevo Charter Academy  
mjavier@caminonuevo.org

**Menus for Self-Regulation: Addressing the Algebra Graduation  
Requirement with At-Risk Students**  
**Day 2 Session 3: 4:00 - 5:30 P.M. Renaissance**

**Primary Presenter:**  
Dr. Amy Colcord Stuht  
Long Beach Unified School District

**Secondary Presenters:**  
Peggy Chang  
Long Beach Unified School District  
William Ellis  
Long Beach Unified School District

**Session Description**

This session will be conducted through PowerPoint presentation and audience participation. By studying a pilot intervention program for repeating first year algebra students, general topics for consideration include: Student self-regulation, student confidence, and motivation; Developing budget-friendly math interventions and professional development; and professionalism and common lesson design.

**Abstract**

In this program evaluation study of a pilot teacher-developed on-line intervention, additional supports appeared to increase student achievement, confidence, and motivation in first year algebra courses. Students in the study had already failed first year algebra at least once. The computer intervention, available on-line to students and parents around-the-clock, consisted of PowerPoint lesson outlines and video classroom instruction. It was used to augment existing teaching and learning strategies such as small group instruction, tutoring, and independent studies. Benefits of the program appeared to stem from student choice of learning strategies and self-regulation/differentiation for preview, instructional clarification and modeling, and review. Students could privately take as much time as they wanted or needed, and revisit the lesson as many times as they felt necessary without slowing class progress or looking stupid in public.

**Outcomes:**

Participants will: (1) understand the link between offering multiple interventions and increased probability for success for students re-taking first year algebra, (2) contribute insights regarding self-regulation, motivation, and achievement, and (3) consider the link between teacher professional development and development of interventions allowing for student-directed differentiation.

**Primary Contact Person:** Dr. Amy Colcord Stuht  
Long Beach Unified School District  
astuht@msn.com

**Formative Feedback in Teaching Performance Assessment**  
**Day 2 Session 3: 4:00 - 5:30 P.M. Renaissance**

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**Primary Presenter:**

Dr. Conni Campbell

Point Loma Nazarene University

**Secondary Presenters:**

**Session Description**

The Teaching Performance Assessment is a requirement of all candidates seeking a multiple or single subject teaching credential. This university was committed to making sure the summative model of the TPA assessment system included a formative component. This session will describe how giving formative feedback to teacher candidates on their TPA submissions is a beneficial practice for the overall candidate's progress and understanding of the Teaching Performance Expectations, and will present candidate assessment data and how it has changed over the past 3 years since formative feedback on the TPA was initiated.

**Abstract**

The Teaching Performance Assessment is a California Commission on Teacher Credentialing requirement as of July, 2008. This performance assessment measures candidate skills, knowledge, understanding and implementation of the Teaching Performance Expectations around which all coursework is developed. The assessment is developmental in nature, as the four performance tasks grow in complexity and expectation, and are completed by candidates throughout the course of their Teacher Education Program. This university was a pilot program for the California Teaching Performance Assessment (CalTPA), and therefore has implemented this assessment with Teacher Education candidates since 2005. We soon discovered that our program and our candidates would benefit from the "assessment FOR learning" approach rather than the "assessment OF learning" approach, even with this formal, somewhat summative evaluation. We designed a template for TPA assessors to give candidates qualitative feedback in addition to a numeric score, broken into distinct categories of subject-specific pedagogy, lesson planning, lesson delivery/strategies, assessment of student learning, and reflection on the lesson. We have found that candidate response and depth of knowledge on their TPA submissions, from the first task to the last task, has improved since the implementation of offering formative feedback along the way. Three years of student performance data will be presented in this workshop, as well as the feedback tool used by our School of Education and the research base behind the importance of formative feedback for enhancing teacher/student performance.

**Outcomes:**

Participants will know: (1) how giving formative feedback to teacher candidates on their TPA submissions is a beneficial practice for the overall candidate's progress and understanding of the Teaching Performance Expectations, (2) the assessment data from one university and how it has changed over the past 3 years since formative feedback on the TPA was initiated, and (3) the process of giving formative feedback - the do's and the don'ts of feedback on TPAA.

**Primary Contact Person:**

Dr. Conni Campbell  
Point Loma Nazarene University  
connicampbell@pointloma.edu

**Strategies for Removing Accessibility Barriers for Students with  
Disabilities**

**Day 2 Session 3: 4:00 - 5:30 P.M. Renaissance**

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**Primary Presenter:**

Mrs. Elizabeth Barker and Lingling Ma  
Northwest Evaluation Association

**Secondary Presenters:**

Rocky Harris  
Northwest Evaluation Association

**Session Description**

In this session we will share the efforts of researchers and school practitioners collaborating to create accessibility for test items. The panel will discuss accessibility features such as audio for blind students and American Sign Language (ASL) for deaf and hard of hearing students. Additionally, we will present the affects of accessibility and the challenges around implementing these features to adaptive testing.

**Abstract**

How can accessibility barriers be removed for students with disabilities? Evidence indicates that without suitable accommodations, assessment data do not reflect the level of content knowledge that students with disabilities possess (Kamei-Hannan, 2008). A research organization is conducting a study with a school for the deaf and blind. This study investigates whether or not math and science test items with audio for blind students and American Sign Language for deaf students affects student results. This research represents part of an ongoing collaboration between schools and a research division of an educational organization. The first phase aimed at collecting more reliable and valid student data. Accessible test items were created and prototyped. One set of items, enhanced with student selectable video clips of American Sign Language (ASL) were administered to deaf or hard of hearing students. Another set of enhanced items were created using human-voice audio and included professionally described graphics for blind students. During test administration, researchers observed that the students were able to make effective use of the accommodation features, which enabled them to access the content of the items. Upon completion of phase one, researchers debriefed with participants. Both students and staff were very positive and shared suggestions for improvement of the accommodations. The researchers are getting ready to implement phase two of the study. Phase two will incorporate suggestions for improvement from the school along with tests of more items.

**Outcomes:**

Participants will: (1) understand the assessment needs of students who are blind, deaf, and hard of hearing, (2) learn to use innovative items to meet the needs of students who are blind, deaf, and hard of hearing, (3) understand how accessibility may or may not affect assessment outcomes, (4) learn to address the challenges around adaptive testing and accommodations, and (5) understand the value of researchers and school practitioners collaboration.

**Primary Contact Person:**

Mrs. Elizabeth Barker and Lingling Ma  
Northwest Evaluation Association  
elizabeth.barker@nwea.org  
lingling.ma@nwea.org