California Educational Research Association
89th Annual Conference Manchester Grand Hyatt Hotel San Diego, CA
November 18-19, 2010
Instructional Innovation for the Next Decade

**The Promise of Teacher Learning Progressions: Challenges and Opportunities for Articulating Teachers'
Developing Assessment Expertise as a Link to Student Achievement
Thursday, November 18, 10:15 - 11:45 a.m., Molly A/B**

Primary Presenter:
Diana Wilmot,
Santa Clara County Office of Education

Secondary Presenters:
Deborah Sigman, California Department of Education
Brent Duckor, San Jose State University
Wendy Baron, New Teacher Center
Bill Conrad, Santa Clara County Office of Education

Session Description

The objective of the symposium is to demonstrate how to conceptualize and validate the progress of a continuum of expertise in one of California's core teaching practice standards, Assessing Students for Learning (ASL). The symposium emphasizes the link between formative and summative assessments that can be used to gauge and support student teachers, beginning teachers and veteran teachers at each stage of their career — in the university classroom, student teaching field placements, the Performance Assessment for California Teachers (PACT) certification, National Board Certification (NBC), and ongoing professional development.

Abstract

Recent policy calls for the implementation of so-called value added models that promise to measure the effects of teachers on K-12 student achievement are laudable yet potentially problematic (Schmidt, Houang and McKnight, 2005). Linking teacher characteristics to student outcomes in order to predict which teachers are most effective begs a fundamental question: Which set of characteristics, proficiencies and/or skills do teachers implement that meaningfully and consistently makes a difference in student achievement? The calls for ever more sophisticated statistical models to capture so-called value added effects are fundamentally misguided if they do not first address the educational measurement and assessment questions related to the definition of teacher quality itself (Duckor, 2010). Put bluntly, the problem is: What is the measure of teacher proficiency in these instructional models and how has the teacher data been validated by psychometrically acceptable standards (AERA, APA, NCME, 1999)? The objective of the symposium is to demonstrate how to conceptualize and validate the progress of a continuum of expertise in one of California's core teaching practice standards, Assessing Students for Learning (ASL). The symposium emphasizes the link between formative and summative assessments that can be used to gauge and support student teachers, beginning teachers and veteran teachers at each stage of their career — in the university classroom, student teaching field placements, the Performance Assessment for California Teachers (PACT) certification, National Board Certification (NBC), and ongoing professional development.

Outcomes:
1) articulate a vision of teacher learning and effectiveness vis-à-vis formative assessment; 2) exemplify how progress scales might extend from pre-service to induction to in-service phases of the professional work of teaching; 3) address how the varying contexts and purposes of the work of teacher preparation/support inform present challenges for meaningful, reliable assessment. Each of these objectives will serve as guiding topics to tie together the participants' presentations and is intended to locate a context for sharing work among various stakeholders.

Primary Contact:
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Setting a Baseline for Success: RSDSS, Region 6 Technical Assistance Model
Thursday, November 18, 10:15 - 11:45 a.m., Mohsen A

Primary Presenter: **Secondary Presenters:**
Sally Glusing,
San Joaquin County Office of Education

Session Description

Thousands of minutes of instructional time, minute-by-minute evidence of student engagement strategies and pedagogical methods, and school cultural norms evidenced in staff lounges and classrooms: These are the data that inspire, motivate, and guide schools' instructional improvement efforts. The Regional System of District and School Support (RSDSS), Region 6 approach to school improvement is informed by data from our three tools: the RSDSS 6 Instructional Time Survey, RSDSS 6 Instructional Methodology Survey, and the RSDSS 6 School Culture Survey. Session participants will understand the scope of our research-based model and will learn strategies to evaluate and assess student engagement, instructional effectiveness, and school culture.

Abstract

The Regional System of District and School Support (RSDSS), Region 6 professional development model has continually evolved, reflecting a convergence of our schools' needs with the research on school improvement. Our approach to school improvement is multi-dimensional and based on effective classroom practice. In order for schools to strategically examine their instructional program and make data-informed decisions, our office has developed the RSDSS 6 Instructional Time Survey (ITS) and RSDSS 6 Instructional Methodology Survey (IMS). We have synthesized research on student engagement, time on task, and effective instructional methodologies into concise data-gathering tools. Using the data from both tools, schools determine their professional development focus. Our trainings and technical assistance throughout the year support these school-developed goals. End-of-year IMS and ITS data serve two key functions: 1) they enable our schools to chart growth, and 2) they clarify our effectiveness and impact.

Over the past several years our own action research has uncovered a critical need within the majority of our schools: a more collaborative, student-centered culture. Based on our findings, individual teachers may utilize research-based instructional strategies and have high levels of student engagement, but these practices would rarely be brought to scale, school-wide. Coupled with the extensive research on Professional Learning Communities and their impact on schools' student achievement gains, we realized that teacher collaboration was key for schools' instructional capacity building efforts. Digging deeper into the research on school and organizational culture, our professional development model has expanded. To support the development of deeply collaborative, innovative school cultures—out of which come highly effective teacher teams—our trainings address relational trust, stages of team development, and staff reflectiveness. Understanding that purposeful work must be driven by a clearly articulated "current reality", our office has developed the RSDSS 6 School Culture Survey (SCS). Qualitative data derived from the SCS gathers staff members' perceptions of five key scenarios: staff meetings, the faculty lounge, trainings, observations, and collaboration meetings. Using the SCS findings as a cultural "baseline", we then provide customized technical assistance focused on strengthening the schools' learning community and team effectiveness.

Outcomes:
1. Participants will understand the scope and purpose of a school improvement model that focuses on three key areas: instructional time/student engagement, instructional methodologies, and school culture.
2. Participants will interpret process tools that provide relevant data around these three key areas: instructional time, instructional methodologies, and culture.
3. Participants will identify strategies they can use to evaluate and assess student engagement, instructional effectiveness, and school culture.

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Creating a Multilanguage Mathematics Test on A Common Scale
Thursday, November 18, 10:15 - 11:45 a.m., Mohsen B

Primary Presenter:
Libbie Miller,
Scantron Corporation

Secondary Presenters:
Richard Brown, USC Rossier School of Education
Jackie Gianola-Quinn, Scantron Corporation

Session Description

In the U.S., there are approximately 5.1 million English language learner (ELL) students in grades K-12. Of the total ELL population, an estimated 79% are Spanish speakers. The results of national testing (NAEP) conducted in 2005 shows that many ELL students scored "below basic" in mathematics. Given the heightened emphasis of assessment and accountability, it is essential to be able to assess students' mastery of content-based instruction without the interference of a language barrier. To address this need, we developed a Spanish version of the current Performance Series math test to administer to the ELL and Spanish language immersion populations.

Abstract

Based on the need of educators to be able to assess students' mastery of content-based instruction without the interference of a language barrier, we developed a Spanish language version of the current Performance Series mathematics test. Our goal was to calibrate the item parameters for the Spanish mathematics test on the same scoring scale as the English version, thus giving Spanish-speaking students the same experience as English-speaking students. A pilot test was conducted with a number of different districts/schools that have student populations that are bilingual in Spanish and English. Test forms were administered via paper and pencil or online through Scantron's formative testing platform, Achievement Series. Each student saw both English and Spanish questions (approximately 10 English anchor items and 33 Spanish items) on his/her test form. The information gathered from the pilot test was then used to calibrate the Spanish items using the Rasch model. The criteria for item acceptance used were: 1) SEM $<.33$; 2) Point-biserial correlation $>.15$; and 3) Outfit statistics <1.5. We found that of the 426 items calibrated across grades 2-8, 376 (88.2%) met the inclusion criteria. A poor response rate in higher grades did limit the number of items available for calibration in these grades. The Spanish items showed a wide range of difficulties within each grade level and became progressively more difficult in successive grade levels. When we plotted the performance of the English versus the Spanish versions of the items, we found fairly symmetrical responses in regards to item difficulty.

Outcomes:
1. Understand the processes utilized in creating the Spanish mathematics test
2. Recognize the challenges of creating a Multilanguage test utilizing a common scale
3. Begin to explore the benefits of tests developed in this manner

Primary Contact:
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How do students interpret linguistically modified items? Cognitive interviews with Spanish-speaking ELs and native-English students
Thursday, November 18, 10:15 - 11:45 a.m., Mohsen B

Primary Presenter:
Teresa King,
Educational Testing Service

Secondary Presenters:
John Young, Educational Testing Service

Session Description

This is a follow-up study of cognitive interviews to further investigate linguistically modified test items in mathematics and science taken by 4th- and 6th- grade students who were native Spanish-speaking English learners (ELs) or native English speakers. The initial 2009 study yielded mixed results for students rather than demonstrating the linguistically-modified items to benefit ELs as expected. The current study examines students' responses and comparisons of linguistically-modified and unmodified items. Students were presented with unmodified and modified versions of each item individually and as pairs. Findings based on student interviews will be discussed, and assessment development recommendations will be offered.

Abstract

John W. Young and Teresa King, of Educational Testing Service (ETS), are co-project investigators of a research study examining linguistically-modified mathematics and science items administered to grade 4 and 6 native Spanish-speaking English learners (ELs) and native English speakers. This study involved the use of a set of cognitive interviews to further investigate linguistically-modified test items developed for a 2009 research study. Linguistic modification of test items is a procedure used to help improve the performance of ELs through techniques such as removing empty content, making item stems concise, or adding emphasis to key words. The intent of making linguistic modifications to an item is to reduce construct-irrelevant variance, not to simplify an item. Modifying items ideally leads to improved performance by ELs while having little-to-no impact on the performance of non-ELs. The results from the 2009 study, however, were mixed for both groups of students. The current study examines individual student responses and comparisons of items. Students were presented with unmodified and modified versions of the items individually and as pairs. The cognitive interviews instructed students to verbalize their thoughts as they answered each item (i.e., to think aloud) to provide information about student errors or misunderstandings about individual items. Retrospective questions were asked to gauge information such as perceived item difficulty. Students compared the unmodified and the modified versions of each item and were asked to name and explain their preference. Preliminary findings based on the students' interviews will be discussed, and assessment development recommendations will be offered.

Outcomes:
1. Understand the purpose of linguistically modifying test items and the ways in which test items can be linguistically modified.
2. Recognize the importance of collecting multiple measures of validity evidence to support appropriate test adaptations of current tests or to guide test development for new assessments for ELs.
3. Learn the linguistic modifications that have been found to benefit ELs upon preliminary analysis of the interview responses.

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Understanding Teachers' Ability to Use CELDT Data to Improve Instruction
Thursday, November 18, 10:15 - 11:45 a.m., Mohsen B

Primary Presenter:

Cathi Draper Rodriguez,
CSU, Monterey Bay

Secondary Presenters:

Dr. Irene Nares-Guzicki, CSU, Monterey Bay

Session Description

This session will provide participants with preliminary data collected to understand California teachers' ability to use CELDT data to inform instruction. An additional purpose of this study was to analyze the relationship between district training and teacher perceived ability to use CELDT data. A survey was conducted with teachers serving EL learners in 2 counties. The survey was used to determine teacher perceived ability to use the CELDT to inform lesson planning. Ways to improve the use of CELDT data by teachers and the need for a formative assessment of CELDT skills will also be discussed.

Abstract

California schools are required to assess the English Language Development (ELD) of students identified as English language learners (ELL). Research has shown that teachers do not feel the California English Language Development Test (CELDT) is useful as a diagnostic tool (Gándara, Maxwell-Jolly, & Driscoll, 2005). In order for these assessment data to prove beneficial for the students, educators must be able to make informed educational decisions using these data. A survey was conducted with schools in central California with high ELL populations. This study was intended to determine the perceived efficacy of educators in understanding data provided by the CELDT to inform their teaching.
                                        The survey was designed to measure the relationships between years of teaching, district training opportunities available and teachers' perceived ability to make informed educational decisions using CELDT data. Teachers were asked to rate themselves in their ability to use the CELDT data on a daily, weekly and monthly basis. They were also asked to provide information regarding their ability to educate ELL students. Administrators and teacher educators need to understand the ability of teachers to change their instruction based on CELDT data. This will allow for them to provide training to teachers in the areas of needed support.
                                        Preliminary data regarding the relationship between district training and teacher ability to use the CELDT data to inform instruction will be shared. Additionally, the presenters will identify ways to improve the use of CELDT data in the classroom including the need for an informal assessment of CELDT skills.

Outcomes:
- Understand preliminary data regarding teacher ability to use and CELDT data
- Analyze the relationship between district training opportunities and teacher ability to use CELDT data
- Identify ways to improve use of CELDT data
- Discuss need to use formative assessment of language skills of EL learners

Primary Contact:

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An Urban High School Response to Underprepared Freshman: A Case Study of a Freshman Academy
Thursday, November 18, 10:15 - 11:45 a.m., Del Mar A/B

Primary Presenter:
Josh Emmett,
Point Loma Nazarene University

Secondary Presenters:
Dean McGee, Kern High School District

Session Description

Our presentation will address the implementation of a Freshman Academy structure at West High School, Bakersfield, California. The primary presenter conducted a case study to investigate the critical attributes of a Freshman Academy that promoted positive student outcomes, including increased levels of student achievement. The research focuses on multiple indicators of student outcomes including matriculation rates, assessment data, and student discipline data. The secondary presenter, principal of West High School, will share the approach to leadership that allowed this "homegrown" innovation strategy to emerge as part of the overall school improvement plan for the school.

Abstract

Purpose: The purpose of this case study of one comprehensive high school was to examine the critical attributes of a Freshman Academy at West High School that promoted positive student outcomes over two school years, 2008-09 and 2009-10. By recognizing aspects of school redesign, dynamics of teacher collaboration, and elements of leadership, the case study portrays strategies for improvement in a comprehensive urban high school. From this case study, components of enhanced school improvement strategies can emerge.
Research Methods: A case study research design was used for this study and for analysis of data. Data has been collected through semi-structured interviews with 19 teachers, 7 building administrators, and 1 district leader, document analysis, participant-observations, and review of student data. A focus group member check was used to support the validity of the findings and build trustworthiness in the study.
Findings: Multiple measures of student outcomes revealed a relationship between the concerted efforts of stakeholders at West High School and the implementation of the Freshman Academy structure. The degree of teacher efficacy was a vital component of the extent of the impact of the Freshman Academy.
Implications for Research and Practice: The single case study contributes to the field of research on innovation in high school improvement. The use of a locally constructed school improvement strategy informs practice that, under certain conditions, high school improvement may be rooted in capturing the capacity of local stakeholders to embrace responsibility for positively impacting student outcomes.

Outcomes:
1)   Participants will know how one urban comprehensive high school utilized the capacity of stakeholders within their own school to positively impact student outcomes through the implementation of a Freshman Academy serving targeted underprepared students.
2)   Participants will know a collection of sustainable strategies for supporting underprepared 9th grade students with the transition to high school as part of an effort to meet school improvement goals.
3)   Participants will be able to consider the benefits of developing an organizational structure that promotes a collaborative culture in which teachers can transition professional practice from isolation to collaboration.

Primary Contact:
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Addressing the needs of newcomers: exploring the challenges of refugee populations
Thursday, November 18, 10:15 - 11:45 a.m., Del Mar A/B

Primary Presenter: **Secondary Presenters:**
Erin Richison,
Grossmont Union High School District

Session Description

Grossmont UHSD's large newcomer/refugee population has presented unique challenges. Many Chaldean, Burmese, and Hispanic students have settled in the community. The schools must consider language barriers, but also culture, psychological, adjustment, literacy and academic skill gaps. This session will explore these issues and discuss common ELD assessments.

Abstract

Grossmont UHSD's large newcomer/refugee population has presented unique challenges. Many Chaldean, Burmese, and Hispanic students have settled in the community. The schools must consider language barriers, but also culture, psychological, adjustment, literacy and academic skill gaps. This session will explore these issues, share instructional strategies, discuss how common ELD assessments have helped inform instruction and look at trends and patterns of language acquistion.

Outcomes:
Discuss issues facing Chaldean and Burmese newcomers
Learn how common language proficiency assessments have helped teachers and students
Best practices to support teachers of newcomers from an administrative perspective

Primary Contact:
Erin Richison, Grossmont Union High School District
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Supporting an At-Risk Population on Minimal Funding and Support: Findings From a Year-Long Study
Thursday, November 18, 10:15 - 11:45 a.m., Del Mar A/B

Primary Presenter: **Secondary Presenters:**
Justin Whiteford,
Grand Junction (CO) High School

Session Description

This session will focus on the lessons learned and preliminary results from the implementation of a new pilot program titled STRIVE, Students Taking Responsibility In Valuing Education. Unable to afford programs like AVID, a group of high school teachers in Grand Junction, Colorado, planned, organized and implemented STRIVE with the clear focus of supporting a large group of at-risk students at their school site.

Abstract

More and more school districts are coping with funding reductions and trying to address the needs of diverse populations. In the spring of 2009, a group of high school teachers in Grand Junction, Colorado, concerned about the performance of students from groups that historically have been underrepresented in college but unable to secure the funding for comprehensive programs such as AVID, started a new pilot program titled STRIVE, Students Taking Responsibility In Valuing Education. These teachers took the initiative to plan, organize and implement a program with the clear focus of preparing students for college success.

   This presentation will share the lessons learned and preliminary results from the implementation of this new program. Paired T-tests for independent samples were used to test the significance of study and comparison group differences on the state achievement tests, attendance, and overall GPA. Chi square significance testing was done to test for differences between the STRIVE students and comparison student groups. In addition, qualitative data including interviews and classroom observations of both teachers and students will be summarized.

Outcomes:
Participants will: (1) understand how teachers in one district shifted their strategies and became highly resourceful in supporting special populations when most funding at the local and state level was cut; (2) understand what factors have been most vital for success of this program; (3) learn the challenges and barriers teachers face when attempting to plan and initiate such a program with limited resources; (4) know how one district responded and attempted to support teachers that take the initiative and begin to implement a school-wide program.

Primary Contact:
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Promoting Evaluation Use through District-Evaluator Collaboration: Examples from LAUSD's After School Programs
Thursday, November 18, 10:15 - 11:45 a.m., Annie A/B

Primary Presenter:
James Sass,
Research Support Services

Secondary Presenters:
Harry Talbot, Los Angeles Unified School District
Steven Frankel, Research Support Services

Session Description

For the past three school years, LAUSD's Beyond the Bell Branch (BTB) has collaborated with Research Support Services (RSS) to make the annual evaluations of its after school programs more useful for various stakeholders. Representatives of RSS and a senior BTB leader will describe their collaboration and practical steps for making external evaluation projects more useful. Grounded in the literature on evaluation use and reporting strategies, this presentation will move beyond the specifics of this particular evaluation project to provide principles and strategies applicable to any external evaluation of a school system program.

Abstract

District leaders and external evaluators share a desire for evaluation projects to be useful. Rather than sitting on a shelf, evaluation results should provide practical information to support policy decisions, program improvement, and accountability. Since 2007, leaders of LAUSD's Beyond the Bell Branch (BTB) and the external evaluator for its after school programs, Research Support Services (RSS), have worked together to make annual evaluations more useful to BTB managers, community-based organizations (program providers), and LAUSD senior managers. In this presentation, RSS and BTB representatives will discuss their partnership and provide specific implications for collaborating to promote evaluation use.

The presenters will share their experiences and perspectives on this evaluation partnership. Topics will include CBO feedback on previous reporting strategies, the evaluators' responsiveness to the needs and interests of BTB, different types of data and how they can be used, and the advantages and disadvantages of different reporting techniques.

Program evaluation literature will provide a foundation for the discussion of these experiences and the development of implications. The presentation will begin with an overview to utilization-focused evaluation and evaluation use. The discussion of the presenters' specific collaborative experiences will lead to general principles and concrete strategies for promoting evaluation use in a school system. These principles and strategies will be formed around literature on collaboration, data collection methods, and reporting techniques.

Outcomes:
1. Participants will understand the basics of utilization-focused evaluation and evaluation use.
2. Participants will understand ways that different types of data and reporting strategies can support program accountability and improvement.
3. Participants will understand general principles and specific strategies for using collaboration to make external evaluation projects more useful for the district and other stakeholders.

Primary Contact:
James Sass, Research Support Services
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Examining the effectiveness of California after school programs
Thursday, November 18, 10:15 - 11:45 a.m., Annie A/B

Primary Presenter: **Secondary Presenters:**
Denise Huang,
National Center for Research on Evaluation, Standards, and Student Testing

Session Description

This paper intends to provide the audience with an overview of the study design of the California statewide ASES program evaluation and to clearly outline the data requirements and data collection procedures for this study.
 At the same time descriptive findings from Year 1 of this 4 years longitudinal study will be presented. General program characteristics, staff characteristics, and preliminary student academic and behavioral outcomes will be discussed.

Abstract

After school programs offer an important avenue for supplementing educational opportunities. In California, the After School Education and Safety (ASES) program creates incentives for locally driven afterschool programs to partner with schools and communities in providing academic support and safe, constructive alternatives for K-9 students. This paper presents findings from year 1 of a 4 year longitudinal study in examining the effectiveness and efficiencies of the ASEs programs in recruiting and retaining students at risks; their general program characteristics; their perceived challenges and obstacles; and their effectiveness in increasing their academic successes as indicated by California Standardized Test scores, and increasing English learners' California English Language Development Test scores.

Outcomes:
Participants, especially project directors of the ASES programs will be familiar with the study design of this statewide evaluation

To provide descriptive statistics on the characteristics of the ASES programs across California

To Provide preliminary findings for year 1 of the 4 years study on academic and behavioral outcomes

Primary Contact:
Denise Huang, National Center for Research on Evaluation, Standards, and Student Testing
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Building a Strategic Academic Alignment Framework for After-School: Defining Promising Practices
Thursday, November 18, 10:15 - 11:45 a.m., Annie A/B

Primary Presenter:
Tracy Bennett,
Think Together

Secondary Presenters:
Jenel Prenovost, Think Together
Ana Auger, Think Together

Session Description

Many districts are beginning to see the academic value-add of aligning their school-day curriculum with lessons that occur during their after-school program. The state's largest after-school provider, THINK Together, partnered with UC Irvine to conduct a one-year study of a district that demonstrated promising academic alignment practices; including regular data reflection sessions between teachers, principals and after-school program staff. Promising practices that emerged from the study will be shared, and participants will have the opportunity to identify available data and strategies that are applicable in their own district.

Abstract

As the largest provider of after-school programming in the state, THINK Together served over 70,000 students across 22 districts in Southern California last year. After-school programs in California have deliverables linked to growth in standardized test scores, yet do not have a strategic framework to use that facilitates building a bridge to the instructional school day efforts to achieve these goals. In a high-stakes accountability era, some districts are using their after-school program as an opportunity to bolster achievement for students; including intentional efforts to align after-school lessons with those of the school-day curriculum. THINK Together has made it an organizational priority to academically align their programming to the curriculum of the schools they serve. One district in particular has developed promising alignment practices that entail school principals facilitating regular data reflection meetings that include after-school program staff. Results from a one-year study between THINK and UC Irvine document the intentional structure, norms, data, and relationships that constitute the academic alignment efforts. By using data and tools that are already accessible by school staff, teachers and principals can collaborate with their after-school provider to provide intentionally aligned curriculum and enrichment that addresses the specific needs students. The purpose of this session is to share the promising practices of academic alignment from an after-school program perspective, and discuss the various ways in which districts/schools can use available data to inform the lessons that occur in the after-school program; with the ultimate goal of raising student achievement.

Outcomes:
1) Define the importance of and what it means for districts/schools to be academically aligned with their after-school program provider.
2) Identify data that is available in their district/school that can be shared with their after-school program provider.
3) Identify existing practices surrounding data reflection/professional development that can incorporate the inclusion of after-school program staff in their district/school.
4) Develop new strategies surrounding data/professional development that that can incorporate the inclusion of after-school program staff in their district/school.

Primary Contact:
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Supporting Novice Special Education Teachers during Induction: Exploring the Contributions of a Mentoring Process
Thursday, November 18, 10:15 - 11:45 a.m., Madeleine C

Primary Presenter:
Carrie Ann Blackaller,
California State University Dominguez Hills

Secondary Presenters:
Shirley Lal, California State University Dominguez Hills

Session Description

This two-year exploratory study examined a teacher preparation program's mentoring process that was designed to assist special education teachers (mentees) completing an initial credential during induction. In particular, it explored novice teachers' identified needs at program entry, interactions during induction, and perceptions about their practice at program completion. A mixed method approach for collecting and analyzing data from multiple sources was employed. Results of the needs assessment survey indicated that participants identified needs related to resources, mentoring knowledge, and teaching practice.
Mentors indicated the support they provided to mentees was very helpful on most teaching standards.

Abstract

This two-year exploratory study examined a teacher preparation program's mentoring process that was designed to assist special education teachers (mentees) completing an initial credential during induction. In particular, it explored novice teachers' identified needs at program entry, interactions during induction, and perceptions about their practice at program completion. The mentoring process was operationalized through the reciprocal interactions among university faculty and school site mentors. Their efforts supported the 275 mentees who were simultaneously working as teachers-of-record in P-12 school while completing university coursework. During the program, the majority of mentoring support was devoted to teaching practices that aligned with the California Standards for the Teaching Profession. A mixed method approach for collecting and analyzing data from multiple sources was employed. Data from a needs assessment survey, mentoring activity logs, and a program exit survey were triangulated to present a robust picture of the mentoring process and to determine its effectiveness. Results of the needs assessment survey indicated that participants identified needs related to resources, mentoring knowledge, and teaching practice. On the exit survey, mentees valued their mentors' knowledge, accessibility, and timely feedback. Additionally, they believed that the program adequately prepared them to teach according to teaching standards. Mentors indicated the support they provided to mentees was very helpful on most teaching standards. They also acknowledged that increased support time would enhance their mentoring. These results align with similar studies on mentoring during induction (Feiman Nemser, 2001; Griffin et al., 2003, Wasburn Moses, Rosenberg, 2008).

Outcomes:
By the end of the presentation, participants will be able:

1. to discuss aspects of a mentoring support process;

2. to identify experiences and/or supports that were deemed valuable by mentors and mentees during a mentoring process; and

3. to explain the use of multiple data sources to determine the effectiveness of a program.

Primary Contact:
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Improving Instruction for Secondary English Learners Through Teacher Coaching
Thursday, November 18, 10:15 - 11:45 a.m., Madeleine C

Primary Presenter:

Sylvia Kane,
Vanguard University

Secondary Presenters:

Patricia Bonner, Azusa Pacific University

Session Description

Participants will be informed of the results from a recent research study involving ten schools in the Los Angeles and San Bernardino counties, which examined the effects of instructional and cognitive coaching on the perceived sense of self-efficacy of middle school teachers of English learners. They will learn of the positive and negative outcomes and the emerging barriers that schools would need to address when attempting to implement a coaching model to improve instruction for English learners.

Abstract

This research study examined the effects of cognitive coaching on the perceived self-efficacy of middle school teachers of English language learners. A sample of middle school content area teachers of English language learners (N = 177) completed a modified version of the Teacher Sense of Efficacy Scale (Tschannen-Moran, M., & Woolfolk Hoy, A., 2001) for the quantitative component of the study. A control group of teachers not involved in the coaching process provided the study with the comparison group (N = 97). The study then followed up with eighteen (N = 18) individual interviews to probe or explore the results in more depth, which comprised the qualitative portion. An analysis of the data revealed the following six themes: (a.) those who were coached displayed confidence, (b.) teachers who were coached valued their coaches, (c.) barriers prevented successful coaching, (d.) successful EL teachers were confident in their teaching craftsmanship, (e.) successful EL teachers experienced a sense of connectedness with their students, and (f.) some EL teachers experienced frustration when teaching English language learners. Findings from this study provide evidence to support the use of coaching as a viable form of staff development for teachers of English language learners by raising teachers' sense of self-efficacy. Recommendations for practice and for future research are presented.

Outcomes:

1. Participants will learn of one district's experience using coaching to improve instruction for its middle school English Learners.
2. Participants will learn of the positive effects coaching had on the sense of self-efficacy of novice middle school teachers and of the observed barriers the ELL teachers in this district encountered.
3. Participants will be informed of this researcher's recommendations for an effective middle school coaching program to improve instruction for English Learners.

Primary Contact:

Sylvia Kane, Vanguard University
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Making Achievement Happen: Innovative strategies that move schools forward despite the obstacles
Thursday, November 18, 10:15 - 11:45 a.m., Madeleine D

Primary Presenter: **Secondary Presenters:**

Erick Fineberg,   Jason Willoughby, Action Learning Systems, Inc
Beswick Elementary School, Tustin Unified School District

Session Description

In this session, participants will gain practical data driven strategies to improve student achievement from experienced practitioners that worked collaboratively to move an underperforming Year 3 Program Improvement school out of Program Improvement status in TWO years. This session is a must for any school or district facing current or future Program Improvement status.

Abstract

Despite the economic struggles and ever increasing demands on educators with fewer resources, there is still much that can be accomplished in our schools. During this session, the presenters will share what worked at a Southern California School entering Year 3 Program Improvement. The school grew over 100 API points in two years and out of Program Improvement status. Participants will learn the secrets of success including the effective use of data to support a more interactive and data driven instructional focus. The site principal and educational consultant partner will share how blending sound instructional techniques with useful and timely data combined with laser focused purposeful instruction resulted in unprecedented student learning. Additionally, the presenters will show how these practices are being replicated at a second site in a different Southern California district.

Outcomes:

Participants will gain practical strategies to improve student achievement at an incredibly accelerated rate from proven practitioners that worked collaboratively to move an underperforming Year 3 Program Improvement school out of PI status in two years. Participants will be versed on how to develop and implement:
1. Classroom data collection tools
2. Instructional effectiveness protocols
3. Curriculum modification plans
4. Progress monitoring of action plans

Primary Contact:

Erick Fineberg, Beswick Elementary School, Tustin Unified School District
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The Role Formative Assessment Data Played in Moving a PI5 School into Not in PI!
Thursday, November 18, 10:15 - 11:45 a.m., Madeleine D

Primary Presenter:
Jason Holmes,
Lennox School District

Secondary Presenters:
Robert Estrada, Lennox School District
Erika Benadom, SchoolCity

Session Description

In the 2008-2009 school year, Jefferson Elementary was in PI Year 5. With unwavering conviction, the teachers and leaders of this school set forth a goal to exit PI as a result of the Spring 2010 CST results. Through collaboration, frequent formative assessments, data analysis and sheer determination, Language Arts scores increased from 29.6% Proficient/Above in Spring of 2008 to 44.7% in Spring of 2010. Math scores increased from 47.5% Proficient/Above to 73.1%. Together, this amazing staff accomplished its goal. Learn what steps were put into place to turn this dream into a reality.

Abstract

Situated beneath the flight path of LAX, Jefferson Elementary has a population of approximately 480 students. Roughly 84% of the students are Latino, 50% are English Learners, and 97% participate in the National School Lunch Program. In the fall of 2008 the school underwent a major reform effort to improve academic achievement in order to successfully exit Program Improvement Year 5. A systematic, district-wide approach to standards-based math instruction, frequent assessments and the analysis of data, contributed to a 20% increase in CST math scores the first year and an additional 5.6% increase in the second year. Although Jefferson School did not meet the escalating AYP ELA target of 46% in 2009, it did reach Safe Harbor by reducing its percentage of students that were not proficient by the minimum of 10%. Along with standards-based Language Arts instruction, the teachers and site leaders implemented a rigorous RtI model that provided students achieving two or more grade levels below with an alternate core material. Teachers worked together to level students at each grade level during intervention time, thus ensuring students received targeted instruction in deficit areas. In 2009, teachers administered common, standards-based formative assessments in ELA and analyzed the data at monthly collaborative meetings. Teachers drilled down to item analysis and student responses while also sharing successful teaching practices. Progress was tracked by grade level, by teacher and by students themselves. All of these factors contributed to meeting AYP again in via Safe Harbor with a cumulative growth of 15.1% in ELA over two years. As the schools ELA achievement approaches 50% proficient, now Jefferson is zeroing in the varying success at each grade level and determining how it can accelerate and maintain growth.

Outcomes:
Participants will learn 1) what type of data was most helpful to site leaders, 2) what type of data was most useful to teachers, 3) what structures were needed to allow for the frequent analysis of data, 4) how frequent the assessments were scheduled in order to effectively monitor learning, 5) the best practices to implement at their own sites.

Primary Contact:
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A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities
Thursday, November 18, 2:15 - 3:45 p.m., Mohsen A

Primary Presenter: **Secondary Presenters:**
Robert Voelkel,
University of California, San Diego

Session Description

The literature on professional learning communities and collective efficacy suggest that PLC schools have a better chance of student and staff success in schools with greater levels of perceived collective efficacy than those who have low levels of collective efficacy. While there is limited evidence to support increased student achievement for those schools implementing a PLC model, there is evidence demonstrating increased student achievement in schools that have high levels of collective efficacy. Thus, this presentation seeks to share data supporting a positive relationship between teachers' perceptions about their schools as a professional learning community and their sense of collective efficacy.

Abstract

Since its inception in 2001, the No Child Left Behind (NCLB) Act has created a high stakes accountability climate by setting federal mandates for increasing levels of student achievement in the Kindergarten through twelfth grade (K-12) public education arena. Consequently, schools and Local Education Agencies (LEAs) that fail to meet Adequate Yearly Progress (AYP) guidelines are subject to progressive degrees of corrective action. As a result, the role of educators takes on an even greater importance as educational researchers and policymakers seek reforms to meet new demands placed on teachers. One model that has shown great promise as evidenced by research is the professional learning community (PLC) model. Researchers continue to examine whether or not PLCs may be the impetus for increased student achievement and a possible support structure that can be used to close the achievement gap. While the research has been critical in identifying effective, research-based PLC practices, they have largely ignored the fact that many schools continue to struggle in implementing and sustaining PLCs. Additionally, schools claiming to be PLCs may or may not exhibit the specific characteristics determined by DuFour and Eaker (1998) that identify PLC schools. This seems to suggest that PLC success may be determined by other factors. The primary purpose of the study examined PLCs and a possible relationship to collective efficacy leading to the building and sustaining of a PLC. Using a survey containing demographic, PLC, and collective efficacy data, the results of this mixed-methods case study found a positive relationship does exists between PLCs and collective efficacy. The 24 one-on-one interviews conducted and the over 1,000 pages of support documentation analyzed further supported this finding.

Outcomes:
- Better understand the relationship collective efficacy plays in PLCs
- Better understand the strengths and presence of PLC characteristics
- Identify teachers' perceived collective efficacy in a PLC model

Primary Contact:
Robert Voelkel, University of California, San Diego
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Experiences and Lessons Learned from School Partnership Pilot Study in Five California Counties
Thursday, November 18, 2:15 - 3:45 p.m., Mohsen A

Primary Presenter:
Mette Huberman,
American Institutes for Research (AIR)

Secondary Presenters:
Tom Parrish, American Institutes for Research (AIR)

Session Description

The American Institutes for Research (AIR), as a partner in the California Comprehensive Center, has developed a rigorous process to match lower- and higher-performing schools with similar demographics for the purpose of developing school visits to foster discussion of effective practices and possible ongoing relations. We will share experiences and lessons learned from a pilot study of 20 school visits in 5 counties in the 2009-2010 school year. The presentation will also provide recommendations on how to improve the process for continued implementation in the upcoming year.

Abstract

Between January and June 2010, five counties (Fresno, San Joaquin, Santa Clara, Shasta, and Sonoma) participated in a pilot study facilitated by the American Institutes for Research (AIR) as a partner in the California Comprehensive Center (CA CC) at WestEd. The study's purpose is to match lower- and higher-performing schools with similar demographics to establish opportunities for discussing and sharing effective practices through school visits, which may lead to ongoing relationships. The study is customized to meet the unique needs of participating counties, but draws on previous work carried out by the AIR as part of the CA CC. It also aligns with the efforts of EdResults to match schools through their website, with Edutopia's work to identify and disseminate information from effective schools, and the type of partnership demonstrated by Fresno and Long Beach Unified School Districts.

We provided data to match schools, facilitated the process, and documented the efforts through interviews and observations. The CA CC also provided a $10,000 stipend to each participating county to assist in facilitating the process. The counties arranged between three and five school visits each, most of which took place within their county, and a total of 20 lower-performing schools participated in the process. The typical school visit lasted five hours, and included an initial meeting with the host principal, several classroom observations, and a debriefing at the end of the visit. Participants reported that the most useful part of the process was the opportunity to observe different teaching techniques and instructional styles in higher-performing schools. They also reported impacts such as emerging changes in teacher attitudes.

Outcomes:
1. Participants will learn about AIR's process for matching lower- and higher-performing schools with similar demographics in California.
2. Participants will learn about approaches and strategies that five County Offices of Education used to implement the lower- and higher-performing school partnerships.
3. Participants will learn about the perceived usefulness of the activities and impacts from school, district, and county participants, as well as recommendations on how to improve this process.

Primary Contact:
Mette Huberman, American Institutes for Research (AIR)
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California Educational Research Association
89th Annual Conference Manchester Grand Hyatt Hotel San Diego, CA
November 18-19, 2010
Instructional Innovation for the Next Decade

A Framework for Research on Content Assessments Taken by English Learners
Thursday, November 18, 2:15 - 3:45 p.m., Mohsen B

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Primary Presenter: **Secondary Presenters:**
John W. Young,
Educational Testing Service

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Session Description

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English learners (ELs) are one of the fastest growing subpopulations of K – 12 students in American classrooms. Because of their increasing size and importance, it is important to evaluate whether the content assessments used to determine the proficiency of students are valid and fair for ELs, and whether the scores from content assessments have the same meanings for ELs as for other groups of students, such as native English speakers and former ELLs. Thus, it is critical to create and implement a research agenda based on a framework which reflects the current psychometric challenges in studying the performance of ELs.

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Abstract

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A recent article by Young (2009) articulated a research framework on content assessments taken by English Learners (ELs). This framework identifies the kinds of evidence necessary to make judgments about the validity of content assessments when taken by students with different degrees of English proficiency, including ELs and former ELs. In this framework for research on ELs, there are eight indicators of test comparability: (1) Reliability; (2) Factor Structure; (3) Differential Item Functioning; (4) Predictive Validity; (5) Educational Decisions; (6) Test Content; (7) Testing Accommodations; and (8) Test Timing. The first five of these indicators are measures of score comparability, while the last three are measures of task comparability. The absence or presence of group differences on these indicators provides a mechanism by which to judge the validity of content assessments for ELs. To date, much of the research on the comparability of large-scale assessments such as STAR has focused on the first three indicators as these are the comparability issues of greatest concern to psychometricians, researchers, and test developers. At present, research has been conducted on only six of these indicators of test comparability for content assessments. For these indicators, findings from representative studies are summarized. For the other two indicators (Predictive Validity and Educational Decisions), I will describe the types of research studies that are needed to evaluate the comparability of content assessments for ELs. As the article's author, I will discuss the implications of these findings with regard to interpreting the scores of content assessments for ELs.

Reference: Young, J. W. (2009). A framework for test validity research on content assessments taken by English language learners. Educational Assessment, 14, 122-138.

Outcomes:
1. Understand the purposes of a research agenda for studying the content assessments taken by English learners.
2. Understand the research findings to date on content assessments taken by ELs.
3. Understand the implications of these findings with respect to the assessment and instruction of ELs.

Primary Contact:
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Quality of Teaching English-Language Learners: Assessing Content Knowledge for Teaching ELLs
Thursday, November 18, 2:15 - 3:45 p.m., Mohsen B

Primary Presenter: **Secondary Presenters:**
Sultan Turkan,
Educational Testing Service

Session Description

What is unique to teaching content to English Language Learners (ELLs)? This session presents a framework of essential teacher knowledge base that represents quality of teaching ELLs. Presenter discusses the knowledge base rated highly important by a panel of experts and in a national survey of teacher educators and teachers from districts with high ELL population.

Abstract

This session reviews research on what knowledge, skills and attributes content teachers need to have to teach ELLs. In doing so, this session presents an assessment framework of English linguistic skills teachers need to teach content to English-language Learners (ELLs). To this end, the session starts with a synthesis of the most recent literature on specific linguistic skills teachers need. It continues with a review of existing state standards for effective teaching of ELLs across the country. A national sample of 358 teachers and teacher educators from districts with a high ELL population rated teacher knowledge base highly within the following domains: academic language, accessibility and drawing upon background knowledge and culture. Presenter unpacks each domain as expanded by a panel of expert teachers, researchers, teacher-educators. Participants leave the session with an understanding of a teacher assessment framework on teaching quality for ELLs.

Outcomes:
1) have an understanding of what is unique to the teachers' content knowledge for teaching ELLs.
2) be informed about an assessment framework that delienates quality of teaching ELLs
3) report expert opinion on the three domains of the framework: 1) academic language, 2)accessibility, 3) drawing upon background knowledge and culture

Primary Contact:
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California Educational Research Association
89th Annual Conference Manchester Grand Hyatt Hotel San Diego, CA
November 18-19, 2010
Instructional Innovation for the Next Decade

Guidelines for the Assessment of English Learners on K - 12 Content Tests
Thursday, November 18, 2:15 - 3:45 p.m., Mohsen B

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Primary Presenter:
John W. Young,
Educational Testing Service

Secondary Presenters:
Teresa King, Educational Testing Service

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Session Description

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John W. Young and Teresa King, of the Educational Testing Service (ETS), are co-authors of the ETS Guidelines for the Assessment of English Language Learners, which provides a framework for best practices in developing and evaluating content assessments when taken by English language learners (ELLs). The guidelines cover a number of key topics including test specifications, test administration, testing accommodations, and analysis of results. They will discuss best practices for each of these topics and the supporting research literature. This presentation will be of interest to anyone involved in the teaching and assessment of ELLs.

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Abstract

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In 2009, the Educational Testing Service published the Guidelines for the Assessment of English Language Learners (ELLs). The guidelines focus on large-scale content area assessments, such as the California Standards Tests, administered in the United States to students in grades K – 12. The guidelines are designed for test developers, testing program administrators, psychometricians, and educational agencies, and were developed to ensure that content assessments are valid and fair for ELLs. Although there are many validity issues related to the assessment of ELLs, the main threat when assessing academic content areas stems from factors that are irrelevant to the construct (the skills or proficiency) being measured. The main goal of these guidelines is to minimize these factors, termed construct-irrelevant variance, and to ensure that, to the greatest degree possible, assessments administered to ELLs test only what they are intended to test. To increase the validity of test score interpretations for ELLs and to maximize the degree to which scores reflect a student's level of knowledge in the content area being assessed, practitioners should follow the recommendations contained within the guidelines. This publication covers a number of key topics including test specifications, test administration, testing accommodations, and analysis, and it provides a framework for best practices in developing and evaluating content assessments taken by ELLs. As co-authors of the guidelines, we will discuss best practices for each of these topics and the supporting research literature. This presentation will be of interest to anyone involved in the teaching and assessment of ELLs.

Reference: Pitoniak, M., Young, J. W., Martiniello, M., King, T., Buteux, A., and Ginsburgh, M. (2009). Guidelines for the assessment of English language learners. Princeton, NJ: Educational Testing Service.

Outcomes:
1. Understand the purposes for the ETS Guidelines for the Assessment of English Language Learners.
2. Understand the best practices in the assessment of English learners on K - 12 content assessments.
3. Understand the research basis for the recommendations in the ETS Guidelines for the Assessment of English Language Learners.

Primary Contact:
John W. Young, Educational Testing Service
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Determining Cutoff Points on Benchmark Exams Aligned to Standardized Tests
Thursday, November 18, 2:15 - 3:45 p.m., Annie A

Primary Presenter: **Secondary Presenters:**

Patrick Traynor,
Colton Joint Unfied School District

Session Description

Benchmark assessments should yield data that help determine how kids are performing relative to the tests. Simply because the content is aligned, does not mean that the cutoff points for each performance level are aligned. For example, if a kid scores Advanced on a district benchmark exam, does that mean he/she will earn Advanced on the CST? If a kid scores Basic on the benchmark exam, does that mean he/she will score Basic?

Educators have tried several techniques to set cutoff points on benchmark exams. For example, one might set the cutoff point between FBB and BB at 25% correct, BB and B at 50%, B and P at 75% and A at 100%. Others might set them at 50%, 60%, 70% and 80%. Others might have developed an overly sophisticated method that is not necessarily any more accurate.

This workshop presents one simple and one more elaborate way to create cutoff points that will be useful in predicting how kids will perform on state tests.

Abstract

Benchmark assessments should yield data that help determine how kids are performing relative to the tests. Simply because the content on a benchmark assessment is aligned to state tests, does not necessarily mean that the cutoff points for each performance level are aligned. For example, if a kid scores Proficient on a district benchmark exam, does that mean he/she will earn a Proficient performance level on the CST? If a kid scores Basic on the benchmark exam, does that mean he/she will score Basic?

Educators have tried several techniques to set cutoff points on benchmark exams. For example, one might set the cutoff point between FBB and BB at 25% correct, the cutoff point between BB and B at 50%, B and P at 75% and A at 100%. Others might set them at 50%, 60%, 70% and 80% respectively. Others might have even developed an overly sophisticated method that is not necessarily any more accurate.

This workshop presents one simple and one more elaborate way to create cutoff points that will be useful in predicting how kids will perform on state tests.

Outcomes:

Participant will know that cutpoints established on benchmark exams need to be strategically set and relative to a valued measure (CSTs) in order for results to be evaluated properly.

Participants will be able to create cutoff points on their own benchmark exams using a quick but accurate method with Excel and their own student performance data system.

Participants will know how to create cutoff points using a more elaborate system with SPSS.

Participants will see an example of the increase in accuracy of performance bands strategically aligned to the CST performance bands.

Primary Contact:
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Benchmarks-A Tool for Teacher Self-Evaluation and Improved Instruction
Thursday, November 18, 2:15 - 3:45 p.m., Annie A

Primary Presenter:

Charlene Bowden,
Bellflower Unified School District

Secondary Presenters:

Jason Willoughby, Action Learning Systems

Session Description

Bellflower Unified School District added benchmarks to our toolbox in 2007. Through our partnership with Action Learning Systems (ALS) we have worked with teachers and administrators to improve instruction through teacher self-assessment and collaboration at the site level. Two elementary sites avoided Program Improvement this year with their commitment to benchmark data analysis. As the benchmarks expand to four content areas and grades K-12, district support will expand to facilitate teacher collaboration between sites.

Abstract

"I really like having this (benchmark) as a tool to guide my reading instruction. I feel the benchmark has given me the opportunity to zone in on specific language arts skills." BUSD Elementary Teacher

Benchmarks have become part of the culture of Bellflower Unified School District. Our partnership with Action Learning Systems (ALS) added new tools for working with students. With the introduction of science benchmarks in 2007, through the addition of English/language arts, math, and social science , teachers collaborate to analyze benchmark data and improve instruction. Objective analysis of data has led teachers to new insights about their students; it can be unexpected groups of students who do not master a standard.

Sites use the results to target instruction with improved lesson plans and Response to Intervention. Teachers are able to track student progress at the standard level and adjust instruction to help move students to mastery.

As a district, we have learned lessons along the way to support the sites in the administration of benchmarks and the analysis and use of data. We are able to develop district professional development in response to teachers' self-assessment and increased use of data.

Outcomes:

1) Learn how benchmark results can be used by teachers to self-assess effectiveness of instruction
2) Learn strategies for analyzing benchmark results to improve instruction
3) Learn how benchmark analysis can guide professional development and increase teacher collaboration

Primary Contact:

Charlene Bowden, Bellflower Unified School District
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The use of technology to enhance teaching effectiveness
Thursday, November 18, 2:15 - 3:45 p.m., Annie B

Primary Presenter: **Secondary Presenters:**

Hui-Ju Huang,
California State University Sacramento

Session Description

The session will present the implementation of a teacher education course with computer integration which incorporated social interactions and reflective processes in an online learning community. The results from the analysis of students' reflections and analysis of online discussion showed that the online learning community encouraged active engagement, promoted collaborative learning, and expanded students' repertoire of ideas. From the instructor's point of view, the online learning community was useful for the instructor to identify what students know and want to know, so the instructions could be prepared to meet students' needs and to increase the teaching effectiveness.

Abstract

I designed a teacher education course with computer integration which incorporated social interactions and reflective processes in an online learning community. The rationale of utilizing the computer technology was to provide: (1) Visualization and analysis tools: The computer screen resembled an electronic patchwork with conversations weaving back and forth. The text that students entered for their comments provided a visible and persistent representation of their ideas. The electronic forum allowed every thought to be captured for future examination, elaboration, and extension. (2) Opportunities for feedback, reflection, and revision: The electronic learning community aimed to create a challenging and engaging learning environment, and facilitate learning processes in terms of increasing both conceptual and personal involvement to a deeper level of reflection.
I analyzed students' reflections and online discussion to examine both benefits of and barriers to the structure of the online learning community. The results showed that the online learning community encouraged active engagement, and promoted collaborative learning. Furthermore, the online learning community represents not only an individual's idea, and it also incorporated all students' voices. Peers played an important role in contributing to a group's expertise and in distributing responsibility for learning new ideas. The collaborative learning environment thus expanded students' repertoire of ideas. From the instructor's point of view, I found that the online learning community became a useful tool for me to identify what students know and want to know, so the instructions could be prepared to meet students' needs and to increase teaching effectiveness.

Outcomes:
The participants will learn:
1.   Theoretical frameworks of utilizing computer technology in education.
2.   Implementation and challenges of integrating computer technology into instruction.
3.   Benefits of on-line learning community.

Primary Contact:
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Media in the Classroom: Middle School Teachers' Use, Perceptions, and Problems
Thursday, November 18, 2:15 - 3:45 p.m., Annie B

Primary Presenter:
Erin Smith,
University of California, Riverside

Secondary Presenters:
Jessica Alzen, California Baptist University
Rebekah Richert, University of California, Riverside

Session Description

This session will discuss original research conducted with middle school teachers evaluating teachers' use of nine different media forms in classroom instruction: television, DVDs, computer for instructor use, computer for student use, internet, cd-rom, LCD projectors, storybooks, and smart boards. Teachers' perceptions of the influence of these media forms on student learning and motivation will be presented, specifically as they relate to teachers' use. The data indicate that teachers' perceptions of these mediums do not always match up with their use. Reasons for teachers provide for not using these mediums will be discussed with plans to create greater implementation.

Abstract

Recent national data suggests that teachers in primary and secondary school classrooms are increasingly accessing and using technology in the classroom (Gray, Thomas, & Lewis, 2009). However, very little is known about teachers' beliefs about the effectiveness of these media in increasing student learning and motivation or problems teachers' report with using media. Thirty-six middle school teachers participated in a survey to understand the relation between media use, teachers' perceptions of media, and the factors beyond availability that limit media use. Teachers were asked about nine media formats: television, DVDs, computer for instructor use, computer for student use, internet, cd-rom, LCD projector, storybooks, and smart boards. Although results indicate that teachers generally believe the use of media in the classroom increases student learning and motivation, these perceptions do not necessarily translate into teachers' own media use. This presentation will discuss descriptive data of teachers' use and perceptions, as well as the factors, such as technological operation, finding materials, and focusing student attention, teachers feel limit their successful implementation of media in the classroom. Discussion of results will focus on educational and administrative strategies to increase the effectiveness of media use in the classroom.

Outcomes:
1. Teachers will identify disparities between teachers' attitudes toward technology and the actual use of such technology in the classroom.
2. Administrators will understand the lack of use of technology and the part they can play in increasing its use.
3. Educational professionals will problem-solve issues behind technology in the classroom and create effective plans for greater implementation.

Primary Contact:
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Designing Videogames to Instruct and Assess a Conceptual Understanding of Fractions
Thursday, November 18, 2:15 - 3:45 p.m., Annie B

Primary Presenter:
Rebecca Buschang,
UCLA/ CRESST

Secondary Presenters:
Girlie Delacruz, UCLA/CRESST
Greg Chung, UCLA/CRESST
Terry Vendlinski, UCLA/CRESST

Session Description

Videogames are a cutting edge tool beginning to be used in classrooms. However, too often when videogames are used, they are used as rewards or supplements to instruction possibly because most videogames focus on rote learning rather than deeper learning.

This session outlines the design process for a videogame aimed at teaching conceptual understanding related to fractions. Three versions of the videogame will be shown and discussion will focus on how and why the videogame changed. A secondary purpose is to discuss how assessments can be embedded into the videogame in order to assess student understanding.

Abstract

Videogames are motivational. Classroom learning, on the other hand, can often be seen "boring" to many students. However, videogames, are rarely used in classrooms, and if used, they are typically only used as a reward for students or as a supplement to instruction rather than essential to classroom instruction. One reason for this use may be the limited number of videogames that focus on deeper learning rather than rote learning.

Videogames provide a cutting edge way to teach students information, but only if the videogame is designed correctly. In addition to many other factors, an instructional videogame must be designed to support specific learning goals. The videogame must also be capable of capturing and analyzing student behaviors. To do this, levels or situations can be designed with specific assessment purposes in mind which reflect the learning goals.

This session will describe the design process of creating a short videogame aimed at teaching and assessing students on concepts related to fractions. This game is designed with four learning goals for students: determining the unit, determining the numerator, determining the denominator, and adding fractions. Levels within topics are also designed to elicit certain behaviors from students during game play.

Outcomes:
1. Understand how this game was created with learning goals in mind
2. Understand how assessment of student understanding was design within the game
3. Understand lessons learned from the design process

Primary Contact:
Rebecca Buschang, UCLA/ CRESST
buschang@cse.ucla.edu

An Administrators and Assessment Directors Guide to Value-Added Analysis (VAA)
Thursday, November 18, 2:15 - 3:45 p.m., Madeleine A/B

Primary Presenter:
Steven Frankel,
Research Support Services (Marina del Rey, CA)

Secondary Presenters:
Harry Talbot, Los Angeles Unified School District

Session Description

Value-Added Analysis (VAA) is an evaluation technique that California evaluators, assessment specialists, accountability directors, policy makers and funders ignore at their own peril. The precedent that was set by The Los Angeles Times in obtaining the necessary data and engaging a respected researcher to run it; and then publishing 6,000 individual teachers' VAA scores on their data base .
As several commentators put it, "the genie has escaped the bottle" and life for evaluators and school people may never be the same.

This presentation will take participants through the history, objectives, methods and political/policy implications of VAA techniques. The primary presenter has used VAA to evaluate large district programs for more than 20 years; and the co-author will discuss VAA from the perspective of a district official who manages multimillion dollar program whose evaluations employ VAA and other techniques.

Abstract

Value-Added Analysis (VAA) is one of the most promising "hot potatoes" affecting educational accountability. Literally billions of federal dollars have just been distributed through Race to the Top, with the states and districts that successfully grabbed the brass ring having to demonstrate their familiarity, comfort and acceptance of these techniques. While some unions and staff are far from embracing VAA, it "makes sense" to many professionals and lay persons who have incorporated VAA into the state assessment programs in Maryland, Virginia, Kentucky, South Carolina and several other states.

VAA is a refinement of classic regression techniques that permits the evaluator to forecast student test scores based on previous scores, demographic variables and school-related variables; and to compare the forecast scores with the actual scores. Reports have been generated for individual teachers over several years; for all the students in particular grade levels for a given year; and to compare the VAA performance of students who have participated in a particular program with other students. In the two latter examples it is important to select for the "treatment group" only those students who have participated for minimum periods of time or a minimum number of sessions. It is also important not to rely on VAA techniques to provide the only picture of the students' performance. The presenters use VAA along with observations, surveys, interviews and other statistical analyses.

Also, it's possible to use VAA not only with a single achievement test, but with other tests and applications At the same time, VAA can be misused and can lead to spurious results if evaluators aren't thoroughly familiar with its potential and shortcomings.

Outcomes:
1. Be able to describe how value-added analysis (VAA), and its antecedents, has been used for nearly 150 years to attempt to gain control over what teachers do in their classroom when the doors are closed; and how value-added analysis itself has been used for about 20 years in more than half-a-dozen states and hundreds of school districts.

2. Be able to describe how value-added analysis is conducted and applied without resorting to formulas, Greek letters or anything that a fifth grader can't understand.

3. Be able to describe the primary benefits of VAA when it's used at the district, school and grade levels; and some of the advantages and pitfalls of reporting individual teacher and staff results.

4. Be able to discuss potential difficulties with VAA such as: how stable are VAA results; why it is easier for teachers of low-scoring students to produce favorable value-added results; and how negative VAA scores should be explained.

5. Be able to discuss VAA from public policy, economics, political and statistical perspectives; and suggest strategies for superintendents and school board members that permit them to strike a balance between the concerns of parents, taxpayers, teachers and principals.

Primary Contact:
Steven Frankel, Research Support Services (Marina del Rey, CA)
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The Missing Scores Problem in Value-Added
Thursday, November 18, 2:15 - 3:45 p.m., Madeleine A/B

Primary Presenter: **Secondary Presenters:**

Mark Moulton,
Educational Data Systems

Session Description

The session will discuss strengths and weaknesses of some existing methods for computing teacher value-added scores, including mean gain scores, ANCOVA models, use of multiple time-points, and the SAS EVAAS model. It will emphasize the problems raised by students lacking scores from current or past tests. A technique called NOUS-Based Imputation will be introduced as a way to place scores on a common scale, increase their accuracy across multiple time-points, and predict missing scores so that gains can be computed for all students. This methodology will be applied to real and simulated data and compared with existing methodologies.

Abstract

"Value-added modeling" of teacher performance, while simple in principle, is complex in practice. Classroom gain scores require that scores from tests given at different times be comparable (share a common scale), that they be fairly accurate, and that each student have a complete set of scores (none missing). These conditions are rarely achieved, and to that degree may lead to incorrect valuations of teacher effectiveness. Missing scores are especially problematic. A method is proposed, NOUS-Based Imputation, which predicts values for missing scores, improves the accuracy of existing scores, and (in conjunction with NOUS equating) ensures comparability of scores from tests administered at different times on contents that may not be uniform. The relative usefulness of this method will be explored using real and simulated data.

Outcomes:
• Know about existing approaches to calculating teacher value-added measures.
• Understand the effect of missing scores on the calculation of value-added measures.
• Learn a strategy for reducing the harmful effects of missing scores called "NOUS-Based Imputation".

Primary Contact:

Mark Moulton, Educational Data Systems
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INSTRUCTIONAL INNOVATION AND DIRECTION INSTRUCTION
Thursday, November 18, 2:15 - 3:45 p.m., Madeleine C

Primary Presenter: **Secondary Presenters:**
Christopher Quinn,
Azusa Pacific University

Session Description

This session is designed to help teachers and administrators understand how developing and delivering research-based lessons in the direct instruction format will lead to higher student achievement.

Abstract

Direct instruction is a research-based instructional model that emphasizes academic learning through teacher directed activities coupled with high expectations. The primary goal is that students will be able to successfully execute the lesson's skill and concept alone. Teachers who use this model incorporate frequent checking for understanding and modify their teaching to ensure high student understanding and success. The research supports the importance of teaching students to use steps for procedural knowledge and organizers for declarative knowledge. Direct instruction, when implemented correctly and consistently, results in higher levels of student engagement and academic performance with fewer disciplinary issues. Teachers report the method's effectiveness with lower achieving students as well as those from at-risk environments. Low performing schools, searching for research-based instructional models, will find this session to be of value.

Outcomes:
1.   Participants will understand how the research on direct instruction can be applied to the classroom resulting in higher student achievement,
2.   Participants will have a research-based format for designing direct instruction lessons for virtually any discipline at any grade level,
3.   Participants will receive examples of direct instruction lessons for a variety of disciplines and grade levels

Primary Contact:
Christopher Quinn, Azusa Pacific University
cjquinn@apu.edu

Using Student Achievement and Instructional Walkthrough Data to Inform Teacher Professional Learning
Thursday, November 18, 2:15 - 3:45 p.m., Madeleine C

Primary Presenter:
Jaime Kidd,
Partners in School Innovation

Secondary Presenters:
Eric Barela, Partners in School Innovation
Jesse Hinueber, Partners in School Innovation

Session Description

Participants will learn how to use specific data tools and analysis protocols to develop a Teacher Professional Learning Plan (TPLP) that aligns professional development, coaching and collaboration resources toward clear goals for improving instruction and student achievement. Drawing on case study findings examining TPLP implementation, participants will learn how creating focused and aligned opportunities for teacher learning empowers teachers to improve their instructional practice. Finally, participants will learn about potential pitfalls and challenges to doing this work.

Abstract

Partners in School Innovation (PartnersSI) has developed a unique approach to using student achievement and school capacity data to create targeted Teacher Professional Learning Plans (TPLPs). Our results working with Bay Area urban schools show that when professional development, instructional coaching, and teacher collaboration activities are aligned to support teacher learning in targeted areas, student learning can be positively affected. Using quantitative data (results on standards-based interim assessments) and qualitative data (evidence gathered during instructional walkthroughs), PartnersSI supports principals to systematically formulate and monitor TPLPs which support teachers to learn and use high-leverage instructional practices. In this session, participants will learn from case study findings of three of PartnersSI's partner schools – two that successfully used TPLPs to raise student achievement and one that struggled to develop a clear plan and thus, was not able to positively affect student learning.

Outcomes:
Participants will learn how to:
•	Use student achievement and instructional walkthrough data to create goals for improving curriculum, assessment and instruction practices at a school site.
•	Create focused Teacher Professional Learning Plans that align critical resources towards toward clear goals for improving instruction and student achievement.

Primary Contact:
Jaime Kidd, Partners in School Innovation
jkidd@partnersinschools.org

Problem Based Learning as Applied in Three Distinct Settings: High School Science Students, Pre-service Teachers, and Veterinary Education
Thursday, November 18, 2:15 - 3:45 p.m., Madeleine C

Primary Presenter:
David McCabe,
College of Veterinary Medicine
Pasadena City College

Secondary Presenters:
Paul Gordon-Ross, Western University of Health Sciences

Session Description

Project-based learning (PBL) provides complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that include teacher facilitation, but not direction. Project Based Learning is focused on questions that drive students to encounter the central concepts and principles of a subject hands-on.
With Project-based learning students learn from these experiences, take them into account, and apply them to their lives in the real world. PBL is a different teaching technique that promotes and practices new learning habits. The students have to think in original ways to come up with the solutions to these real world problems. It helps with their creative thinking skills by showing that there are many ways to solve a problem.

Abstract

This study examines the impact of Problem Based Learning (PBL) on student mastery of curricular content in three settings. The first is a student outreach program funded through the Copernicus Project; a collaboration between the University of California Riverside (UCR) and Pasadena City College (PCC). The students participated in a crime scene forensics exercise, where they learned about the scientific method and its use as a strategy for solving crimes. The students applied the scientific method demonstrating their understanding of molecular and cellular biology used in DNA forensics. The second is an education field-practice course for PCC students considering a career in education. As a culminating activity, these aspiring teachers are presented with a scenario in which they are responsible for designing a curriculum that will meet the needs of students in a diverse classroom setting. The third is the current curriculum at Western University of Health Sciences College of Veterinary Medicine. The Veterinary Basic Science course is based on clinical cases and provides the context and content for all veterinary education during the first two years of study. Students are presented with clinical-scenarios in a progressive disclosure format. For each setting described, outcomes-based assessments, surveys and reflective evaluations are used for evaluating student attitudes toward the subject matter and mastery of content. Successes and challenges of the PBL approach are discussed, and guidelines for advocating and implementing PBL as a teaching strategy will be suggested. Collected data supports the conclusion that PBL enhanced student mastery of the curricular content.

Outcomes:
Participants will be become familiar with the elements of Problem Based Learning as an instructional strategy;

Participants will become familiar with the varying roles carried out by teacher and student in a PBL classroom; and

Participants will be presented with data to support PBL as a powerful instructional tool that fosters student competence and mastery.

Primary Contact:
David McCabe, Pasadena City College
dsmccabe@pasadena.edu

Technical Issues in Benchmark Assessment
Thursday, November 18, 2:15 - 3:45 p.m., Madeleine D

Primary Presenter: **Secondary Presenters:**
Daniel Lewis,
CTB/McGraw-Hill

Session Description

Benchmark assessments are increasingly being used across the country but may vary substantially in terms of technical quality. Benchmark assessments that support psychometric features such as vertical scales and/or predictions to subsequent state assessments should have sound technical foundations. The presenter in this session will discuss the results of two studies. The first study examines the effects of different calibration methodologies on the development of vertical scales. The second study examines the effects of several prediction models on the accuracy of the predictions toward subsequent state assessments.

Abstract

Benchmark assessments are increasingly being used across the country but may vary substantially in terms of technical quality. Benchmark assessments that support psychometric features such as vertical scales and/or predictions to subsequent state assessments should have sound technical foundations. The presenter in this session will discuss the results of two studies.

The first study examines the effects of different calibration methodologies on the development of vertical scales. This study used empirical data from an operational benchmark testing program to investigate and compare concurrent and separate vertical scaling calibration methods and the effects of item exposure for common item designs. The TCCs indicated that the separate calibration produced lower asymptotes that were lower than those of the concurrent method, with greater separation at the higher ability levels. It was also found that there was more scale expansion under the separate approach which used Stocking and Lord linking.

The second study examines the effects of several prediction models on the accuracy of the predictions toward subsequent state assessments. In general, the following recommendations seem reasonable: (1) Equipercentile method is preferred when a benchmark test is designed to be similar in test difficulty, reliability, test blue print, and testing time to NCLB summative assessment; (2) Isotonic regression is preferred when the sample size is relatively large, and a weak or non-linear relationship between the benchmark assessment and NCLB summative assessment is found; (3) Linear regression is preferred when the sample size is small, such as 100, and linear relationship is found.

Outcomes:
Participants will understand why benchmark assessments must be of high technical quality.

Participants will understand that there are several choices of scaling methodologies available for benchmark assessments.

Participants will understand that there are several choices of methodology to support predctions from benchmark assessments to subsequent state summative assessments.

Participants will learn about the results of scaling and prediction studies conducted for a benchmark assessment system currently in use across the nation.

Primary Contact:
Daniel Lewis, CTB/McGraw-Hill
daniel_lewis@ctb.com

Benchmark Assessments: What Districts Need to Know about Reliability, Validity, and Use of Item Statistics
Thursday, November 18, 2:15 - 3:45 p.m., Madeleine D

Primary Presenter: **Secondary Presenters:**
Tom Barrett,
Riverside County Office of Education/Schoolwise Press

Session Description

This session will review concepts of test reliability and validity with a focus on the types that are most relevant to district benchmark test development efforts. The impact of test composition and test length on internal consistency reliability estimates will be discussed and implications for test development will be clarified.   In addition, the three major dimensions of test validity most pertinent to benchmark tests will be discussed including the overarching role of performance level setting in establishing predictive validity. Finally, effective use of test item statistics will be covered to help districts identify weak items following field testing.

Abstract

This session will review concepts of test reliability and validity with a focus on the types that are most relevant to district benchmark test development efforts. The impact of test composition and test length on internal consistency reliability estimates will be discussed and implications for test development will be clarified.   In addition, the three major dimensions of test validity most pertinent to benchmark tests will be discussed including the overarching role of performance level setting in establishing predictive validity. Finally, effective use of test item statistics will be covered to help districts identify weak items following field testing.

Outcomes:
Know how test composition and test length affects internal consistency reliability

Know how to interpret test item statistics and use that knowledge to modify test items

Know the best methods for setting performance level cutoffs to insure maximum prediction of CST results

Primary Contact:
Tom Barrett, Riverside County Office of Education/Schoolwise Press
drtbarrett@gmail.com

Application of McDermott's Multistage Euclidean Grouping (MEG) Procedure to Investigate Interim Assessment Score Patterns
Thursday, November 18, 2:15 - 3:45 p.m., Madeleine D

Primary Presenter:
Jason Immekus,
California State University, Fresno

Secondary Presenters:
Corey Greenlaw, Fresno County Office of Education

Session Description

This session will illustrate the application of a three-stage cluster analytic procedure to derive the core profiles characterizing student performance across interim assessment content domains (i.e., CA standards). The session will begin with exploring practices associated with interim assessment test score use. Second, McDermott's (1998) three stage cluster analytic procedure will be used to derive the core profiles (or typologies) depicting students' performance across three interim assessments. Last, the utility of the core profiles to understand student demographics and their relationship to the end-of-grade California Standards Test (CSTs) will be presented. Implications to research and practice will be discussed.

Abstract

Interim assessments have emerged as an importance mechanism in educational practice to measure students' attainment of CA grade level standards. Such tests are also routinely used to prepare students for end-of-grade testing (i.e., CST). The inherent structure of interim assessments to assess multiple content standards may result in the practice of interpreting students' score patterns across content domains as educationally relevant for program planning and evaluation. However, the practice of interpreting subtest score patterns has been criticized based on the typical lack of empirical data to identify unique profiles (McDermott, 1998; McDermott, Fantuzzo, & Glutting, 1990). For subtest score pattern interpretation to be meaningful, an understanding of the core profiles one would expect to find in the general student population is needed.

Outcomes:
1)   Gain an understanding of the use of cluster analysis to investigate students' strengths and weaknesses across California (CA) content standards.
2)   Familiarity with strategies to develop a normative typology of interim assessment test scores and ways to test for unique profiles (or score patterns across CA content domains).
3)   Understand the relationship between the psychometric properties of interim assessment scores and inferential decision-making.

Primary Contact:
Jason Immekus, California State University, Fresno
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California Educational Research Association
89th Annual Conference Manchester Grand Hyatt Hotel San Diego, CA
November 18-19, 2010
Instructional Innovation for the Next Decade

Exploring the Use of a Value Table to Measure Student Growth
Thursday, November 18, 2:15 - 3:45 p.m., Del Mar A/B

Primary Presenter: **Secondary Presenters:**

Shannon Coulter,
San Diego County Office of Education

Session Description

The session describes the process of creating and using a value table to measure student growth at the classroom level. The author provides examples of classroom level growth calculations and comparisons to growth targets.

Abstract

Limited information is available regarding a value table approach to measuring growth. The purpose of this study was to explore the possibility of using a values table including the procedures used to define growth, creating a values table, calculating growth for individual classrooms, and comparing that growth to a target. We constructed a value table with school personnel and used the values to determine growth scores for every teacher in the district. We based the values on state criterion referenced CST math and ELA tests. Results suggested that a value table produces individual teacher and district growth scores. However, additional research needs to determine the overall effectiveness of using a value table including if the table accurately and validly measures growth.

Outcomes:

Understand value tables
Describe the steps in creating a value table
Identify the strenghts and weakensses using value tables

Primary Contact:

Shannon Coulter, San Diego County Office of Education
scoulter@sdcoe.net

Driving Change through Authentic Accountability
Thursday, November 18, 2:15 - 3:45 p.m., Del Mar A/B

Primary Presenter:

Mary Funaoka,
Camino Nuevo Charter Academy

Secondary Presenters:

Atyani Howard, Camino Nuevo Charter Academy

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 2-11 and increased 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, 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

Driving Change through Authentic Accountability is a workshop designed to give participants a comprehensive snapshot of an effective benchmark system in an urban K-12 school that led to impressive academic gains.

The hallmarks of the benchmark system include: a strong professional learning culture that expects teachers to "own 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:
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.
4. Delve into a variety of powerful data reports that drive district and school improvement.

Primary Contact:
Mary Funaoka, Camino Nuevo Charter Academy
mfunaoka@caminonuevo.org

University –Charter School Collaborations: Lessons Learned from the Trenches of an Urban University-High School Charter Partnership
Thursday, November 18, 4:00 - 5:00 p.m., Edward A/B

Primary Presenter: **Secondary Presenters:**
Kate Esposito,   John Davis, Ph.D, CSU, Dominguez Hills
California State University, Dominguez Hills   Lynne Cook, Ph.D, CSU, Dominguez Hills

Session Description

This session will provide an overview of a unique partnership between an Urban University and an Urban Charter High School. In doing so it will provide analysis of issues facing both entities with regard to formalizing partnerships, identifying faculty to work with in specified areas (e.g., special education, curriculum and leadership), and discuss strategies to strengthen collaborative opportunities which lead to increased student achievement for all students, including those with disabilities.. Time will be allotted for questions, answers and discussions from all participants.

Abstract

Nationally over 5,000 charter schools serve approximately 1.5 million k -12 students (Booker, Sass, Gill & Zimmer, 2010). Like other states, California has experienced considerable growth in the establishment of charter schools with over 688 such schools in operation, serving four percent of its k-12 school population during the 2007-2008 academic year (EdSource, 2009). Researchers assert that university –school partnerships may play a vital role in charter school success (Scott, Villavicencio, 2009). Recommended areas of collaboration include, but are not limited to, the establishment of internships and model sites for teacher candidates (Downing, Spencer & Cavallaro, 2004) and improved teacher performance. Ultimately these partnerships seek to increase student achievement (Lacina, Hagan, Griffith, 2006). University-school partnerships are not new to either entity. In fact, university and district partnerships have a rich theoretical and empirical literature base, suggesting that such partnerships simultaneously reform public schools and teacher education programs (see Goodlad, 1990, for complete review).
However, as with all partnerships, each is unique. Intuitively it makes sense that lessons learned from traditional school - university partnerships generalize to current university –charter school partnerships; but nuanced differences between traditional and charter school partnerships may limit generalizibility. Thus, university -charter school partnerships is a rich area worthy of critical examination and additional research.

Although each university-charter school partnership is unique, lessons learned from this urban university's partnership with a urban charter high school focused not only on increased graduation, but also the inclusion of students with disabilities has implications for other universities seeking to establish secondary charter school-university partnerships desiring similar outcomes. As such this session will provide an overview of a unique partnership between an Urban University and an Urban Charter High School. In doing so it will provide analysis of issues facing both entities with regard to formalizing partnerships, identifying faculty to work with in specified areas (e.g., special education, curriculum and leadership), and discuss strategies to strengthen collaborative opportunities which lead to increased student achievement for all students, including those with disabilities.. Time will be allotted for question

Outcomes:
Participants will be provided with a model for initiating and implementing university-charter school partnerships.
        Participants will be provided with collaborative strategies aimed at creating charter schools which are inclusive to all students.
        Participants will be provided with "lessons learned" from this university-charter school partnership which may generalize to other university-charter school partnerships.

Primary Contact:
Kate Esposito, California State University, Dominguez Hills
Kesposito@csudh.edu

Communicating and Building Expectations Through Rubrics
Thursday, November 18, 4:00 - 5:00 p.m., Molly A/B

Primary Presenter: **Secondary Presenters:**
Paul Gale,   Mary Walls, OMSD
San Bernardino County Superintendent of Schools   Jarred Shell, OMSD

Session Description

Communicating and Building Expectations Through Rubrics is a session designed for professionals who need to evaluate the performance of others and are looking for ways to improve staff or student buy-in, to build intrinsic evaluative capacity, to communicate performance expectations, or to develop progressive steps to high performance. The session demonstrates a model that is gaining momentum from coaches and teachers involved in a California science initiative.

Abstract

The quality of performance assessments depend on the validity of the tasks relative to students' learning and the rigor of the rubrics that guide the "expert" judgment of how well the tasks were performed. Rubrics are ideally designed to allow complex performance tasks to be consistently measured on a scale that is meaningful to those evaluating the performance as well as those performing the task. If performance tasks are intended to reflect authentic skills, then how well one measures the quality of the performance of these skills becomes necessary. Unfortunately, in practice, rubrics tend to be under-utilized by professionals (experts) and learners (novices) in light of the importance of guiding learners to demonstrate authentic skills. The reasons that rubrics are under-utilized vary widely, but reasons that have been typically provided are that rubrics are not developed collaboratively between the experts and novices, are too complex for the novices because of the language of the rubric is not meaningful, the skills are not scaffolded to the novices' current skill levels, the rubrics are not used to build performance over time, or even that the rubrics do not match what skills need to be assessed. To address these issues, an evaluative model that was created by an evaluator in partnership with a leadership and coaching team for a teaching staff to use with their grade 4-8 students will be demonstrated. This session will provide professionals with an adaptive model to construct meaningful, accessible rubrics to improve staff or student buy-in, to build intrinsic evaluative capacity, to communicate performance expectations, and to develop progressive steps to higher performance. The session will demonstrate how the model is currently being used formatively across several levels: students, teachers, and coaches in the science and English language learner initiatives of a large urban elementary district.

Outcomes:
Through interactive examples, participants will learn a process to construct meaningful rubrics that are designed to be used by an evaluator and evaluatees, such as a teacher with a group of students, or an administrator / coach with a teaching staff. Attendees will observe how to create user-friendly rubrics that reflect evaluatees' language, yet set reasonable expectations for their performance.

Primary Contact:
Paul Gale, San Bernardino County Superintendent of Schools
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Doing teachers justice: An innovative evidence based measure of teacher practice
Thursday, November 18, 4:00 - 5:00 p.m., Molly A/B

Primary Presenter: **Secondary Presenters:**
Nichole Rivera,
CRESST/ UCLA

Session Description

Teacher assignments, coupled with explanatory materials and student work, present a unique window into teachers' instructional practice. Recognizing their potential value, CRESST researchers have recently developed a valid and reliable tool for teacher assignment analysis/scoring for the assessment of teacher instructional practice quality. Herein we discuss the formative and summative applications of the new approach, as well as provide an overview of the teacher assignment assessment technique, including considerations for implementation, potential adaptations, scoring procedures, and interpretation of results.

Abstract

The proposed presentation will discuss the formative and summative applications of an innovative approach to teacher assessment and evaluation: analysis of teacher assignments. Teacher assignments, coupled with explanatory materials and student work, present a window into teachers' instructional practice. Previous CRESST research (Silk, Silver, Amerian, Nishimura, Boscardin, 2009) has established the validity and reliability of a teacher assignment analysis/scoring technique for the assessment of teacher instructional practice quality. Beyond its empirical strengths, the use of teacher assignments as an assessment of teacher quality has many practical benefits including: minimal demands on teacher time, relative simplicity of scoring, portability to multiple grade levels and content areas, and usability of results for both evaluation purposes and for individual teacher feedback.

    This presentation will describe recent work by CRESST researchers in the adaptation and application of this technique to pre-service teacher training and evaluation. IMPACT is a new teacher education program for math and science emphasizing hands-on classroom experience, intensive mentorship, and a social justice perspective. In collaboration with program leadership, CRESST adapted its teacher assignment analysis approach to both provide formative assessment information about the practice of pre-service teachers and summative information about the practice of mentors, integrating content specific-pedagogy, cross-content instructional practice, and social justice considerations.

    We will provide an overview of the teacher assignment assessment technique, including considerations for implementation, potential adaptations, scoring procedures, and interpretation of results. Preliminary teacher assignment data from the IMPACT program and its use/outcomes in the teacher formative assessment process, will also be discussed.

Outcomes:
Participant will
(1) have an overview of the teacher assignment assessment technique including scoring procedures and interpretation of results.

(2) understand the role that the described technique may play in formative teacher assessment, with potential applications for summative teacher assessment.

(3) consider the potential for implementation and adaptations across subjects and grade levels, as well as teacher experience.

Primary Contact:
Nichole Rivera, CRESST/ UCLA
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Labor Market Trends for School Leadership: A California Perspective
Thursday, November 18, 4:00 - 5:00 p.m., Mohsen A

Primary Presenter:
Melissa White,
WestEd

Secondary Presenters:
Tony Fong, WestEd

Session Description

This workshop examines results from a new study by the Regional Educational Laboratory West (REL West) at WestEd that explores the differences among California's counties and regions in their needs for new school-site administrators over the coming decade, as driven by a combination of projected administrator retirements and projected student enrollment changes. Understanding how these two trends could affect future needs for school administrators in California counties is an important step toward ensuring an adequate supply of administrators in areas that may face either high retirements or high student enrollment growth, or both.

Abstract

School-site administrators play a key role in developing and sustaining schools with high levels of student achievement. While there is no evidence of a national shortage of candidates with administrator credentials, there is evidence of a limited supply of qualified principals and vice-principals for certain types of schools and districts and in certain geographic areas. The challenges some school and districts already face in attracting qualified school site-administrators may be exacerbated by two demographic trends: the aging administrator workforce and rising student enrollments in some regions. Across a state as large and diverse as California, these trends would not be expected to play out uniformly.

To date, there have been no comprehensive studies of the administrator labor market in California. To address this unmet need, this study uses county-level data to examine variations in projected school-site administrator retirements and projected changes in student enrollment through 2017/18. Study findings suggest that, when these two trends are examined and combined, projected need for new school-site administrators ranges between 9 and 71% of counties' 2007/08 administrator workforces, with many of the highest need counties in the Central Valley and Inland Empire regions. As a whole, the counties in these two regions are expected to need to hire 46% of their 2007/08 workforces (or more than 2,200 principals and vice-principals) over the next decade—compared with an average of 27% across California's other regions.

Outcomes:
Participants will leave with an understanding of which counties and regions in California are facing the highest to lowest needs for new school site administrators through 2017/18 due to projected retirements and changes in student enrollment.

Primary Contact:
Melissa White, WestEd
mwhite@wested.org

The OPAL: A Tool for Guiding Reflective Teaching Practice for English Language Learners
Thursday, November 18, 4:00 - 5:00 p.m., Mohsen B

Primary Presenter:
Magaly Lavadenz,
Loyola Marymount University

Secondary Presenters:
Elvira Armas, Loyola Marymount University

Session Description

The Observation Protocol for Academic Literacies (OPAL) is a research-based classroom observation tool that measures classroom practices, interactions, and educational contexts in multilingual settings. Participants will receive an overview of the OPAL's conceptual framework and validity report. In addition, essential components for working with English Language Learners (ELLs) will be discussed. A video presentation will provide participants an opportunity to learn how to use OPAL results to inform professional development for teachers of ELL students.

Abstract

This study reports on the development and validation of a classroom observational measure for diverse contexts, including English Language Learners (ELLs). 303 Preschool -12th grade classrooms were observed to validate the Observation Protocol for Academic Literacies (OPAL), an 18-item Likert-scale. Cronbach's Alpha internal consistency reliability ranged from .77 to .90. Exploratory Factor Analysis (EFA) indicated heterogeneity of items. Confirmatory Factor Analysis (CFA) was used to test the OPAL's theoretical constructs. Results indicated an excellent fit between the hypothesized model and the observed data (CFI = .96; TLI = .94; RMSEA = .066; independence model X^2 = 3699.14 with 171 degrees of freedom (df); default model X^2 = 270.26 with 117 df. The OPAL is a valid and reliable observation measure.

Outcomes:
- Become familiar with the OPAL's conceptual framework and validity report
- Identify and provide feedback on effective practices for English Language Learners using elements of the OPAL
- Discuss implications for teacher professional development based on OPAL classroom observation data

Primary Contact:
Magaly Lavadenz, Loyola Marymount University
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Seeing Algebra and Geometry Results More Clearly, and Placing Students More Carefully
Thursday, November 18, 4:00 - 5:00 p.m., Del Mar A

Primary Presenter:

Steve Rees,
School Wise Press

Secondary Presenters:

Rick Schmitt, San Dieguito UHSD

Session Description

San Dieguito Union HSD is deliberate and successful in placing students in algebra and geometry only when they are ready. Wiser analysis of test data and close connections to feeder districts are keys to their success, along with close support of each middle and high school's math department.

Educators need the equivalent of a medical body-mass index when describing their algebra and geometry results. We will share our method of framing participation rates and outcomes. And we'll show dynamic scatterplots that have made this complex information understandable to many.

Abstract

San Dieguito Union HSD is noted for putting assessment wisdom to work with great effect. Rick Schmitt, associate superintendent in charge of education services, will share his approach to analyzing and monitoring student progress in math, to determine when students are ready for algebra and geometry. To help students succeed, San Dieguito Union HSD has built strong communication bridges to the districts that feed them students. The flow of data about those students enables Rick Schmitt's team to make recommendations with all information available. He will also discuss the close connection his group maintains with math department heads, putting his assessment group as close to the sites as possible. The analysis of algebra and geometry results at the school level requires more care than simply counting the percentage of students who score above a 350 cut score. The twin factors of participation rates and outcomes must be considered together. And for algebra, which students may take more than once, some starting in 7th grade, Steve Rees of Schoolwise Press will present an analysis that fits the problem that is a parallel to the medical body-mass index chart. Using dynamic scatter plots, the relative standing of a middle school's success with algebra can be visualized effectively, as can a high school's success with geometry. He will also share his views of the hazards of analyzing school level efficacy when course retaking is common.

Outcomes:

Participants will learn how a secondary level assessment leader can recommend wiser placement policies, based on close monitoring of assessments and grades.

Participants will see a new method of framing outcomes and participation rates that allows for fair comparisons of one school to another.

Participants will also gain a new perspective on the cost of introducing students to subject matter they are not prepared to tackle.

Primary Contact:

Steve Rees, School Wise Press
steve.rees@schoolwisepress.com

California Educational Research Association
89th Annual Conference Manchester Grand Hyatt Hotel San Diego, CA
November 18-19, 2010
Instructional Innovation for the Next Decade

Examining Third Grade Benchmark Assessments Validity Evidence to Improve Instruction
Thursday, November 18, 4:00 - 5:00 p.m., Annie A

Primary Presenter:
Sandra Sklarsh,
Azusa Pacific University

Secondary Presenters:
Lana Fields, Azusa Pacific University
Dr. Ying Jiang, Azusa Pacific University

Session Description

In an attempt to fulfill No Child Left Behind Legislation by accelerating student achievement and raising test scores, school districts adopt benchmark assessments. However, there is an absence of professional studies and a strong research base to the current benchmark assessments; such ill practices may promote item-by-item teaching, which could further lead to curriculum narrowing (Shepard, 2010).

The purpose of this pilot study is to evaluate a third grade mathematics benchmark test adopted by an urban school district in southern California. The study specifically seeks to investigate the evidence of construct validity and reliability of this benchmark assessment, utilizing the third grade benchmark test of 151 third grade students from seven classes.

Abstract

In an attempt to fulfill No Child Left Behind Legislation by accelerating student achievement and raising test scores, school districts adopt benchmark assessments. However, there is an absence of professional studies and a strong research base to the current benchmark assessments; such ill practices may promote item-by-item teaching, which could further lead to curriculum narrowing (Shepard, 2010).   The goal of benchmark assessments is to inform instructional practices at the constructs/standards level, instead of promoting teaching to the test.

The purpose of this pilot study is
to evaluate a third grade mathematics benchmark test adopted by an urban school district in southern California. The study specifically seeks to investigate the evidence of construct validity and reliability of this benchmark assessment. The original responses to the third grade benchmark test of 151 third grade students from seven classes of the elementary school chosen were extracted and converted to binary options. This particular test attempted to address nine standards using thirty items.

Statistical analyses included means, standard deviations, item-total correlations, reliability coefficient alpha, and factor analysis. Results revealed test developers selected items with varying difficulty levels ranging from $p=.02252$ (the hardest item) to $p=0.8742$ (the easiest item). Factor analysis suggested ten underlying factors. Comparing the nine CST standards supposedly addressed by the third grade benchmark and the ten factors that emerged from the preliminary data analyses, we found that some items cluster the way they are supposed to group, while other items did not behave the way they are intended to behave.

Outcomes:
1. Become aware of the lack of empirical studies and strong research base pertaining to benchmark assessments.
2. Build empirical evidence aligning benchmark assessments with the standards; improving the quality of instruction by informing instructional practices at the construct/standard level.
3. Reinforce the dangers of item-by-item teaching and the resulting curriculum narrowing.
4. Promote implementation of similar studies at district and school levels to make benchmark assessments more informative.

Primary Contact:
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Hierarchical Propensity Score Matching For Evaluation of Programs with Multi-Year Student Participation Using R
Thursday, November 18, 4:00 - 5:00 p.m., Annie A

Primary Presenter: **Secondary Presenters:**
Victor Manchik,
The California Partnership for Achieving Student Success (Cal-PASS)

Session Description

Evaluating the effectiveness of an intervention program in California is often difficult due to multiple cohorts of students participating in the program, mixed grade levels, and grade-level specific standardized scores.

This session is designed to demonstrate ways of creating a matched comparison group balanced on demographic characteristics and pre-existing academic achievement levels within academic year, grade level, and/or school, using a hierarchical propensity score matching method.

Participants will learn how to prepare the data file, how to obtain and install R, and how to run the script using a visual interface. Practical examples of two program evaluations will be shared.

Abstract

The implementation of propensity score matching (PSM) methods in two studies of educational intervention programs is described, and issues relating to the use of this technique with hierarchical and longitudinal data are discussed.

We first present the general features of each intervention program, the reporting context, and the constraints these place on the research design. PSM is then introduced as a collection of methods used in non-parametric preprocessing of data (based on the work of Ho, Imai, King, and Stuart, 2007) suitable for these situations and possessing charms when it comes to communicating findings. Complexities involve students who begin participation in the programs at different grade levels, academic years, and come from different schools. This session demonstrates ways of creating a matched comparison group balanced on demographic characteristics and pre-existing academic achievement levels within academic year, grade level, and/or school, using a hierarchical propensity score matching method.

Participants will learn how to obtain and install R – a free software environment for statistical computing and its packages, such as MatchIt, and MICE; prepare the data file, impute missing scores, and how to run the script using a visual interface.

Outcomes:
• Participants will know how to obtain and install R and its packages
• How to prepare data file for matching and impute missing scores
• How to create a balanced matched comparison group
• Problems to avoid when evaluating complex programs

Primary Contact:
Victor Manchik, The California Partnership for Achieving Student Success (Cal-PASS)
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Focusing on Mastery: Teaching in America's Best Urban Schools
Thursday, November 18, 4:00 - 5:00 p.m., Madeleine C

Primary Presenter: **Secondary Presenters:**

Lynne Perez,   Joseph Johnson, NCUST, San Diego State University
National Center for Urban School Transformation San Diego State University

Session Description

For the past five years, the National Center for Urban School Transformation (NCUST) at San Diego State University has identified, celebrated, and studied high-performing urban schools across the country. Many factors contributed to the success of these urban schools; however, a central factor was the nature and quality of teaching. NCUST will discuss lessons learned about teaching from the schools that have received their Excellence in Urban Education award - in particular, teachers' focus on mastery and 8 practices that comprise such an approach to instruction.

Abstract

For the past five years, the National Center for Urban School Transformation (NCUST) at San Diego State University has identified, celebrated, and studied high-performing urban schools across the country. Each year, NCUST disseminates award criteria, solicits nominations, and engages in a rigorous process of identifying schools for the Center's National Excellence in Urban Education Award. To date, 48 schools in 15 states have been awarded.

Many factors contributed to the success of these urban schools; however, a central factor was the nature and quality of teaching. Teaching in these schools was qualitatively different from teaching in urban schools that achieve mediocre results.   In these schools, teachers vigorously pursued student mastery of specific academic objectives. They assumed that students were more likely to master a concept if students understood what concept they were expected to master. Therefore, teachers made that objective very clear and specific to the students. When specifying the objectives, teachers were often explicit about the level of mastery they expected and designed lessons in ways that helped students acquire and demonstrate this level of mastery. As teachers focused on helping students master content, they rarely strayed from the objectives they were attempting to teach, sought abundance evidence that students were understanding the concepts, and constantly made decisions about instruction based on that evidence.

NCUST will discuss lessons learned about teaching from the schools that have received their Excellence in Urban Education award - in particular, teachers' focus on mastery and 8 practices that comprise such an approach to instruction.

Outcomes:
As a result of this session, participants will learn: (1) what teaching and learning look like in America's best urban schools, (2) how a focus on mastery influences teachers' thinking and practice, and (3) 8 teaching practices that comprise a focus-on-mastery approach to instruction.

Primary Contact:
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Alice in Wonderland
Thursday, November 18, 4:00 - 5:00 p.m., Madeleine A/B

Primary Presenter: **Secondary Presenters:**
Russell Baum,
Los Angeles Unified Schools

Session Description

Alice in Wonderland
Join Alice as she goes from the sterile, statistical
scenery of measurement and behaviorism down the rabbit hole and out into the fertile, productive landforms of evaluation and humanism. With Alice you will observe the walrus and the carpenter discussing specifically three of the countless humanistic educators who have shaped this wondrous landscape: Arthur W. Combs, Elliot Eisner, and Johann Heinrich Pestalozzi. Hopefully, you will join Alice in perceiving how humanism will strengthen teacher effectiveness and student learning.

Abstract

Alice in Wonderland (Abstract)
In recent times public school education has evermore captured ideas from business and industry. Frequently pupils are perceived as numbers and data rather than precious, unique individuals who hold interests and opinions of their own. And all too often politicians, business leaders, and test publishers have more weight than teachers as to what should happen in the classroom. The curriculum is being narrowed. Pupil choices and decisions are limited. Evermore is education being treated as a pseudo-science, with standardized tests being one of the main culprits. Measurement overpowers evaluation. The cognitive domain is stressed with little or no attention to the affective domain. Prescription replaces creativity. Finally, teachers become scapegoats for whatever unattainable standards are imposed upon them.

Alice has come out of the rabbit hole into an educational landscape opposite from the one portrayed above. She hears the walrus and the carpenter discussing the marvelous philosophy of humanism. When she approaches them, they are isolating three specific names from the countless humanists throughout educational history: Arthur W. Combs, Elliot Eisner, and Johann Heinrich Pestalozzi. Critical aspects of the philosophy and methodology of each of these educational giants are pinpointed. Alice now understands how these humanistic approaches can strengthen student learning and teacher effectiveness. (The assumption is made that the humanist position is timeless and offers unending possibilities for innovation.)

Outcomes:
-Know importance of humanism in education
-Know importance of perceptual psychology in education
-Know importance of art education to total curriculum
-Know how each of the three humanists selected has contributed to teaching and learning

Primary Contact:
Russell Baum, Los Angeles Unified Schools
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Evaluating Innovation: Focus on Read 180
Thursday, November 18, 4:00 - 5:00 p.m., Madeleine D

Primary Presenter: **Secondary Presenters:**
Donna O'Neil,
San Juan USD

Session Description

In this session, the presenter will share a model developed in San Juan USD for designing an objective program evaluation that informs future implementations. The model will be illustrated through an evaluation of Read 180, an intensive reading intervention for middle grade (4-8) students. Demographic, performance, and implementation recommendations will be shared. Time will be provided for discussion of barriers to effective program evaluation in K-12 educational systems today.

Abstract

With educators facing limited resources and increasing accountability, the role of program evaluation is growing. While it is easy to turn to the next, greatest program, the outcome rarely meets expectations and is often set aside after a year or two of limited results. In San Juan USD, we found that frequently no groundwork was laid before programs were implemented. Our first step was to design a tool that helped staff guide conversations with those implementing the program, focusing on identifying professional learning, short-term and long-term outcomes for the program which then informed the type of data to be collected. By separating adult and student outcomes, the evaluation plan was designed based on the team's conversation. This plan doesn't eliminate misunderstandings and barriers, but it does encourage those implementing new programs to think ahead about what success indicators will look like.

To illustrate the model, a program evaluation of Read 180, an intensive reading intervention for students in grades 4-8 will be shared. We will look at results for English learners, students with disabilities, and students not in either group. Other contributing variables will be examined in order to recommend adjustments for year two implementation. Finally, we will open the floor for a discussion about barriers to effective program evaluations so that participants can share effective practices.

Outcomes:
Understand a district's model of facilitating plans for an evaluation,
Understand the findings of an evaluation of implementation of a reading intervention, and
Discuss barriers to effective program evaluations in school districts.

Primary Contact:
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Quadrant Analysis: Measuring Teacher Effectiveness and Providing Feedback to Enhance Student Achievement
Friday, November 19, 10:15 - 11:45 a.m., Edward C/D

Primary Presenter:
Doug Wells,
Lake Elsinore Unified School District

Secondary Presenters:
Shannon Wells, Key Data Systems

Session Description

Quadrant Analysis measures overall teacher effectiveness by combining Similar Class Ranks and Achievement Value data. Similar Class Ranks utilize calculations similar to the state Similar School Ranking system to compare student achievement in classrooms with similar demographics. Achievement Value measures each student's projected performance to how they actually perform on the state tests. Based on the two measures, classrooms are plotted into one of four Quadrants – High Achievement/High Growth; Low Achievement/High Growth; High Achievement/Low Growth; and Low Achievement/Low Growth. The session will also explore strategies for communicating the data to teachers to provide feedback and increase student achievement.

Abstract

Accurately measuring student achievement at the classroom level is essential for providing effective feedback to teachers and increasing student achievement. The measures must also account for overall class performance as well as individual student growth. Student demographic make-up, previous performance, and other indicators must be factored to determine which classrooms employ productive strategies and best practices.

Communicating a model of effectiveness determination to teachers is necessary to provide feedback to staff, expand best practice strategies and effect change where needed, in order to enhance student achievement. The model must be accurate and help identify which classrooms are truly effective and which are in need of support. The model must also be explained in a manner that each teacher understands, in order for the information to be relevant to them.

Quadrant Analysis measures overall teacher effectiveness by combining Similar Class Ranks and Achievement Value data. Similar Class Ranks utilize calculations similar to the state Similar School Ranking system to compare student achievement in classrooms with similar demographics. Achievement Value measures each student's projected performance to how they actually perform on the state tests. Based on the two measures, classrooms are plotted into one of four Quadrants – High Achievement/High Growth; Low Achievement/High Growth; High Achievement/Low Growth; and Low Achievement/Low Growth. The Quadrant Analysis system utilizes measures that current educators are familiar with and can be explained in terms that staff use in order to receive feedback and act to enhance student achievement at the classroom level.

Outcomes:

1. Understand the purpose of determining teacher effectiveness

2. Communicate Quadrant Analysis to teachers to provide feedback on student achievement

3. Understand the combination of Similar Class Ranking and Achievement Value data into the Quadrant Analysis system.

Primary Contact:
Doug Wells, Lake Elsinore Unified School District
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Data Driven, Differentiated Teacher Evaluation: By Name, By Need
Friday, November 19, 10:15 - 11:45 a.m., Edward C/D

Primary Presenter:
Kristen Nelson,
Las Palmas ES, Capistrano USD

Secondary Presenters:
Dana Aguilera, Las Palmas ES, Capistrano USD
Jason Willoughby, Action Learning Systems, Inc.

Session Description

All too often, teacher evaluation and goal setting is done in a cursory way comparing disparate groups of data in order to fulfill a district mandate resulting in one more meaningless documents. This session will discuss the importance of using data in the teacher evaluation process in a meaningful and non-threatening way. Using a cross section of data including Action Learning Systems Benchmark Exams, CST cluster scores, and DIBELS results, Administrators can analyze student progress over a multi-year interval. In this way, teachers and administrators are able to develop goals related to real students in real time. By instituting this process, we are able to link goal setting, instructional monitoring, and school-wide progress to MEANINGFUL TEACHER PROFESSIONAL GROWTH.

Abstract

Fall brings the start of school, football season, shorter days, and the annual tradition of teacher goal setting. This evaluation process is critical in order to ensure that key school wide initiatives are implemented correctly and data is used to drive school momentum. All too often this goal setting is done in a cursory way comparing disparate groups of data in order to fulfill a district mandate resulting in one more meaningless document. This session will discuss the importance of using data in the teacher evaluation process in a meaningful and non-threatening way. Administrators begin using a cross section of data including Action Learning Systems Benchmark Exams, CST cluster scores, and DIBELS results to analyze student progress over a two-year interval. In this way, teachers and administrators are able to develop goals related to real students in real time. Additionally, this process helps clarify what administers will eventually summarize in the final evaluation write up helping to link goal setting, instructional monitoring, school wide progress toward goals, and meaningful teacher professional growth.

Outcomes:

1. Participants will learn how to use a cross section of data to assist teachers in making their annual performance goals as they use the SMART goal format.

2. Participants will receive information about how one school differentiated the teacher evaluation process and in doing so, modeled differentiation strategies.

3. Participants will learn a system to link individualized teacher goal setting, professional development, school wide goals, and teacher evaluation.

Primary Contact:
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Will the New Common Core State Standards Lead to the Standardization of Teacher Evaluations?
Friday, November 19, 10:15 - 11:45 a.m., Edward C/D

Primary Presenter:
J. Kathleen Repique,
University of Redlands

Secondary Presenters:
Tacy Duncan, University of Redlands
Robyn Seraj, University of Redlands

Session Description

The purpose of this session is to look at teacher evaluations systems in light of the new Common Core State Standards. We will look at several different teacher evaluations systems that are currently in place, as well as the advantages and deficiencies of each. In particular, we will discuss which structures result in increased student learning and improved teacher morale. We will identify ways in which the Common Core State Standards and new assessments can facilitate the standardization of teaching assessment. In addition, we will discuss the feasibility of implementing nationwide evaluations systems.

Abstract

Stronger accountability systems and proven education methods were among the pillars of No Child Left Behind. The current administration's Race to the Top initiative also emphasizes accountability by focusing on standards and assessments, as well as recruiting and retaining effective teachers. The Common Core State Standards, announced on June 2, 2010, and adopted by 36 states, were developed with the intent to make what is happening in classrooms across the country more uniform. Three months later, the U.S. Department of Education announced the winners of a $330 million grant to develop "a new generation of tests" that will be based on the Core Standards. With curriculum and assessment moving toward standardization, the next logical step is to attempt to create teacher evaluation systems that are more clearly defined and standardized. Our research looks at several different teacher evaluations systems that are currently in place, as well as the advantages and deficiencies of each. In particular, we seek to determine which structures result in increased student learning and improved teacher morale. Also, we attempt to discover which elements of teacher evaluation systems create more educationally just environments for students. We identify ways in which the Core Standards and new assessments can facilitate the standardization of teaching assessment. In addition, we discuss the feasibility of implementing nationwide evaluations systems.

Outcomes:
Participants will be able to:
*Identify which elements of certain teacher evaluation systems are beneficial to student learning
*Identify which elements of certain teacher evaluation systems result in better teacher morale
*Describe ways in which the Common Core State Standards and new assessments can facilitate the standardization of teaching assessment
 *Apply the results of other schools and districts to revise and restructure their own teacher evaluation systems

Primary Contact:
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Aligning Assessment and Instruction: High Quality Practices for the Digital Age
Friday, November 19, 10:15 - 11:45 a.m., Molly A

Primary Presenter: **Secondary Presenters:**
Terry Vendlinski,
CRESST / UCLA

Session Description

We present a process where the development of overarching knowledge specifications drives the development or selection of articulated assessment items and forms. Specifying the level of cognitive demand required in student learning is integrated in this process. Next, we detail how these knowledge and item specifications drive the development or selection of instructional materials and methods intended to produce significant gains in student learning. Using this process to integrate educational video games in instruction will be highlighted, and the outstanding technical quality that results from this process will be reported.

Abstract

The evaluation of pedagogy and instructional materials requires assessments that are reliable and that allow stakeholders to make accurate (valid) inferences of student ability. Furthermore, instructional decisions (including everything from text book selection to the use of online resources) must consider what will be assessed and at what cognitive level to be efficacious. Despite codified definitions of these concepts and processes, there remains vibrant debate about how educators can actually use such concepts and processes in districts, schools and classrooms. We present a course of action, in which desired learning goals drive the development of knowledge specifications that then drive the integrated development and selection of assessment items and forms, instructional materials (including educational games) and professional development. Our presentation will describe this process, present some of the assessments, and detail instructional materials (including education video games) that have resulted from using this process to teach the addition of fractions and solving equations. We will report the consistently high technical quality of assessment measures and discuss the usability of the instructional materials. Suggestions for implementing such a process in other areas of knowledge will be provided.

Outcomes:
• Understand how overarching learning goals (in the form of knowledge specifications) are developed.
• Understand how knowledge specifications can be used to develop or select assessment items that are aligned with learning goals at an appropriate cognitive level.
• Understand how to develop and choose instructional materials (including video games) that are aligned with learning goals and assessment items.

Primary Contact:
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Improving Elementary Students' Reading Comprehension
Friday, November 19, 10:15 - 11:45 a.m., Molly A

Primary Presenter:

Greg Kaiser,
Azusa Pacific University

Secondary Presenters:

Sue Kaiser, Hacienda La Puente Unified School District

Session Description

This session describes the in-service training program in reading comprehension provided by the Hacienda La Puente Unified School District's Instructional Services Division to the district's third grade teachers during the 2009-2010 school year. With the goal of improving students' reading comprehension, teachers participated in training sessions covering 1). explicit instruction in researched based reading comprehension skills, 2). the development of students' metacognitive skills, 3). the unique textual structure of fiction and non-fiction texts, and 4). the role and function of the academic content standards and curriculum. Observations of comprehension lessons and additional training sessions provided valuable feedback and information for the teachers.

Abstract

This session describes the in-service training program in reading comprehension provided by the Hacienda La Puente Unified School District's Instructional Services Division to the district's third grade teachers during the 2009-2010 school year. With the goal of improving students' reading comprehension, teachers participated in training sessions covering 1). explicit instruction in researched based reading comprehension skills, 2). the development of students' metacognitive skills, 3). the unique textual structure of fiction and non-fiction texts, and 4). the role and function of the academic content standards and curriculum. Observations of comprehension lessons and additional training sessions provided valuable feedback and information for the teachers. The number of correct responses on reading comprehension related questions among third grade students district-wide rose dramatically on the 2010 California Standards Test in English-Language Arts.

Outcomes:
Participants will learn how one district intentionally targeted reading comprehension among third grade students to improve student performance on the CST in English-Language Arts. Participants will learn about four major components of the inservice training provided and the role of lesson observation, feedback and follow-up training. An emphasis will be placed upon development of students' metacogitive skills related to reading comprehension.

Primary Contact:
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Pedagogical Content Knowledge and Improving High School Mathematics CST Scores
Friday, November 19, 10:15 - 11:45 a.m., Molly A

Primary Presenter: **Secondary Presenters:**
Jose Espinoza,
San Bernardino County Superintendent of Schools

Session Description

"Pedagogical Content Knowledge and Improving High School Mathematics CST Scores" will focus on the work of a school district's efforts to improve mathematics CST end-of-course exams. The 2010 results showed an increase in the percentage of students scoring at or above proficient on the CSTs after seven years of declines.

Abstract

After seven consecutive years of declining mathematics test scores on the California Standards Tests end-of-course exams, a small district located in San Bernardino County used the concept of pedagogical content knowledge to assess its mathematics program at the secondary level late in the 2009-10 school year. As a result, the district implemented an action plan that resulted in gains for the first time in seven years.

Outcomes:
Know pertinent research on pedagogical content knowledge

Know the key components of pedagogical content knowledge and its connection classroom observations

Develop ideas for using the concept of pedagogical content knowledge to assess progress of secondary mathematics programs

Primary Contact:
Jose Espinoza, San Bernardino County Superintendent of Schools
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California Educational Research Association
89th Annual Conference Manchester Grand Hyatt Hotel San Diego, CA
November 18-19, 2010
Instructional Innovation for the Next Decade

The Role of Technology in Monitoring Essential Program Component Implementation Through Classroom Observation
Friday, November 19, 10:15 - 11:45 a.m., Mohsen A

Primary Presenter:
Paul Grafton,
Coachella Valley Unified School District

Secondary Presenters:
Rick Alvarez, Coachella Valley Unified School District
Bill Duffy, Coachella Valley Unified School District
Norma Rodriguez, Coachella Valley Unified School District
Marcie Rivera, Coachella Valley Unified School District
Valerie Perez , Coachella Valley Unified School District

Session Description

The Nine Essential Program Components are firmly based in extensive educational research. Several of the Essential Program Components can be supported through the effective use of technology in principal classroom observations. Specifically, Instructional Program; Principals' Instructional Leadership; Student Achievement Monitoring System; Ongoing Instructional Assistance and Support for Teachers; and Lesson Pacing Schedule are supported through rigorous use of classroom observation technology that accumulates classroom observation information directly into the district's assessment database. This data can then be used as part of an overall instructional monitoring system in order to verify the fidelity of classroom practices to the EPCs.

Abstract

The Nine Essential Program Components are firmly based on extensive educational research. Several of the Essential Program Components can be supported through the effective use of technology in principal classroom observations. Specifically, Instructional Program; Principals' Instructional Leadership; Student Achievement Monitoring System; Ongoing Instructional Assistance and Support for Teachers; and Lesson Pacing Schedule are supported through rigorous classroom observations using technology that accumulates classroom observation information directly into the district's assessment database. This data can then be used as part of an overall instructional monitoring system in order to verify the fidelity of classroom practices.

Exploration of the nine EPCs shows clearly districts that implement the EPC recommendations realize increased student achievement.   In order to maximize the effects of the EPCs, districts need to assess the degree of fidelity of implementation in each and every classroom. The use of technology to gather, aggregate, and analyze classroom practices in real time provide crucial information to the superintendant and principal and allows immediate feedback of strengths and weaknesses of EPC implementation and the ability to tie that information to student achievement results.

This additional information then sets the stage for detailed and honest discussions at the school's and district's Professional Learning Community as well as possible inclusion in future teacher evaluation design.

Outcomes:
1. Understand the role of technology to directly support the monitoring of teacher instructional practices
2. Understand how this data can support school improvement
3. Become aware of the organizing of monitoring data to maximize effectiveness of use

Primary Contact:
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Shifting the Paradigm: Using the Power of Story to Advance Educational and Social Justice
Friday, November 19, 10:15 - 11:45 a.m., Mohsen B

Primary Presenter:

Marina Gillmore,
Institute for Educational and Social Justice

Secondary Presenters:

Monique Henderson, Institute for Educational and Social Justice

Session Description

This highly interactive presentation will focus on the power of story to build support for educational and social justice efforts in schools, non-profits and beyond. The presenters will share specific ways that stakeholders with a commitment to educational and social justice can use stories to build consensus, secure grants, and move forward during challenging economic and social times. Participants will have a chance to reflect upon how their own stories play an important role in the work they do everyday.

Abstract

Our presentation will maintain that an educational and social justice framework, including a personal and systemic emphasis on equity, equality and access to resources, can transform schools and communities, allowing youths-at-risk to be better served (Giroux, 1994; Oakes & Lipton, 1999). We will work to move beyond the theoretical and to provide participants with real-life examples of what equity, equality and access to resources looks like in classrooms, schools, districts and communities. We also will explore potential challenges to such principles within the current educational climate.

One primary goal of this presentation is to illustrate how the power of story can be used to facilitate educational and social justice efforts in both traditional and non-traditional educational settings. This presentation will illustrate the connections between critical pedagogy, story, and social and educational justice and will facilitate a conversation around the possibilities of using stories to build consensus, enhance awareness, work to secure grants, and move forward during challenging economic and social times.

This interactive session will include a PowerPoint with information on how to use stories to advance the causes of educational and social justice. We also will provide handouts and include an extended question and answer session. Participants also will be given opportunities to brainstorm about ways that they might use story in their organizations to build consensus and support.

Participants will have a chance to reflect upon how their own stories play an important role in the work they do everyday.

Outcomes:

Participants will explore the connections between educational justice, critical pedagogy, and stories; Participants will brainstorm ways in which story can be used in schools to build consensus and support;
Participants will understand how qualitative case study research can be used to advance educational and social justice causes.

Primary Contact:

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California Educational Research Association
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Instructional Innovation for the Next Decade

Negotiating Identities: Indigenous Mexican Youth and Achievement
Friday, November 19, 10:15 - 11:45 a.m., Mohsen B

Primary Presenter:
Rafael Vasquez,
Claremont Graduate University

Secondary Presenters:
William Perez, Claremont Graduate University
Cynthia Alcantar, Claremont Graduate University

Session Description

This presentation will examine the academic experience of students of indigenous Mexican origin since little or no research has determined whether indigenous cultural identity correlates with achievement among indigenous students. Results will provide educators with insights on these students' experiences and can serve as a reference tool for educators at all levels who work with indigenous students. As the indigenous immigrant population continues to grow, there is a need for research that helps to identify effective strategies to ensure their academic success.

Abstract

To date, little or no research has studied indigenous immigrant youth and their adaption to U.S. schools including various aspects of their educational experiences that are associated with academic achievement. Schools face a variety of challenges educating indigenous immigrant youth. Educators are often not aware of their indigenous students' background nor that students may not be fluent in Spanish, or assuming their home language is Spanish, sending the children negative messages that may affect their academic performance and ethnic identity. This presentation seeks to inform the relationship between indigenous Mexican students' identity, cultural orientation, school attitudes and academic achievement.

Outcomes:

1. Explore the increasing population of Mexican indigenous families and students in California.

2. Provide school agents with insights on how Mexican Indigenous students' ethnic identity may play a role in shaping academic achievement.

3. Identify effective strategies to ensure the academic success of indigenous Mexican youth.

Primary Contact:
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California Educational Research Association
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Instructional Innovation for the Next Decade

A Conscious Agenda for Cultivating Future Teachers' Equity and Social Justice Paradigms
Friday, November 19, 10:15 - 11:45 a.m., Mohsen B

Primary Presenter:

Lisa William-White,
CSU Sacramento

Secondary Presenters:

Margarita Berta-Avila, CSU Sacramento

Session Description

This paper illuminates the challenges of preparing emergent teachers to engage critically about diversity issues in their planning and instruction in a year-long program with an explicit and intentional equity agenda. The authors will present an approach to actualize greater student engagement and achievement outcomes in secondary classrooms.

Abstract

Illuminated here are the challenges of preparing teacher candidates to engage critically about social justice issues in their planning and instruction in a year-long teacher education program in the United States. Utilizing a critical pedagogy (Freire, 1970) and a Critical Literacy (Shor, 1999) process of evaluation, the authors found that: 1) instructional themes/topics in lesson plans often do not broach the realities and experiences of the linguistically and culturally diverse students in their classrooms; 2) themes/topics are indicative of candidates' tendency to play it "safe" with regards to critical theory teaching; and 3) student teachers need additional modeling and scaffolding to actualize Critical Pedagogy and multicultural education tenets. The paradox: a more prescriptive and conscious approach must be utilized with candidates to: 1) analyze "diversity" through the real circumstances of their students; and 2) reflect critically on their positionality/paradigm, the "act of teaching", and what that entails.

Outcomes:

1) Participants will explore ways to tap diverse students' interests by centering their backgrounds, needs and experiences in instructional decision-making and subject-matter choices.

Primary Contact:

Lisa William-White, CSU Sacramento
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Needles in a Haystack: Looking for RTI Teacher Competencies in the California Teacher Preparation Standards.
Friday, November 19, 10:15 - 11:45 a.m., Del Mar A

Primary Presenter:

Susan Porter,

California State University, Chico

Secondary Presenters:

Linda Smetana, California State University, East Bay

Michelle Cepello, California State University, Chico

Session Description

This session presents an examination of the preparation of general education and special education teachers in the state of California for participation in the RTI process. Critical teacher knowledge and skills for successful RTI implementation are identified and supported by recent research in the field. These same competencies are then identified in the standards through a term search, plus a second expert review. Critical gaps in the standards are discussed, along with recommendations for state and local changes to be made to better prepare general and special education teachers for RTI models in the schools and districts where they will be employed.

Abstract

This presentation reports the findings of a study that examined the inclusion of RTI-related teacher competencies within the California standards for teacher preparation programs that prepare general education and special education teachers. Critical teacher knowledge and skills for successful RTI implementation are identified and supported by recent research in the field. These same competencies were then identified in the standards through a term search process, plus a second expert review. Critical gaps in the standards are discussed, along with recommendations for state and local changes to be made to better prepare general and special education teachers for RTI models in the schools and districts where they will be employed. This session will also provide exemplary models of higher education and district partnerships that are preparing new teachers for RTI models.

Outcomes:

1.   Know key competencies general education and special education teachers must have in order to implement RTI models successfully
2.   Understand the congruencies and gaps between these required competencies and the California standards for preparing general and special education teachers
3.   Be able to know and discuss next steps that may be taken at the local and state level to better prepare new teachers for implementing RTI models successfully.

Primary Contact:

Susan Porter, California State University, Chico

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A Test is a Test is a Test…or is It?
Friday, November 19, 10:15 - 11:45 a.m., Del Mar B

Primary Presenter:
Marcelline Guthrie,
Kings Canyon Joint Unified School District

Secondary Presenters:
Jaime Goldfarb, President, Intel-Assess

Session Description

With the debate raging about assessment's role in accountability, one key element of assessment has been lost in the fight—namely, the value that assessment can bring to the instructional process. This presentation will focus on the key differences of 'Assessment of Learning' and 'Assessment for Learning', highlighting the appropriate role and use of these different types of assessment in K-12 education, at the classroom, grade/department team and district levels from a district's first-hand experience in aligning an effective assessment process and system. Included is a brief overview of new accountability models being discussed in California compared to best practice in construction of true formative assessment.

Abstract

With the debate raging about assessment's role in accountability, one key element of assessment has been lost in the fight—namely, the value that assessment can bring to the instructional process. This presentation will focus on the key differences of 'Assessment of Learning' and 'Assessment for Learning', highlighting the appropriate role and use of these different types of assessment in K-12 education, at the classroom, grade/department team and district levels from a district's first-hand experience in aligning an effective assessment process and system. Included is a brief overview of new accountability models being discussed in California compared to best practice in construction of true formative assessment.

Outcomes:
Participants will:
1. Know the key differences of 'Assessment of Learning' and 'Assessment for Learning'.
2. Learn the appropriate role and use of these different types of assessment in K-12 education, at the classroom, grade/department team and district levels.
3. Hear about developments of new accountability models being discussed in California and related implications.

Primary Contact:
Marcelline Guthrie, Kings Canyon Joint Unified School District
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Overcoming the Limits of Smallness: What Small Districts Can Do To Improve Analysis of CST Results
Friday, November 19, 10:15 - 11:45 a.m., Del Mar B

Primary Presenter:

Pat Puleo,
Owl Corps, a consulting division of School Wise Press

Secondary Presenters:

Steve Lund, Owl Corps (School Wise Press)

Session Description

The small district's assessment dilemma is scarcity of talent, time and money. When CST results are delivered, and it's time to analyze results, rarely is someone available to plunge in. Come listen to a case study of a small district's supe who overcame the obstacles to intelligent analysis. With the help of a consultant, Willits USD's leadership team advanced their knowledge of their schools' results. But they also learned how to avoid the four most common analytical errors that educators commit when analyzing test results.

Abstract

Small districts, those with 2,500 enrollment or fewer, rarely have an assessment leader. Instead, too many simply administer testing, leaving teachers and principals to figure out on their own what test results mean. Willits USD's superintendent, Deb Kubin, enlisted the help of her mentor and colleague, retired superintendent Steve Lund (Fort Bragg) to find a way to help her spark higher level analysis of CST results. Their answer: engage a consultant to lead this meeting.

Come listen to a case study of a small district's supe who overcame the obstacles to intelligent analysis. With the help of a consultant, Willits USD's leadership team advanced their knowledge of their schools' results. But they also learned how to avoid the four most common analytical errors that educators commit when analyzing test results.

The analysis she brought reframed their challenges in a new light, and the dialogue she sparked was driven, not by data, but by wise questions. Data was simply the evidence used to answer these questions. This dialogue led participants to recommit themselves to more thoughtful probing of the evidence their testing produced.

Steve Lund had put assessment wisdom to work in Fort Bragg. In fact, he credits assessment savvy as the key factor in his high school's exit from Program Improvement. He will describe the role of sharing assessment data in helping teachers build a professional learning community. The benefit of being small helped build trust.

Outcomes:

Participants will learn how to cope with the constraints of small districts that often make analysis of CST results tougher. Their challenges are not just fewer resources and no specialists. They have smaller enrollments that introduce more "noise" in the results. Imprecision simply must be explicit.

Participants will learn how the collegiality of small districts makes lateral, peer-to-peer accountability more likely. When all principals share CST analysis work together, their dependence on each other's success is reinforced.

Participants will also learn how an outside advisor can help catalyze conversation. Viewing old data from new perspectives helps many principals over the barriers that held them back in the past.

Primary Contact:

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California Educational Research Association
89th Annual Conference Manchester Grand Hyatt Hotel San Diego, CA
November 18-19, 2010
Instructional Innovation for the Next Decade

School Characteristics Predicting Aggregated SAT Scores in California Public High Schools
Friday, November 19, 10:15 - 11:45 a.m., Annie A

Primary Presenter:
Ying Jiang,
Azusa Pacific University

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

Session Description

This session will highlight some of the interesting findings among the predictors, such as that for 2009 the % of RFEP is a positive predictor of SAT scores in Math but not for the Total, Critical Reading, or Writing. In addition, the % of ELLs is a significant negative predictor for the Total, Critical Reading, and Writing but not for Math.   Average class size for Core academics is a positive predictor for Total, but not for the subtests.

Abstract

The purpose of the study is to predict aggregated SAT scores in California public high schools from school characteristics variables such as percentage of students on free-reduced lunch, English language learners, RFEP students, gifted students, teachers with full credentials, average class size for a number of core academic courses, and average parent education level. Data are extracted from the research files of Academic Performance Index (API), and aggregated SAT score at school level, downloadable from the web site of California Department of Education at http://star.cde.ca.gov/. The research files are converted into SPSS and then merged using the unique county, district and school (CDS) code so that the aggregated SAT scores and school characteristic predictors can be analyzed using regression models. The same procedures are applied to 2006, 2007, 2008, and 2009. For the 2009 data, multiple regression analyses indicate the model explained 72% of the total variance in SAT total score, $R2 = .724$, $F (7, 1,038) = 389.88$, $p<.001$. As for the 2009 SAT sub-tests, while 72 % of variance in critical reading can be explained by the model, $R2 = .716$, $F (7, 1,038) = 373.15$, $p<.001$, 70% of the variance in mathematics can be explained by the model, $R2 = .696$, $F (7, 1,038) = 339.94$, $p<.001$. Further, 72% of the variance in writing can be accounted for by the model, $R2 = .715$, 11, $F (7, 1038) = 372.69$, $p<.001$. Comparisons of the influence of various significant predictors across the models will be presented.

Outcomes:

1) Gain knowledge on the school and student chracteristics which predict SAT scores.

2) Analyze the variations in positive and negative predictors of SAT scores.

Primary Contact:
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Cal-PASS SMART Tool for Program Evaluation
Friday, November 19, 10:15 - 11:45 a.m., Annie A

Primary Presenter: **Secondary Presenters:**

Nathan Pellegrin,   Victor Manchik, Cal-PASS

The California Partnership for Achieving Student Success (Cal-PASS)   Brian Stern, Cal-PASS

Session Description

The California Partnership for Achieving Student Success (Cal-PASS) offers to its member institutions quick and secure access to institutional data. Cal-PASS has developed a tool which greatly reduces the resources required for providing data to the inquiry process. The user interface runs entirely from within a web browser so there is no need to install a custom application. The tool gives evaluators, teachers, and administrators access to many variables for analysis beyond assessment scores including course enrollment, grades and diploma attainment and program participation. Users can efficiently navigate extremely large datasets and extract tables and charts - often within minutes.

Abstract

Program evaluation gives educators a picture of who is being served by a program and what outcomes students are experiencing. Yet there is often a need to dig deeper into the data beyond what is available in various reports – whether on paper or the web. Teachers and administrators often have limited time to plan and execute the extraction and analysis of the data involved in obtaining answers to ad-hoc questions that go beyond the pre-designed reports.

Opportunities for making positive improvements to programs may be missed due to conditions that constrict or even block the flow of information from databases to practitioners. New insights can be discovered when, for instance, measures are analyzed for variation associated with course-level attributes across time. Providing secure access to reliable, timely data plays an important role in the cycle of inquiry that drives constant improvement.

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, users 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.

The California Partnership for Achieving Student Success (Cal-PASS) offers to its member institutions quick and secure access to institutional data, functionality of which is demonstrated in this presentation.

Outcomes:
* Participants will learn about the functionality of Cal-PASS data warehouse for program evaluation
* Will learn how to query the data and export to excel for further analysis
* Will know how to become a member, request access, submit data

Primary Contact:

Nathan Pellegrin, The California Partnership for Achieving Student Success (Cal-PASS)

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November 18-19, 2010
Instructional Innovation for the Next Decade

Using Student Response Systems in the Classroom: Making Assessment Come Alive
Friday, November 19, 10:15 - 11:45 a.m., Annie B

Primary Presenter: **Secondary Presenters:**
Corey Greenlaw,
Fresno County Office of Education

Session Description

Student learning is strongly impacted by formative assessment practices in the classroom (Black & Wiliam, 1998; Heritage, 2007; Marzano, 2006). Using student response systems in the classroom with students will allow teachers to check for understanding, assess student learning on a minute by minute basis, and conduct meaningful data analysis activities with students. This session will provide specific techniques for using personal response systems in the classroom that will draw out students and increase the real time information teachers are collecting. Techniques will also be demonstrated for doing interactive data analysis with students to identify strengths and weaknesses from various assessment results. These practices have been shown to increase engagement in students (Stiggins, Arter, Chappuis, & Chappuis, 2006).

Abstract

The promise of technology use to improve student achievement has been questionable at best. There are significant findings, though, that student learning is strongly impacted by formative assessment practices in the classroom (e.g., Black & Wiliam, 1998; Heritage, 2007; Marzano, 2006). With the use of technology tools to enhance the teachers ability to collect and use data immediately, formative assessment can be taken to the next level. Student response systems can be used in several ways in a classroom setting; during a lecture to poll for thoughts, after a section of learning to check for understanding, and after an assessment to analyze student responses and discuss outcomes. Each of these three techniques can be useful in there own right but used together with student they can increase engagement, help drive the instructional process and help students identify how they are progressing. All of these goals are at the heart of good formative assessment practice.

During this session the presenter will demonstrate ways of using the student response systems on the fly and in a planned manner. The responders will include dedicated hardware will also include cell phones. After certain information is presented the presenter will demonstrate how data from the response systems can be extracted from a quick assessment and input into a data management system. The final portion of the session will focus on the use of a system in the analysis of student data with a classroom. Participants will leave the session with specific ideas of how to apply the information they have gained into any instructional setting, from K-12 to college.

Outcomes:

1. Participants will be able to identify specific techniques for using student response systems in any classroom setting.

2. Participants will be able to identify ways that students can engage in learning by engaging in the assessment process using student response systems.

3. Participants will be able to develop data analysis skills that can be used with students to increase engagement in the classroom and increase student learning.

4. Participants will learn how to make assessment results drive the instructional process, to evaluate student performance, and to produce data for data teams.

Primary Contact:
Corey Greenlaw, Fresno County Office of Education
cgreenlaw@fcoe.org

Hand-held Student Response Devices (Clickers) - Survey Information from Students and Educators
Friday, November 19, 10:15 - 11:45 a.m., Annie B

Primary Presenter: **Secondary Presenters:**
Mark Mantel,
CTB/McGraw-Hill

Session Description

The purpose of this session is to share the results from a survey of students in grades 3,5, and 8 using hand-held Student Response Devices. Some participants in the session will have the opportunity to use a Student Response Devices (clicker). The results of the survey will be shared in the context of how students took benchmark and formative assessments prior to the student response devices.

Abstract

CTB/McGraw-Hill has been working with school districts across the country delivering benchmark and formative assessments through a robust platform, Acuity. In an effort to help schools and school districts efficiently assess many students at a time the CTB/McGraw-Hill technology staff has reviewed several methods of delivering assessments. The traditional paper/pencil exists in many school systems to this day. Online testing is efficient, but the cost of delivery can be detrimental. After reviewing many methods (some of which the presenter will share), Student Response Devices (clickers) were chosen in a partnership with some districts. The survey results shared here are the beginning of data being gathered on how clickers affect assessment results.

Outcomes:
- Gain an understanding of how students in grades 3, 5, and 8 responded to hand-held Student Response Devices (Clickers).
- Learn how Student Response Devices can possibly affect assessment results based on this survey.
- Understand how to use a commercial Student Response Device

Primary Contact:
Mark Mantel, CTB/McGraw-Hill
mark_mantel@ctb.com

Teaching Self-Advocacy Skills to Students with Learning Disabilities
Friday, November 19, 10:15 - 11:45 a.m., Madeleine A/B

Primary Presenter: **Secondary Presenters:**
Jennifer Meglemre,
Burbank Unified School District

Session Description

One of the most lacking skills identified for students with learning disabilities in college is self-advocacy. Sadly, in elementary and secondary education, we do little to increase students' knowledge and understanding of learning disabilities, legal accommodations, and how to communicate to teachers and future employers about their needs. Learn about the research surround this topic and a recent study attempting to increase student self-advocacy. You will come away from this session with a greater understanding of the need for teaching self-advocacy and ideas on how to teach these skills to students at all levels of elementary and secondary.

Abstract

Students with learning disabilities are entering postsecondary education in larger numbers, yet many lacks the self-advocacy skills needed to access services available to them. Explicit instruction in self-advocacy must begin in time for students to practice these skills before leaving high school.
A self-advocacy curriculum was field tested with 20 eighth grade students with learning disabilities. The students were given a questionnaire before and after the treatment and the results were compared to a control group of 18 eighth graders with learning disabilities. The students' questionnaires were also compared to their Individualized Education Programs (IEP) in order to determine accuracy of self-knowledge. The students in the study were observed in their transition meetings to the high school for evidence of self-advocacy skills and increased participation.
Students in the control group and treatment group had surprising little understanding of their learning disabilities. Although the treatment teachers reported that students felt more comfortable talking about their disabilities in class as a result of the curriculum, the questionnaires did not show a significant difference in comfort talking about their disabilities. The treatment teachers admitted reluctance to discussing learning disabilities with their students without the curriculum and the adults in the transition meetings rarely mentioned learning disabilities. However, there was a significant difference in the ability of students in the treatment group to describe their disability in the transition meetings as a result of an essay they wrote as a part of the curriculum and read at the meeting.

Outcomes:
1. Participants will review the research about the lack of self-advocacy skills in students with learning disabilities and how it affects their academic progress.
2. Participants will learn about the need to explicitly teach students with learning disabilities about their disability, their accommodations, and communication skills.
3. Participants will learn ways to teach students with learning disabilities about their disability, accommodations, and how to communicate these needs to teachers.

Primary Contact:
Jennifer Meglemre, Burbank Unified School District
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Serving Students with Disabilities Including English Learners
Friday, November 19, 10:15 - 11:45 a.m., Madeleine A/B

Primary Presenter: **Secondary Presenters:**
Marion Miller,   Sharen Bertrando, WestEd
WestEd   Pamela McCabe, WestEd

Session Description

This session will help districts and schools identify proven procedures and strategies to improve the achievement of this targeted population. WestEd senior program associates will present a process for enhancing the quality of services for students with disabilities, including English language learners. This process was developed in collaboration with the California Department of Education as part of the California Comprehensive Center. The process will include research-based practices and procedures, including the selection of appropriate accommodations with instructional strategies for students with disabilities including students who are also identified for English learner services.

Abstract

The changing demographics in California's schools has created new demands for identifying and utilizing research-based strategies and procedures appropriate for teaching students with disabilities including those who are also identified as English learners. Senior Program Associates that have been collaborating with staff from the California Department of Education (CDE) through the California Comprehensive Center (CaCC) will share the results of their work focusing on researched based strategies and procedures that increase student achievement for students with disabilities including English language learners. Providing access to the core curriculum through the components of Universal Design for Learning (UDL) and the importance of the alignment of assessment and instruction will be addressed to increase academic performance. Linguistically appropriate goals and objectives using the common standards will also be addressed to support English learners with disabilities. Participants will learn how to serve students with disabilities and English learners thorough an integrated systems approach to provide a more effective support services model.

Outcomes:
1. Participants will understand how to combine two service delivery systems into one seamless process for both English Learners and students with disabilities, including assessment, identification, instructional planning and progress monitoring.
2. Participants will identify research-based instructional strategies and practices that will improve the achievement of student with disabilities including English learners.
3. Participants will apply these practices to instruction and assessment in the common core standards
4. Participants will become aware of resources to support access to the core curriculum for students with disabilities including English learners.

Primary Contact:
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California Educational Research Association
89th Annual Conference Manchester Grand Hyatt Hotel San Diego, CA
November 18-19, 2010
Instructional Innovation for the Next Decade

What Can We Learn From California Districts Performing Well With Special Education Students?
Friday, November 19, 10:15 - 11:45 a.m., Madeleine A/B

Primary Presenter:

Tom Parrish,
American Institutes for Research (AIR)

Secondary Presenters:

Mette Huberman, American Institutes for Research (AIR)

Session Description

The American Institutes for Research (AIR), as a partner in the California Comprehensive Center, has developed a rigorous process to identify and select districts that perform better than predicted with special education students. We will share previous research on effective practices leading to improved student achievement for special education students; our methodology for identifying, selecting, and interviewing eight districts; and the strategies most often cited by district administrators as having contributed to their special education performance.

Abstract

The purpose of this study is to provide insight into strategies cited as effective in improving and sustaining special education student achievement. We used a rigorous selection process based on special education student performance over the course of four years to identify eight districts, whose students in special education substantially and consistently outperformed similar districts on state performance measures. Subsequently, we conducted in-depth phone interviews with the special education directors in these districts. We found that the strategies most often cited by district administrators as having contributed to special education performance in their districts was inclusion and access to the core curriculum, a high degree of collaboration between general and special education teachers, and ongoing use of student assessment data.

This information will highlight that all students can learn, will contribute to the discussion of strategies for improving special education performance, and will provide specific examples from successful district administrators. We have specifically focused on higher poverty districts. Consequently, these findings may be of particular assistance to other "high need" districts not just in California but across the country. Special education is among the most predominant sub-populations precluding districts from meeting Annual Yearly Progress (AYP) and causing them to enter improvement status. The Obama Administration has recognized this by making support for students with disabilities a priority in its Blueprint for Reform, specifically programs or strategies designed to improve performance.

Outcomes:
1. Participants will learn about AIR's process for identifying and selecting districts in California that perform better than predicted with special education students.
2. Participants will learn about previous research that the study draws upon and seven effective practices leading to improved student achievement for special education students that appear to be the most prevalent across these studies.
3. Participants will learn about the strategies most often cited by district administrators at our targeted sites as having contributed to their relatively high special education performance.

Primary Contact:

Tom Parrish, American Institutes for Research (AIR)
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Using Value-Added Analysis to Assign Students to Effective Teachers
Friday, November 19, 10:15 - 11:45 a.m., Madeleine C

Primary Presenter: **Secondary Presenters:**
John Schacter,
San Jose State Universiy

Session Description

Value-added analysis is a statistical methodology used to measure the learning progress that students make from one year to the next. Many schools are using value-added as one metric to evaluate teachers. But the real power of value-added analyses lies in the ability to match teacher strengths to student needs. Assigning students to teachers who will maximize their learning is one way to increase teacher effectiveness and student achievement in your organization.

Abstract

Value-added analysis is a statistical methodology used to measure the learning progress that students make from one year to the next. Many schools are using value-added as one metric to evaluate teachers. But the real power of value-added analyses lies in the ability to match teacher strengths to student needs. Assigning students to teachers who will maximize their learning is one way to increase teacher effectiveness and student achievement in your organization.

Outcomes:
During this session, participants will :
• Discuss & describe the differences between value-added analysis and achievement;
• Collaboratively interpret graphs that display value-added analysis results at the District, School, Grade, Teacher & Student levels.
• Engage in a case study where they use value-added analysis to assign students to teachers that will maximize their learning.

Primary Contact:
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November 18-19, 2010
Instructional Innovation for the Next Decade

The Meaning of Multi-Dimensional Data at the Student, Classroom, and School Level.
Friday, November 19, 10:15 - 11:45 a.m., Madeleine D

Primary Presenter:
Doug Grove,
Vanguard University

Secondary Presenters:
Michael Corrigan, Marshall University
Phillip Vincent, Multi-Dimensional Education Inc. (MDed Inc.)

Session Description

In this session participants will learn about past research that investigated the important dimensions of education that have been historically demonstrated by successful schools. This presentation will show how 30+ years of educational research provides strong evidence that working toward improvement in certain dimensions related to student achievement holds great promise for actually improving schools. The presentation will show data collected from charter schools and how a statistical modeling procedure was used to determine the student, classroom, and school level effects of dimensional data on student achievement. The presentation will include practical application of the research results and what steps others might take in looking at dimensional data related to their schools or districts.

Abstract

For decades, researchers and practitioners have studied or approached education multi-dimensionally. According to Robert C. Kelley, Bill Thornton, and Richard Daugherty (2005).

"Researchers have attempted to quantify the leadership process and establish relationships between dimensions of leadership, school climate, teacher effectiveness, and student learning (Deal & Peterson, 1990; Maehr, 1990; Waters, et al. 2004). Early research by Brookover (1979), Edmonds (1979), and Rutter, Maughn, Mortimore, and Ouston (1979) found that correlates of [variables linked to] effective schools include strong leadership, a climate of expectation, an orderly but not rigid atmosphere, and effective communication. Another meta-analysis based on an examination of 48 studies and reviews published prior to 1982 (Borger, 1985). In this publication the author identified nine constructs related to highly effective schools: 1) Leadership; 2) School Climate; 3) Physical Environment; 4) Teacher-Student Relationships; 5) Curriculum;6) Instruction; 7) Finance; 8) Evaluation; and 9) Parents and Community. The research they had explored found that the above nine dimensions were the most often identified predictors or contributors associated with highly effective schools. These studies provide a preponderance of evidence warranting the need for a multi-dimensional assessment able to collect the data able to guide decision makers and schools toward improvement on such dimensions. The research notes these dimensions as constructs of highly effectives schools, but many of them (community, school climate, educational attitudes, and developmental perspectives) also fall under the umbrella of social and behavioral constructs related to student learning. In 2009-2010 the Multi-Dimensional Assessment (MDA) was taken by over 5,000 students attending schools in a large charter school district. The MDA measure 7 dimensions of education from the perspectives of students parents, and educators. The MDA measures the following constructs: Community Engagement, Curriculum Expectations, Developmental Perspectives, Educational Attitudes, Faculty Fidelity, Leadership Potential, and School Climate. The results of the of the student MDA were analyzed to investigate the relationship between the seven dimensions and student achievement. Findings show significant relationships at the student, classroom, and school level.

Outcomes:
-Understand past research on looking at schools from a dimensional perspective
-Understand the value of a multi-dimensional approach to continuous improvement
-Learn the kinds of multi-dimensional data that exists and how it can be obtained
-Understand results from statistical modeling done with data from the Multi-Dimensional Assessment (MDA)

Primary Contact:
Doug Grove, Vanguard University
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The Promise of a Multi-Dimensional Assessment for Organizational and Instructional Improvements Toward Student Learning
Friday, November 19, 10:15 - 11:45 a.m., Madeleine D

Primary Presenter:
Doug Grove,
Vanguard University

Secondary Presenters:
Michael Corrigan, Marshall University
Phillip Vincent, Multi-Dimensional Education Inc.

Session Description

This session will provide particpants with a new lens for looking at assessment in education. Thrity years of research on school improvement has provided and abundance of promising practices and research based strategies that should guide our efforts in improving instruction and organizational effectiveness. Based on this research the presenters will share a multi-dimensional model of assessment that has been used over the past six yeas to evaluate several federal grants. This model has also been adopted by a number of school districts nationwide. The presentation will provide a description of the model, examples of data collected in use of the model, and a review of the findings from past and ongoing research related to the dimensional model.

Abstract

The Multi-Dimensional Assessment (MDA) has been used in federally funded research studies to measure program effects on outcome variables (such as school climate) and variables related to student achievement (such as educational attitudes). More recently the MDA has provided more than 40 districts in a dozen states a comprehensive 360 degree analysis of stakeholder perceptions (using triangulated versions of the student, parent, and educator MDA) based on the seven dimensional indexes.

The term "dimension" is often used when categorizing the different factors, clusters, components or steps that practitioners and researchers considered and on which they want the reader of their studies to focus. For decades, researchers and practitioners have studied or approached education multi-dimensionally according to Robert C. Kelley, Bill Thornton, and Richard Daugherty (2005).
Schools are involved in continuous improvement and many of them are involved in continuous improvement along one or more of the dimensions being measured by the MDA. The schools are pursuing these kinds of continuous improvement efforts because they believe these efforts will actually lead to improving student achievement; therefore, it makes sense to provide districts and schools with data to help them understand the variables they are already attempting to improve. The significance of the MDA is that it has the potential to help schools do a better job of targeting continuous improvement efforts. This presentation will provide an overview of the research supporting the MDA and a review of findings on how the MDA has been used to guide improvement efforts in schools and districts.

Outcomes:
1. Participants will know the benefits of using a multi-dimensional approach to identifying variables that have historically mediated the effectiveness of instructional approaches and organizational improvement efforts.
2. Participants will be able to consider new ways of collecting data in their organizations.
3. Participants will know the background of dimensional research and how effective schools research has informed many of the current reform efforts in education.

Primary Contact:
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Can an Anti-bullying curriulum be effective?
Friday, November 19, 10:15 - 11:45 a.m., Molly B

Primary Presenter: **Secondary Presenters:**

Robert Ferrett,
University of California Extension at Riverside

Session Description

During the session the author will describe how it was possible to utilize random assingment with a control group in order to determine the effectiveness of an Anti-bullying curriculum.

Abstract

At the beginning of the 2010-11 school-year, half of the students in each of the two sixth grade classrooms participating in this study were randomly assigned to the treatment and control groups. The students in the experimental group viewed an Anti-bullying PowerPoint presentation and participated in four activities including role playing scenarios over a four-day period. Both the experimental and control groups completed an 30-item multiple-choice Anti-bullying post-test quiz. The experimental group also completed a survey about the bullying prevention activities. An analysis of variance (ANOVA) was conducted to determine if the average Anti-bullying Posttest Quiz scores for the treatment and control groups differed. The results were as expected, the average posttest score for the treatment group was higher than the average score for the control group.

Outcomes:

To demonstrate that it is possible to conduct rigorous experimental research about anti-bullying prevention programs in the K-12 setting that utilizes random assignment and control groups.

Primary Contact:

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Instructional Innovation for the Next Decade

Use of Narrative: Gender Differences and Implications for Motivation and Learning in a Math Game
Friday, November 19, 10:15 - 11:45 a.m., Molly B

Primary Presenter: **Secondary Presenters:**

Sarah Bittick,
University of California, Los Angeles

Session Description

Two narratives were developed to be implemented into a rational numbers video game and compared to a version with no narrative. One narrative was created using a male character and masculine themes, while the other story used a female character and feminine themes. Differences in student motivation, engagement, and learning outcomes were observed based on whether the student received the masculine themed, feminine themed, or no narrative. This was especially the case when gender differences are also analyzed such as whether the student was matched or mismatched with the gender of the narrative themes.

Abstract

This study is based on prior research suggesting that the use of narrative in educational contexts may serve to increase student interest and engagement in tasks and potentially motivation and learning as well. However, certain themes such as aggression and violence have been found to increase stress levels in females indicating that certain narrative themes may be polarizing to some players. We hypothesized that the presence of a narrative in a rational numbers videogame would increase measures of student interest, engagement, motivation, and learning from a pretest to posttest. However, two narratives were created, one with masculine themes and one with feminine themes, to examine the impact that gender make have on these outcomes. Specifically, we hypothesized that matching the gender of the student to the gender of the narrative would result in increased learning gains. Results indicate that the presence of a narrative increases measures of engagement and learning when compared to students receiving a game with no narrative. Male students given the masculine narrative scored higher on conceptual math items, however, the matching of females had no impact on learning outcomes. In conclusion, narrative has an overall positive impact on student interest, motivation, and learning and providing males with a masculine theme serves to increase this effect.

Outcomes:

1) See how a narrative can be implemented into an educational game to incite motivation and learning.

2) Specifically, participants will see that both the presence of a narrative in the game and the gender of the student have an impact on learning outcomes.

3) Participants will be given an example in which themes of the narrative implemented in a learning game impacted student learning outcomes.

Primary Contact:
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