



California Educational Research Association

Abstracts of Presentations

December 4 – 5, 2008

DAY 1 – SESSION 1

Salon A

TITLE: Roles, Goals, & Red-Hot Coals: One Middle School's Experiences Implementing Response-to-Intervention Model (RtI) for Struggling English Learners

Presenter: Susan Porter, sgporter@csuchico.edu 530-898-4133
CSU Chico

Co-Presenter: Irina Okhremtchouk, University of California Davis

Abstract

No Child Left Behind (2001) and IDEIA (2004) encourage the use of “Response-to-Intervention” (RtI) in place of traditional referral and assessment practices to determine whether a student should receive special education services. In an RtI model, a struggling student is first an intensive intervention (oftentimes, this intervention addresses reading difficulties). If the student responds positively and makes significant growth, then he/she remains in the general education setting. In those instances in which a child does not improve as a result of the intervention, then special education services may be indicated for that child (Brown-Chidsey, & Steege, 2005). RtI models hold promise as a culturally and linguistically responsive method of determining whether special education placement is appropriate for ELs. This research was conducted as part of a case study that explored the effects of an intensive literacy intervention as a possible RtI intervention for two English learners who were being considered for special education services due to reading and literacy difficulties. This aspect of the study describes the researcher’s role in facilitating the subsequent implementation of a problem-solving Response-to-Intervention model (Marston et al., 2007) at the school site where the case study research was conducted. Stages and obstacles in the planning and implementation phases of the new RtI model are described and analyzed using qualitative (i.e., discourse and ethnography) methodologies.

TITLE: Implementation of a Formative Assessment-based Middle School Math Intervention: Findings, Considerations, and Lessons Learned.

Presenter: Dr. Noelle Griffin, griffin@cse.ucla.edu 310-825-8605
CRESST/UCLA

Co-Presenter: Dr. Victoria Schumacher, Norwalk La Mirada USD

Abstract

The presentation will share results and lessons learned from the implementation of POWERSOURCE, a research-based middle school math intervention addressing the core content knowledge underlying Algebra I. It will specifically focus on the collaboration between the Norwalk-La Mirada Unified School District (NLMUSD) and CRESST/UCLA (POWERSOURCE's designers) within the context of CRESST's larger national research study of POWERSOURCE. Towards that end, co-presenters will include Noelle Griffin (CRESST) and Victoria Barnes (NLMUSD). POWERSOURCE, developed through funding from the US Department of Education, is a formative assessment intervention combining the best of current research in mathematics, assessment, cognition, and instruction. It includes a system of formative, learning-based assessments as well as instructional resources and targeted professional development to support teachers' assessment use towards improved student learning. Preliminary field testing of POWERSOURCE in 2006-07 resulted in significant POWERSOURCE vs. control group differences on student measures (effect size range = .44 to 1.75). CRESST and NLMUSD collaborated to implement POWERSOURCE in the district during the 2007-08 school year. This presentation will include results of the implementation, currently in progress, in terms of program impact on both students and teachers. The presentation will also outline the critical organizational/planning aspects of the collaboration that allowed for the successful implementation of a rigorous experimental research design that also met district instructional needs. Such issues include garnering stakeholder buy-in, integration with the on-going initiatives and instructional mission of the district, development of meaningful, district-appropriate activities for control teachers, and on-going professional discourse between researchers and district administrators.

Salon B

TITLE: New District Coordinator Workshop

Presenter: Kelle Nelson
Yuba City Unified

Salon C

TITLE: “The Salsa, Sabor Y Salud Program: An Evaluative Health Curriculum for LA’s Best Latina/o Children”

Presenter: Dr. Denise Huang, dhuang@cse.ucla.edu 310-206-9642
University of California, Los Angeles

Co-Presenters: Lindsay Huber, University of California, Los Angeles
Aletha Harven, University of California, Los Angeles
Deborah La Torre, University of California, Los Angeles
Dr. Christine Oh, University of California, Los Angeles

Abstract:

Studies examining obesity trends among children in the U.S. have reported that one in three children will be diagnosed for diabetes (CBS and Associated Press, 2003). The Latina/o community, has been disproportionately affected by the obesity epidemic (American Public Health Association, 2003). Kraft Foods, partnered with the National Latino Children’s Institute (NCLI), have developed the Salsa, Sabor y Salud (Food, Fun & Fitness) program which focuses on improving awareness of nutrition and increased physical activity for Latina/o families and youth. This evaluative health study examines how a culturally relevant after-school program addresses the health concerns of Latino children. Qualitative interviews and quantitative survey data highlight: 1) what adaptations worked and what did not work; 2) effective teaching practices that increased engagement for students; 3) what the health behavior outcomes of the students were after the program; and 4) how using a community of cultural framework draws on the strengths of Latina/o families and the larger community to promote awareness regarding healthy eating and physical activity to increase the healthy well-being of Latina/o youth. This study aims to show broader implications for implementing effective, culturally relevant curriculum for students of color.

TITLE: Collaboration and Student Achievement: How Strong is the Connection?

Presenter: Dr. Donna O'Neil, doneil@sanjuan.edu 916-971-7180
San Juan USD

Co-Presenter: Susan Green, San Juan USD

Collaboration has been promoted as one factor in improving student learning in today's schools. But is there really a connection? In 2005, San Juan USD implemented a structured version of peer selected leadership teams and districtwide weekly collaboration, supported by both district staff and the teacher's association and written into the negotiated teacher contract. Now, after three years of implementation, this presentation will discuss the relationships between collaborative actions and levels of student achievement in the schools. Levels of collaboration are measured annually, using a survey based on the work of Linda Lambert's work on improving teacher quality. Comparison of findings to other research on the topic will be included.

Salon D

TITLE: An Effective Assessment Program: Start by Asking the Right Questions

Presenter: Dr. Corey Greenlaw, cgreenlaw@fcoe.org 559-265-3098 ext3193
Fresno County Office of Education

Co-Presenter: Dr. Jaime Goldfarb, Intel-Assess

Abstract:

Research demonstrating the effectiveness of assessment programs over the course of the past number of years has been mixed at best; so the question must be asked — why have the substantial investments made by districts in assessment not yielded results in line with their promise? The answers to the question are broad, and include challenges around implementation, high quality assessments, buy-in, professional development around the use of data and access to supplemental education materials. While each of these areas needs to be addressed in a holistic review of an assessment program, one immediate step educators can take to improve the effectiveness of their efforts is to answer the question... why are we executing an assessment program to begin with? We will dig deeper by considering the following questions:

1. Do we have the organizational will to make changes based on the data?
2. What is the appropriate frequency for administering assessments?
3. Do you have a viable data management system that will allow for appropriate disaggregation?
4. How long should each assessment be and which standards should be covered?
5. How many items per standard should be included on the assessment?
6. Does our Pacing Guide include time to evaluate the results of the assessment and then to re-teach what needs to be taught?
7. Do our teachers have the correct level of support, including Professional Development and supplemental educational resources to effectively intervene?

As we consider these questions we will help districts focus their assessment systems more effectively.

TITLE: Formative and Informative Assessments: Empirical Data and Studies

Presenter: Dr. Daniel Lewis, daniel_lewis@ctb.com 831-393-7588
CTB/McGraw-Hill

Abstract:

The term formative assessment, though well defined, is operationally used to represent a variety of assessment types and formats, from teacher-developed classroom assessments administered individually and directly to students to assess their strengths and areas of need to commercially published interim assessment that provide diagnostic data that can be used to support the development of appropriate instructional interventions. The presenter will begin with an examination of the variety of assessments referred to as formative and discuss the advantages and disadvantages of each type. Data obtained from Acuity, an interim formative assessment developed by CTB/McGraw-Hill, that was administered several times over the course of the academic year will be presented and analyzed from several perspectives. First, the psychometric properties of the assessments will be presented and discussed. Next, the assessment results will be analyzed to understand student growth patterns within and across grades. The presentation will continue with a discussion of the results of regression analyses. Student level Acuity results were matched with the associated state NCLB test scores to assess the accuracy and appropriateness of the interim formative assessments as early indicators of subsequent achievement that may support teachers' instructional decision making. The presentation will conclude with an interactive discussion of appropriate and inappropriate uses of formative assessment.

TITLE: Classroom Response Systems and Formative Assessment: Lessons Learned

Presenter: Rebecca Buschang, buschang@cse.ucla.edu 310-794-9174
UCLA/CRESST

Co-Presenters: Dr. Greg K.W.K. Chung, UCLA/CRESST
Whitney Wall, UCLA/CRESST
Paul Espinosa, UCLA/CRESST

Abstract:

While a large body of research exists on the integration of the classroom response systems (CRS), such as “clickers”, at the undergraduate level, little empirical evidence has been reported from K – 12 settings. The purpose of this study was to explore how a unique version of CRSs could be used as a formative assessment tool in several middle school math classrooms. Typical CRSs are limited to multiple choice or true/false questions. This particular version of CRSs allowed for virtually no limitations on what types of questions could be asked or how students could respond. Instructors are also able to view student responses in real-time, allowing them to monitor timing of questions and give feedback to students as needed as students input responses. Students also set their “Level of Understanding” after each problem giving the instructor important information about the students’ perceived understanding of each question. Because of the unique version of CRSs used, and that it was used in a relatively unexplored CRS setting, this research allowed for 1) a better understanding of the link between teacher professional development and the use of CRSs as a formative assessment tool, 2) reflections on classroom strategies used and how to improve them to be more effective, and 3) consider ideas for how to improve the use of CRSs as a formative assessment tool in middle school classrooms. Results have implications for professional development of teachers and for classroom use of CRSs as formative assessment tool.

Salon E

TITLE: Evaluation of the Impact of the Riverside County Achievement Teams (RCAT) Writing Model on Student Efficacy Perceptions and Achievement

Presenter: Dr. Lorie Sousa, lorie@keydatasys.com 951-245-0828
Key Data Systems

Abstract:

A study was conducted to evaluate the effectiveness of the RCAT Writing Model on confidence in writing ability and student achievement outcomes. Students in grades two through five, across three demographically and geographically similar schools in a medium sized district in Riverside County participated in the study over one school year. Each school received a different level of writing intervention. School A received the highest level of intervention consisting of A California Blueprint for Writing Using Houghton Mifflin Reading materials along with training, Step Up To Writing, and coaching. Schools B and C received moderate intervention (Blueprint materials/no training, Step Up To Writing, no coaching) and “business as usual” comparison (just Step Up To Writing) levels respectively. Results revealed that overall, students at School A (the highest implementation group) demonstrated greater gains in confidence in their writing ability and performance on a writing assessment, relative to the moderate and no program comparison groups. This same pattern of results was found in a cross-sectional analysis of CST – Writing scores. In an evident stair-step effect, the moderate intervention group outperformed the no program comparison on the outcome variables as well. An analysis of the findings suggests that the coaching element may be the crucial ingredient leading to student achievement gains.

TITLE: Language and Literacy: Consequences of English-Only Instruction for ELLs

Presenter: Dr. Maria Mar, dramar001@socal.rr.com 323-734-8233
Los Angeles Unified School District

Abstract:

This presentation examines the personal and academic consequences of English only instructional policy on ELLs in our schools, and the causal relationship to the widening academic achievement divide which exists between them and dominant English speaking students. It examines the forces that have impacted demographic patterns and growth which have led to increased numbers of ELLs in our schools, and the socio-political backlash that has led to educational practices that deny these American children, whose heritage language is not English, complete access to the core academic curriculum. The presentation is based on a qualitative case study using the genre of “portraiture” (Lawrence-Lightfoot), a methodology embedded in the life experience of participants and their individual context. The portraits form the basis of the presentation. The impact of English only instructional policy on the language development and academic achievement of the participants in the study facilitates understanding of the academic divide that has resulted from exclusionary educational practices in our classrooms, and the feasibility of developing systematic processes to better meet their learning needs through language planning and focused intervention.

Salon F

TITLE: Collaborative Partnerships, Voices from the 'Gap' and Strength Based Contexts

Presenter: Dr. Ann Unterreiner, ann_unterreiner@redlands.edu 909-936-2866
University of Redlands
Co-Presenters: Lisa Urrea, STEP Associates
Bernadette Pinchback, Superintendent's Office-Foster Youth Svc.

Abstract:

This presentation looks at a collaborative partnership facilitating a culturally proficient strength based approach for the educational success of students in foster care. It is an intentional vision. Our vision and actions are grounded in shared beliefs and an association of common values and equitable opportunities for deliberation-also the principles of a democratic ideal of civic engagement (Dewey, 1916; Jenlink, 2002). By creating an intentional community in this partnership we are capturing the voices of the students in foster care and bring to light their experiences navigating the educational inequities they experience in their effort to achieve academically and obtain an education. We highlight the 'funds of knowledge' (Moll, 2007) and insights students have about education to improve and transform equity in education for all students. In a research based, data driven, approach we report on research conducted in Phase I of an ongoing Project for the Academic Success of Students in Foster Care. We present findings from summer success coaching events. This includes the insights gleaned from national, state and county statistics and links to data generated from student surveys. In addition, we report on the baseline assessments of students, subsequent academic goals and describe the interventions provided data generated as an outcome of the summer events. This informs the actions of culturally proficient relationship developed between university graduate student educational advocates in completing fieldwork focused on advancing the achievement of students in foster care.

TITLE: How the No Child Left Behind Act Sabotages Effective Teaching and Learning: A case study

Presenter: Dr. Alberto J. Rodriguez, arodrigu@mail.sdsu.edu 619-594-2687
San Diego State University

Abstract:

A case study of two grade 6 teachers who participated in a larger three-year longitudinal project is presented. One of the main goals was to work collaboratively with teachers to assist them in improving their teaching practice. Therefore, we provided them with concrete opportunities for enhancing their subject matter and pedagogical content knowledge with a focus on making science more culturally responsive, gender inclusive, and inquiry-based. In addition, teachers were provided with technical support and equipment to explore how cutting-edge learning technologies could be used to enhance the educational opportunities of students from culturally diverse and economically disadvantaged backgrounds. Using a mixed research methodology approach, we were able to gather substantial evidence that the project had a positive impact on both teachers and students from the two different schools. Similarly, we gathered data to demonstrate how one of the teachers who have shown the most professional growth in all areas reverted back to teacher-centered practices. These policy changes (e.g. reduced time for science; scripted literacy) were required by the principal who was pressured by the school district to bring mathematics and literacy scores up as required by the NCLB Act. In addition, these changes produced low teacher and students' morale and reduced student achievement. Findings also illustrate how the punitive accountability of the NCLB Act ends up sabotaging itself and the potential for state and federally-funded professional development projects to have the long and lasting impact on teachers' practice and students' learning that is so badly needed.

TITLE: The Changing Role of (Private) Elementary School Leadership

Presenter: Dr. Shannon Gomez, shannon@gomezfam.com 310-567-8996
Loyola Marymount University

Abstract:

Catholic schools are an important element of the educational environment in the United States and are often the subject of effectiveness studies. However, Catholic school leadership, for the most part, is left out of the research loop (Schuster, 2000). While the learner affects schooling outcomes, the leadership of the school principal is the critical component in determining school quality (Sergiovanni, 1997). Today's Catholic schools differ greatly from Catholic schools prior to Vatican II. School leaders are faced with greater responsibilities than their predecessors. For example, within the Los Angeles Archdiocese, Catholic school principals are challenged to strategize different ways to market their schools, increase their enrollment, and raise funds for schools to remain viable. Based on a literature review on Catholic school leadership, including (a) the history of Catholic schools in the United States, (b) Catholic school governance, (c) Catholic school leadership, (d) strategic planning, and (e) the changing role of the school principal in the future of Catholic education, the following three research questions served as the premise of the study: 1. What do Catholic elementary school principals identify as skills needed to lead Catholic schools in the 21st century? 2. What are Catholic elementary school principals' perceptions of how their role is changing? 3. How do Catholic elementary school principals identify their role and the current struggles of implementing a centralized strategic plan in a large Catholic diocese? This study employed a mixed-methods research design including a document review of the Los Angeles Archdiocese Strategic Plan and a survey containing multiple choice, likert-scale type questions, and open-ended qualitative items. This research study was conducted to identify Catholic school elementary principals' role in implementing the current Strategic Plan for the Los Angeles Archdiocese and struggles principals encounter in implementing the Strategic Plan at their school site. Further, this research investigated how the Catholic school principalship is changing and necessary skills that Catholic elementary school principals need to practice for leading these schools in the 21st century. Recommendations were discussed for Catholic elementary school principal training needed to lead future Catholic schools.

Salon G

TITLE: Algebra I CST Scores of Students Repeating Algebra I in Grade 9

Presenter: Michael Meade, mmeade@hlpusd.k12.ca.us 626-934-4875
Hacienda La Puente USD

Abstract:

In the 2004-05 school year, a large suburban school district in the San Gabriel Valley adopted a universal Algebra I policy for 8th grade students. In the subsequent two school years, more than half of all students taking Algebra I in grade 8 were programmed to repeat Algebra I in 9th grade. This study was conducted to determine whether students who repeat Algebra I in grade 9 demonstrate increased achievement as measured by the Algebra I California Standards Test (CST) Using matched student data from the Algebra I CST in 2006 (8th grade) and 2007 (9th grade), the study examined students score by total sample and sub-samples based on 2006 proficiency levels. Mean scale scores and performance level movement between the two years were compared. The study found that mean scale score for the total sample the showed only a slight change from 284.5 in 2006 to 288.2 in 2007, an increase of 3.7. Students who scored below or far below basic in 2006 showed the greatest increase (10.5), but students who scored basic or above in 2006 demonstrated a loss (-10.8). The analysis of performance levels showed similar findings. On a five performance level scale ranging from far below basic to advanced, the mean change for the total sample was .07. The below and far below basic group increased .27 and the basic and above group had a mean change of -.24.

TITLE: Characteristics of Communities Served by the High Priority Schools Grant Program

Presenter: Don Taylor, dtaylor@cde.ca.gov 916-319-0296
California Department of Education

Abstract:

Introduction: NCLB requires that every student in America perform at or above grade level by 2014 regardless of health, housing, or dysfunctional communities. Are there differences in communities that are served by the High Priority Schools Grant Program (HPSGP) and those that are not? Methods: Maternal residences among 2,060,242 births to California residents during 2000-2003 were geographically placed at the correct census tract. Schools participating in the HPSGP (API rank 1-2) were geographically located. Frequencies and statistical significance tests were conducted on HPSGP census tracts and non-HPSGP census tracts comparing teenage births, prenatal care, maternal education, low income births, first births, four or more births, maternal nativity and race/ethnic subgroups. Census tract level maps were created showing the geospatial relationships of HPSGP schools to census tracts with estimates of these same variables. Results: Communities with HPSGP schools are more likely to have higher concentrations of non-native and minority race/ethnic sub-groups. These groups may experience additional challenges in reconciling language and cultural customs within the context of the public school system. HPSGP communities are more likely to have poor, less educated populations with larger families. Further, they are somewhat more likely to experience inadequate prenatal care and much more likely to have higher rates of teenage births. Conclusions: HPSGP communities have significantly more social, economic and health problems than their higher performing counterparts. Since these differences impact educational achievement, improving educational delivery systems alone is not the entire solution. Community context must also be addressed in evaluating and improving educational achievement.

TITLE: Trends in Demand for New Teachers in California: A County and Regional Perspective

Presenter: Dr. Melissa White, mwhite@wested.org 916-492-4057
WestEd

Co-Presenter: Dr. Tony Fong, WestEd

Abstract:

Previous analyses of California's teacher supply and demand have contributed substantially to the understanding of the overall dynamics of the teacher labor force at a statewide level. (See for example, Guha et al., 2006, Esch et al., 2005.) However, given research that suggests the local nature of teacher labor markets (Martin, 2003; Boyd, Lankford, Loeb, & Wyckoff, 2005) and given apparent regional variation in certain key labor markets variables (Guha et al., 2006), finer-grained analyses of labor market variables provide valuable information for those trying to address the teacher supply issue. To that end, this study highlights the differences among California's counties and regions in both their current use of underprepared teachers and their needs for new teachers in the coming decade as driven by projected student enrollment changes and teacher retirements. While this study does not include an analysis of projected county-level attrition or new teacher supply, its findings highlight county and regional variations in key factors that influence teacher labor markets. Based on expected teacher retirements and student enrollment growth, California's Central Valley (i.e., the North and South San Joaquin Valley and the Upper and Metro Sacramento Valley) and Inland Empire (i.e., Riverside and San Bernardino counties) will face some of the highest demand for new teachers in the coming decade. This demand will come on top of other challenges facing the regions, including high poverty rates, low educational attainment, and a diverse student population.

Salon H

TITLE: Determining Effective Teachers Through Value-Added Analysis

Presenter: Dr. John Schacter, schacter@sbcglobal.net 650-323-1378
San Jose State University

Abstract:

Value-added statistical analyses can help districts and schools identify the teachers who produce the most student learning, then use these teachers to improve school and district performance. Unlike single point in time achievement test results (which are highly affected by family and neighborhood characteristics), value-added analyses provide a more accurate measure of school and teacher effects. In this interactive presentation, administrators will learn how schools have re-organized their instructional staff, transformed their teaching and learning, developed individualized student learning plans, and assigned the right students to the right teachers based on value-added analysis results.

TITLE: Avoiding Data Analysis and Decision-Making Pitfalls: How an Evaluation Guide Can Help

Presenter: Dr. Karin Dixon, kdixon@lindsay.k12.ca.us 559-562-5111, Ext.5714
Lindsay USD

Co-Presenter: Tom Rooney, Lindsay USD

Abstract:

The Lindsay Unified School District (LUSD) had engaged in data analysis and data driven decision-making for some time. However, weaknesses in the system were becoming apparent: certain data were being misinterpreted or disproportionately valued; appropriate data reflecting program purposes were not always used; and, the comprehensive nature of programs and practices was not reflective in data analysis practices. The district needed to address the process of evaluation in order to become more effective in their use of data. The LUSD Guide for Evaluating Programs and Practices was developed by a three-member team over a year-long period of collaboration and piloting. The guide is a useful reference for designing programs and guiding focused discussions, however, its ultimate use is for effective, comprehensive program evaluation and decision-making. The guide consists of background information, essential steps, a factor-identification wheel, and sample evaluation. Designed for use by busy educators, it is simple and straight-forward, while effective in guiding an evaluation that is appropriately complex. Particularly in this era of high-stakes accountability, educators need guidance in identifying quality data and understanding how outcome data and process data are necessary for formative and summative programmatic decision-making. LUSD follows up honest talk regarding state accountability measures with a users' evaluation guide that allows educators to look well beyond standardized test scores to come to context-rich, complex understandings about local programs and practices. These understandings create a foundation for decision-making and continuous improvement.

DAY 1 – SESSION 2

Salon A

TITLE: Using Interim Assessment to Improvement Teaching and Learning

Presenter: Eric Crane, ecrane@wested.org 916 492 4080
WestEd

Abstract:

School districts are using a host of strategies to promote student learning and performance, with an eye toward ensuring that every student reaches proficiency by 2013–2014, as mandated under the No Child Left Behind Act of 2001 (NCLB). One growing practice is the use of more regular, formal monitoring of student performance, through ongoing assessment during the school year. These tests are called by several names, including diagnostic, periodic, predictive, interim, benchmark, and sometimes even formative assessments (and some clarification of terms is an important topic in itself). The assessments are often sold as commercial products, marketed to school districts by publishers of tests and other educational materials. They may also be homegrown by the school district or provided as one feature of a state-managed system that can include a bank of test items available to the local teacher. Seven different case study jurisdictions were identified for further study by a subcommittee of an assessment convening of the Council of Chief State School Officers. They include three US school districts, three state educational agencies, and the national ministry of education in another country (New Zealand). The jurisdictions were chosen from among nominations because, in the view of the subcommittee, there was something different or important going on with the district's interim assessment program. Critical questions of the study include exploring the evidence from the jurisdiction that the program is changing teacher practice and improving student outcomes.

TITLE: Assessment Dynamics and Learning Success

Presenter: Dr. Sally Bennett-Schmidt, sbennettschmidt@sdcoe.net 858-292-3688
San Diego County Office of Education

Co-Presenter: Keith Nuthall, San Diego County Office of Education

Abstract:

Research has identified a strong correlation between formative assessment practices and increased student achievement. Black and Wiliam conducted a meta-analysis of studies to investigate whether better formative assessment results in higher achievement; they found substantial impact on student learning with greatest gains for low achievers. They also found that current practices need improvement, including increased commitment to high quality formative assessment and associated professional development. Rick Stiggins' work helps address these needs, with particular focus on improving assessment accuracy and increasing student involvement in the assessment process. To help local educators analyze their assessment systems and examine teachers' assessment practices, the San Diego County Office of Education offered a four-part seminar series in spring 2008. It began with a full-day session with Rick Stiggins attended by more than 100 representatives from 30 districts. Participants were invited to expand their teams to include site administrators and teacher leaders, and attend three follow-up sessions facilitated by county office of education assessment staff. During these sessions, participants explored how to use the assessment process and results to promote maximum achievement, investigated the relationship between assessment and student motivation, and examined the district policies needed to create positive change in classroom assessment practice. Participants rated the seminar series very highly. They reported on insights gained as well as steps they took to try out some of the strategies. They also indicated an interest in further professional development as well as ongoing networking opportunities as they examine policies and procedures, and begin implementing new practices.

Salon B

TITLE: New District Testing Coordinator Workshop

Presenter: Kelle Nelson
Yuba City Unified

Salon C

TITLE: “Breaking Through to Effective Teaching: A Walk-through Protocol Linking Student Learning and Professional Practice”

Presenter: Barbara Linsley, blinsley@smp.gseis.ucla.edu 310-420-8295
UCLA School Management Program

Co-Presenter: Linda Smith, UCLA School Management Program

Abstract:

“Breaking Through to Effective Teaching: A Walk-through Protocol Linking Student Learning and Professional Practice” provides educators with an action-research process, developed by UCLA School Management Program, that connects “leadership practice directly to the improvement of instruction in classrooms.” (Richard Elmore, Ed.D., Harvard University, “Preface”, Breaking Through to Effective Teaching by UCLA SMP) Focus on documented successes in CSR, HPSG, and PI schools and districts partnered with UCLA SMP using the classroom walk-through process as key to their reform efforts: strategic focus on goals/standards by collaboratively developing research questions that frame the collection of data about student learning; reflection about identified patterns through conversations connecting student learning and teaching practice; basing next professional learning and instructional priorities on patterns of observed results. UCLA SMP’s classroom walk-through process springs from research on “effective schools” (Reeves; McRel), professional learning communities (DuFour), and the appreciative inquiry approach to organizational change (Hall and Hammond): Through collecting evidence and analyzing data to identify what is working, success can be nurtured by purposeful actions that result in higher achievement at the leverage point--interactions among student, teacher, and content. Participants will learn the elements of SMP’s classroom walk-through protocol that promote a collaborative focus on student learning within a continuous cycle of inquiry; view video-clips of schools using the protocol to support reflective practice; and practice the process through a “video virtual” observation. Site and district practitioners will share their success with the non-evaluative walk-through process, and its impact on professional practice and student learning.

Salon D

TITLE: The Effects of Class Size Reduction on Student Achievement

Presenter: Dr. Tonia Causey-Bush, tcausey2@rialto.k12.ca.us 909-820-7700
Rialto Unified School District

Abstract:

After Tennessee implemented class size reduction (CSR) in 1995 with a controlled group of 10,000 students, California began to take notice of the results (Stecher & Bohrnstedt, 2002). Students participating in the Tennessee Student/Teacher Achievement Ratio project saw increased gains in achievement, particularly for low-income and minority students. Also, because these factors were controlled for longitudinally, it was easier to make a determination as to the degree that CSR proved to be effective for these students. In an attempt to boost student achievement as well, California implemented CSR beginning in the 1996/1997 school year with 1.8 million students capping class size at 20 students per teacher from the previous maximum of 33 students and controlling for no factors other than student grade level. As the focus of this evaluation looks at the effectiveness of the CSR program in one California district, the results, using data from the California Standards Tests from 2003 to 2008, suggest that mobility seems to have a greater impact on student achievement as students in matched cohorts outperform their peers in non-matched cohorts by grade level. In trying to construct an approach to determine the extent that mobility has on student achievement, we observed that the less variation in the population, the less variance in student achievement within cohorts. Results also showed that the number of years of experience in CSR did not appear to account for variations in student achievement among all students within both matched and non-matched cohorts to the extent that mobility did.

TITLE: California Comprehensive Center: District-level Pilot Evaluations of Supplemental Educational Service (SES) Providers

Presenter: Cheryl Graczewski, cgraczewski@air.org 650-843-8238
Institutes for Research and CACC

Co-Presenter: Richard Diaz, California Department of Education

Abstract:

The California Comprehensive Center (CA CC), a partnership among WestEd, the American Institutes for Research (AIR), and School Services of California, is part of a federal network of regional centers charged with building state capacity to implement NCLB, improve student achievement, and close achievement gaps. On behalf of the CA CC, AIR is working with the California Department of Education (CDE) to develop an approach to evaluating the performance of Supplemental Educational Service (SES) providers. SES are free tutoring services that must be offered to low-income children who attend a Title I school that fails to make progress for three years (in its second year of “school improvement status”). The purpose of the pilot evaluation is to assist the state in their obligation under the No Child Left Behind Act to “develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers...and for withdrawing approval from providers that fail, for 2 consecutive years, to contribute to increasing the academic proficiency of students served...” In this presentation, AIR researchers will provide background about why an evaluation of SES providers is important and share detailed information about the selection of the three pilot districts and the methodology used for the analysis. Researchers from AIR will also discuss the challenges encountered during the pilot evaluation as well as the limitations and possible implications for a statewide evaluation of SES providers.

TITLE: Low Achieving to High Achieving: One California Title I School's Journey

Presenter: Michele (Mickey) Stueck, mastueck@callutheran.edu 805-520-6765
California Lutheran University

Abstract:

There are nearly 6,000 Title I schools in California. Under No Child Left Behind, over 60% of these are currently failing. This study investigated how one Title I school moved from low-achieving to high achieving and has sustained this level for the past six years. Four research questions were developed: What was the process leading from low performing to high performing? What were the correlates/attributes/characteristics in place at the beginning of process? What correlates needed to be refined during the process? What effect, if any, did a change in leadership have on the process? Of particular interest was the presence of the five correlates of an effective school as recognized by Ron Edmonds in the 1970s. A grounded theory design was utilized. A constant comparison analysis allowed for analyses of the various data collected, questionnaire, interviews, observations, and public documents. This led to a theory that was grounded in the data. The findings were verified by the participants. Ultimately, what has made this Title I school a high performing institution is the culture that includes having a common vision that all have internalized, a strong instructional leader who is the first follower of the vision/mission, collaborative team work, a high degree of respect for all stakeholders, and high expectations for all with an attitude of “no excuses.”

Salon F

TITLE: The Expository Reading and Writing Course: Creating a College Readiness Culture

Presenter: Dr. Zulmara Cline, zcline@calstate.edu 562-951-4713
CSU Chancellor's Office

Co-Presenters: Dr. Beverly Young, CSU Chancellor's Office
Nancy Brynelson, CSU Chancellor's Office

Abstract:

As educators struggle with the concept of college readiness versus college eligible, it becomes apparent that there needs to be a stronger alignment between what high schools are teaching and what skills and knowledge universities expect entering students to have. There is a national need for comprehensive policies and organizational structures to foster curricular coordination between high schools and postsecondary institutions (Venezia, Callan, Finny, Kirst, and Usdan, 2005). Changing the state's high school culture to focus on college readiness rather than college eligible is a challenging task.

The CSU has accepted that challenge with the implementation of the Expository Reading and Writing Course at area high schools. Our evaluations show that the most promising results in English Language Arts come from a sustained and intensive effort to help high schools make the shift from narrative reading and writing to expository reading and writing in the 12th grade. The ERWC, written by a group of college professors and high school English teachers is an Expository Reading and Writing curriculum that is aligned with the California English Language Arts Curriculum standards and helps students improve their academic literacy skills.

The preliminary results of an independent evaluation show that almost all responding teachers reported a positive impact from RIAP and/or ERWC involvement. Major impacts cited were teachers' ability to: prepare their students for college, use new instructional strategies, improve student preparation, change curriculum, and improve their ability to help students improve their performance on the English Placement Test (EPT).

TITLE: Higher Expectations Equal Increased Student Success: Incorporating Advanced Placement in the Small School

Presenter: Susannah Bell, sbell@berkeley.k12.ca.us 510-644-6121
Community Partnerships Academy - Berkeley High School
Co-Presenters: Annie Johnston, Community Partnerships Academy - Berkeley HS
Matt Bremer, Community Partnerships Academy - Berkeley HS
Wyn Skeels, Community Partnerships Academy - Berkeley HS

Abstract:

The AP curriculum has allowed us to “teach to the top” for our heterogeneous student population, and this has significantly improved student performance overall. Because our small school is a close-knit community, even those students who have enjoyed greater opportunities earlier in their education are as committed to educational equity as those who have not been academically nurtured since elementary school. The belief that teaching to the top lifts everyone is underscored by recent research. AP is now being offered to more underserved students than ever before, and passing rates among African Americans and Latinos have doubled in the last four years. In addition, a recent University of Texas study found “strong evidence of benefits to students who participate in both AP courses and exams in terms of higher GPAs, credit hours earned and four year graduation rates.” Moreover, the study also found that “even a score of 2 out of a possible 5 points on an AP exam correlates with better college performance than that achieved by students who did not take AP or who skipped the AP exam.” We are proud to be a part of a small school that has historically served a typically underprepared population while maintaining a commitment to offering the highest level of rigor in its coursework. Our students and their parents want high expectations – and as we’ve experienced first-hand, when teachers have high expectations, students will strive to meet them.

Salon G

TITLE: The Instruction of English Learners in California: Mapping the Landscape

Presenter: Leslie Hamburger, lhambur@wested.org 415-615-3180
WestEd

Abstract:

Planning and implementing changes that will turn California schools into sites where quality education is offered to all students, with a focus on second language learners, requires a coherent and deep understanding of what is going on instructionally in the schools in the state, and the supports teachers are receiving to do their work more successfully. School change can be inspired by rich descriptions of promising approaches, and actionable practices, that is, clear and specific practices that other local educators can implement, derived from schools where “similar students” produce “different results” (EdSource, 2006). It is precisely this work, the understanding of the California landscape of the education of English Learners (ELs), a description of promising programs, their theories of action, and their instructional approaches that this study undertakes. The study is divided into two phases. The goal of the recently completed first phase of the initiative is to map California’s efforts to teach English language learners (also referred to as English Learners, or ELs) by identifying eight promising practices: four widely used interventions, and four other, less widely used but interesting, and perhaps unconventional approaches. The goal of the second phase is to describe the EL practices in the context of the school and community through eight detailed case-level investigations of the promising practices identified in Phase 1. Specifically, these investigations are aimed at uncovering the theoretical approaches of interventions for ELs, main programmatic and instructional characteristics, and implementation approaches.

TITLE: Testing Accommodations for English Language Learners: A Review of State and District Policies

Presenter: Teresa King, tking@ets.org 609-734-5794
ETS

Co-Presenter: Dr. John Young, ETS

Abstract:

This report is a review and summary of current information regarding testing accommodations presently used in different states and districts for English language learners (ELLs). The federal No Child Left Behind (NCLB) Act of 2001 requires the inclusion of ELLs in assessments used by the states for accountability purposes. This represents a federal education requirement that did not exist prior to the enactment of NCLB. However, the policies for identification and reclassification of ELLs, appropriate testing accommodations, and testing requirements are state-level decisions. In order to validly and fairly assess the skills of ELL students, testing accommodations are made available where necessary by the states. However, there is no common set of standards across the states as to what are appropriate accommodations permitted for ELLs. Similarities and differences among states regarding ELL testing accommodations are documented in this review. Data was collected from summative research reports and state and district websites in 2007. Special attention is given to the ELL accommodation policies for states with high school exit examinations. Recommendations for the most appropriate ELL accommodations will be discussed. This session will be useful to teachers, administrators and state level policy makers whose responsibilities include creating suitable procedures for assigning testing accommodations.

TITLE: Emergent Readers and Open Court Reading:
A Case Study of Second Grade Students in an Urban School

Presenter: Dr. Joanna Niles, nilesj@hotmail.com 310-479-6820
Loyola Marymount University

Abstract:

This study evaluated beginning African American and Latino readers regarding their reading ability and the success of the Open Court Reading program (OCR) for these students. Because struggling readers were not meeting the benchmarks set forth by the Open Court Reading Program, this study focused on students in second grade in a Title I school in a large urban district. The research design included a statistical analysis of students' performance on the OCR Unit Assessments, observation of students during OCR instructional time, and interviews with teachers. The analysis focused on effective pedagogies, teacher perceptions and the students' engagement with the curriculum. The findings indicated that teacher efficacy overshadows the value of the curriculum utilized in the classroom. Strong classroom management, small group instruction, and use of supplemental materials were key to the success of students. The teachers challenged their students to interact with the material they learned and created structured learning environments that were safe havens for student learning.

Salon H

TITLE: High School Predictors of Success in College

Presenter: Nathan Pellegrin, npellegrin@calpass.org 619-933-3973
Partnership for Achieving Student Success

Abstract:

Data on institutional level characteristics for high schools and colleges, and student level data linking high school and college course outcomes is compiled from state and local sources and used to research the relationship between high school variables and success in college. Some definitions of college success that are considered include: attempting courses in college, passing courses, accumulating credits, and degree attainment. Data on school level data collected by the California Department of Education is merged with longitudinal student outcome data at the high school and college level from Cal-PASS. Various logistic regression models will be used, and possibly tree-based classification methods, to identify and explore some of the high school student level and institutional level characteristics associated with success in college.

TITLE: Collaborative Data Analysis

Presenter: Traci Bonde, tbonde@pittsburg.k12.ca.us 925-473-4390
Pittsburg Unified School District

Co-Presenter: Monica Hoggatt, Pittsburg USD

Abstract:

Pittsburg Unified is in the 2nd year of a data analysis implementation process called Collaborative Data Analysis. In my role as Data Coordinator, I have led the process and created most of the content design. The initial design team consists of 3 district level coordinators. The process rolled out to administrators first at their annual leadership training in 2006-2007, then department by department and site by site during 2006-2007. In 2007-2008; we are now working with most departments at our secondary sites and have introduced the process at all elementary sites. The Collaborative Data Analysis process relies on the framework of the collaborative inquiry cycle and procedures, processes, and norms for teachers, administrators, departments to review data on an on-going basis. It encompasses information and frames on how to approach data, how to have conversations about data, norms to create, etc... We have created agendas for trainers, facilitators, and attendees. We have also created logs and worksheets that accompany all data reports for local and high stakes academic formative and summative data. The vision of the Collaborative Data Analysis process at Pittsburg Unified is creating a culture that utilizes data as a part of daily operations for staff and sites. We learned that in implementing a new tool; we had the golden opportunity to roll out a new process for data analysis with accompanying tools. I feel this information can be of value to share with other districts; I have built 2-3 powerpoints, have sample documents, etc to share. I conducted all the training for administrator level staff and have led or participated with others at all site rollouts.

DAY 1 – SESSION 3

Salon A

TITLE: How to Reduce the Load on Working Memory and Help Children Learn

Presenter: Dr. Eva Iskander, eiskander@csudh.edu 310-680-5440 Ext 8717
CSU Dominguez Hills

Co-Presenters: Dr. Leena Furtado, CSU Dominguez Hills

Abstract:

Reducing working memory load could be an effective technique in helping children to learn. Studies show that the limited capacity of processing information in working memory constrains learning and performance in complex cognitive tasks. Using instructional design that provides different learning models influence acquiring schema till schemas are automated. This paper draws on cognitive load theory and provides a perspective on its instructional implications and applications. Also, recommendations on instructional design for teachers are provided.

TITLE: Effect of Parents' Aspirations, Expectations, and Involvement on Children's Achievement

Presenter: Dr. Eva Iskander, eiskander@csudh.edu 310 - 680-5440
CSU Dominguez Hills

Co-Presenter: Leena Furtado, CSU Dominguez Hills

Abstract:

This paper provides an overview of ethnic group differences that has emerged in parents' expectations, educational aspirations, parental involvement, and the relations between these aspects and the children's academic achievement. Parents' expectations, aspirations, and their ability to provide educational support to their children depend on several factors like the grade expectations that are considered appropriate, parental goals and beliefs, parental efficacy, achievement values, and theories of intelligence. Aspects of social address variables were reviewed: ethnicity, socioeconomic status, gender, and age. The research shows that higher interaction in learning activities between parents and children increases both parents' and children's expectations, and might be conducive to more understanding between parents and children, and enhances children's academic achievement. Research findings show that the degree of parental involvement depends on parental educational goals and the educational socialization of parents. In addition, parental educational goals vary since students' achievement is viewed differently by the parents according to social address variables including parental efficacy, socioeconomic status, ethnicity, and children's sex and age. Furthermore, parental educational socialization depends on the types of resources parents are capable of providing their children and the role of the parents in effecting change by directing, and guiding their children's development and success in school. Research findings across a variety of studies within a theoretically sound framework are discussed. Empirically grounded themes are identified and suggestions are made for the purpose of research and practice. Other recommendations are offered for teachers in order to encourage parental involvement and increase children's achievement.

TITLE: Behind the Scenes: Staffing at High Functioning Afterschool Programs

Presenter: Dr. Denise Huang, dhuang@cse.ucla.edu 310-206-9642
UCLA/CRESST

Co-Presenters: Dr. Jamie Cho, UCLA/CRESST
Hannah Nam, UCLA/CRESST

Abstract:

Afterschool programs offer an important avenue for enhancing educational opportunities. This is particularly true among low-performing, underserved or at-risk students who can benefit greatly from additional academic help and social support. One key element contributing to the academic success of students are strong relationships with staff members. This relationship is consistently reported in the afterschool literature as a key determinant of students' educational success. The reported benefits of strong staff-student relationships include increased motivation, higher academic competence, positive engagement, and increased school value. Because of the critical roles that staff members play at afterschool programs, the purpose of this qualitative study was to investigate staffing at 4 afterschool programs that have demonstrated success. Specifically, the aims of this study were to understand whether and how staff qualifications, staffing decisions, relationships among staff, and staff development opportunities affect program quality and staff-student relationships. These 4 programs were drawn from a pool of 21st Century Community Learning Center (CCLC) programs based on their academic performance over the past two years. Extensive interviews with the project directors, site coordinators, instructors and parents at 8 of the afterschool sites (2 sites per program) were conducted. Results showed that high functioning afterschool programs made efforts to secure highly qualified instructors and administrators, sought to provide professional development opportunities for their staff, as well as created open and collaborative relationships among staff and with parents to achieve optimal results for their students.

Salon B

TITLE: Teachers' Perceptions of Special Needs Students' Inclusion in the Regular Classroom

Presenter: Dr. Susan Studer, ssuder@calbaptist.edu 951-343-4285
California Baptist University

Abstract:

Students with special needs are entitled to “free and appropriate education” in the “least restricted environment”. Therefore opportunities are given for students with disabilities to participate in regular classrooms and interact with their peers. Most teachers are taught in university credentialing courses to be aware of the law and given information for working with the various special needs. However, although teachers know the importance of working with all students, much of their training is minimal resulting in a classroom experience that may be unintentionally limited; working in overly-populated classrooms in which special needs and requirements are added. This research compared the experiences of both new and veteran teachers to identify areas of need for maximizing the classroom experiences of both the special needs and non-special needs students; to identify what their needs are, what they perceive to be helpful, and if the results vary by length of teaching experience. A survey was administered to a purposive sampling of teachers from over 10 school districts in southern California. The teachers surveyed represented all grade levels K-12, various subjects at the high school level, and ranged in age from early 20s to mid 60s. Their teaching experiences ranged from new teacher to 30+ years of teaching. The results from this study may help future teachers, administrators, and credential-preparation universities to better understand the needs of the teachers and to better the experiences of everyone in the classroom.

TITLE: Assessing Alternative Special Education Teacher Preparation Program:
Using Multiple Data Sources for Program Improvement

Presenter: Dr. Carrie Ann Blackaller, cablackaller@csudh.edu 310-243-3900
CSU Dominguez Hills

Co-Presenters: Dr. Shirley Lal, CSU Dominguez Hills
Dr. Kate Esposito, CSU Dominguez Hills

Abstract:

Over the past decade there have been critical shortages of special education teachers (Boe, 2006; Boe, Cook, Bobbitt, & Terhanian, 1998; McLeskey, Tyler, & Flippin, 2004). Alternative routes to certification are used as a way of supporting and retaining special education teachers; federal legislation (No Child Left Behind and IDEA) has promoted these alternative pathways (Rosenberg, Boyer, Sindelair, & Misra, 2007). Data from a special education intern program was evaluated to determine the effectiveness of an alternative certification route. Research has indicated a program that provides “systematic and sustained assistance” (Carr & Evans, 2006, p. 113) is part of the solution to teacher retention. Mentoring from a veteran teacher provides this support. The study’s purpose was to examine program effectiveness via multiple data sources: (a) examining collaborative efforts between interns and school district mentors, and (b) determining program effectiveness through the analyses of needs assessments and exit surveys. Surveys and mentoring logs results demonstrated the following: 1) support needs interns identified at program entrance, 2) analysis of the types of activities that occurred between intern and mentor, 3) perceptions of needs met at program exit, and 4) effective program components. This study adds to the body of knowledge in alternative credential pathways, teacher preparation, mentoring activities, and program evaluation. The researchers believe that mentors play a pivotal role in intern teacher preparation and support the contention that “Mentors and mentoring program developers will have to closely monitor the needed supports of this group” (Duffy & Forgan, 2003, p.5).

TITLE: Culturally Proficient Leadership: Collaboration for SPED

Presenter: Dr. Barbara Semel Parkhurst, bspqator74@roadrunner.com 818-519-6581
California Lutheran University

Abstract:

ABSTRACT OF THE DISSERTATION –

Culturally Proficient Leadership: Collaboration for Special Education Students
by Barbara Semel Parkhurst, Doctor of Education in Educational Leadership,
School of Education, California Lutheran University, 2008, Dr. James Valadez, Chair.

Collaboration exists when two or more persons with diverse expertise work together to realize a common goal. Individuals from every professional discipline can contribute to and profit from collaborative relationships. This study focuses on the relationship between culturally proficient leadership and collaborative guidance for special education support within the school-based setting. The dynamics of an educational support team are complex and the philosophy of cultural proficiency lends strategies that promote tolerance for team member diversity. Emphasis is placed on the importance of working together to address problems and challenges involved in the education of the special needs population. A qualitative, descriptive study of leadership styles and team member interactions was followed using the basics of grounded theory analysis. The intent of this study was to develop a theory that describes the relationship between culturally proficient leadership guidance and collaboration for special education. My data was collected in the natural setting using observation, interview, questionnaire tools, and inductive measures to obtain insight into what aspects of culturally proficient team member leadership influence inclusive education planning for special needs students. The study results were supported using several parallel forms of data collection. The findings indicate a link between culturally proficient practices of tolerance and support for educators working with students with special needs. Data also indicated the strong influence a team leader and facilitator can have over a support team. Recommendations resulting from this stress the importance of coordinated programming based on student needs, in addition to teacher education programs that include models of collaborative, culturally proficient leadership training with a focus on acceptance and tolerance for diversity. Recommendations for future research include: exploration of this research in greater depth using a case study model with this principal or another leader who supports a collaborative team, comparison of this collaborative team sample with another either from the same or different geographical regions, further investigation of the five elements of culturally proficient behavior as they relate to special education support, investigation of the culturally proficient leadership model as it affects behaviors and attitudes of parents and/or students, and investigation of the effects of culturally proficient leadership in special needs settings of low-income students or students of color.

Salon C

TITLE: California's Districts in Program Improvement: A Statistical Profile

Presenter: Eric Crane, ecrane@wested.org 916-492-4080
WestEd

Abstract:

In California, as elsewhere, education policymakers and practitioners have been actively addressing the program improvement (PI) requirements of the No Child Left Behind Act of 2001 (NCLB). At this stage, they have several years of experience with schools in PI and school improvement approaches. But because the district-level element of the education accountability system was phased in after the school-level element, less is known about districts that have been identified as in need of program improvement (PI), either how their performance under state accountability rules compares to the performance of their own schools, or what PI districts might have in common and how they compare to non-PI districts. With support from the federal Department of Education, WestEd produced a statistical profile of California's Title I PI districts. The profile represents an independent analysis of these districts, in the aggregate, and is intended to be a useful source of information as California continues taking "corrective actions" in any PI districts that advance to a "Year 3" program improvement status. The most important and interesting findings from the report will be pulled out and discussed with the participants.

TITLE: Chance or Design: Report on Initiatives Sequoia Union HSD Used to Exit Program Improvement

Presenter: Dr. Francisca Miranda, fmiranda@seq.org 650-369-1411 Ext. 2323
Sequoia Union High School District
Co-Presenter: Kelly Smith, Action Learning Systems

Abstract:

During the fall of 2004 Sequoia Union High School District entered Program Improvement (PI) as a result of failing to meet NCLB's Adequately Yearly Progress for two concurrent years. Upon entering PI, district leaders contracted a support provider and began the process of identifying areas in need of improvement. Two years after launching and implementing reform initiatives, the Sequoia Union High School exited Program Improvement. The major reform initiatives identified are as follows:

- A. Establish and implement performance goals
- B. Adopt and implement standards-based instructional materials
- C. Create and monitor a professional development plan
- D. Provide AB 466 (SB 472) and AB 75 (AB 430) training
- E. Establish and monitor a coaching role
- F. Establish, implement and monitor an intervention program
- G. Create and monitor a pacing plan
- H. Adopt and implement a data management system

In order to continue the work initiated and to maximize this success, district leadership needed to have the following question answered: Was the increase in student achievement a result of chance or design? The district leadership determined that the best way to answer this question was to hire an external consultant to conduct a case study. In addition to the more global question, district leadership sought to identify those initiatives that had the most positive impact on increasing student achievement. The case study activities and results, developed in partnership with Action Learning Systems, form the core of this presentation.

Salon D

TITLE: Unifying Knowledge and Skills of a Learner Through Organizing Personal Experience in Education

Presenters: Dr. Viktor Sigalov, eduexpert@hotmail.com 310-274-2275
Antioch University, Los Angeles

Co-Presenter: Dr. Fredrick Chapel, Antioch University, Los Angeles

Abstract:

If “learning by doing” is the most effective way of learning, then the teaching and learning of subject-related knowledge and subject-related and general skills should be done in unity as a whole. Yet, current analyses of the quality of subject-related learning accomplishments indicate the opposite. For example, in teaching writing, the dual nature of writing for both general and subject-related skills and knowledge development is lost, with writing hardly recognized as a subject-related skill (Brewster & Klump, 2004). This leads not only to the underdevelopment of learners’ general communication skills, but also to their limited understanding of the subject area. This issue was successfully addressed in a new, original, systemic methodology, High Organization of Personal Experience™ in education (H.O.P.E.™) (Sigalov, 1983, 1987, 1988). The methodology allowed the improvement of students’ reading comprehension, literary response and analysis, and fluency and systematic vocabulary development through subject-related writing. First, the HOPE methodology evoked in learners their personal experience connected with their knowledge and skills related to reading. Further organization of learners’ personal experience revealed the need for expressing themselves in writing which, through a combination of trial and error, consultation with the teacher and other students, and the text and other literature created a system where knowledge development helped them identify and then hone those skills required to make knowledge development more effective. In the same manner, the HOPE methodology was employed to improve student achievement in acquiring subject-related knowledge and skills in math, science, and social studies (Sigalov, 1983, 1998; Chapel, 2004).

TITLE: Students' Perceptions on the Reduction of Math Anxiety

Presenter: Dr. Elizabeth Morris, emorris@calbaptist.edu 951-343-4507
California Baptist University

Abstract:

Math anxiety, defined as the inability to manipulate numbers in a variety of situations, affects students of all ages. More specifically, this anxiety has shown to be a possible cause for students not finishing their college degrees. There are many suggestions for reducing math anxiety, most of which were created from studies based upon raising test scores or course grades. Looking at the students' perceptions regarding their reduction in math anxiety offers a different approach to reducing the problem. This study interviewed 21 students who experienced a significant reduction in their math anxiety during a chosen college mathematics course. Fifteen undergraduate women and six men, whose average age was 20, shared their experiences of frustration of the anxiety and their rise in motivation and autonomy towards mathematics once the anxiety was reduced. The results show that the affective filter was most important to the students. The attitude shown by the instructor, believing in the students, and providing a comfortable classroom environment were specific reasons that the students used to describe their reduction in math anxiety.

Salon E

Panel – Issues Facing English Learners

Panel: Russell Rumberger	UC Santa Barbara
Jamal Abedi	UC Davis
Robert Linqanti	WestED
Hector Rico	CDE

Moderator: Phil Morse, Los Angeles USD

Salon F

TITLE: Using Benchmark/Interim Assessment Results to Improve Teaching and Learning: Building a Culture of Continuous Improvement

Presenter: Dr. Dennis Fox, fox_dennis@verizon.net 310.545.4231
Independent Educational Consultant

Abstract:

Across the state, school districts are investing a vast amount of time, energy, and resources in implementing “benchmark” or “interim” assessments. However, little is being done to help teachers and administrators make effective use of test results, which is to evaluate instructional practices and make adjustments in instruction that lead to increased student learning. Participants in this session will learn how to facilitate and structure a grade level or departmental meeting that focuses on benchmark/interim assessment results, and promotes constructive teacher collaboration, insightful reflection, and effective instructional decision-making based on the students’ performance on benchmark or interim assessments.

TITLE: A Review of the Use of Knowledge Mapping for Assessment Purpose

Presenter: Dr. Gregory Chung, greg@ucla.edu 310-794-4392
UCLA/CRESST

Co-Presenter: Dr. Eva Baker, UCLA/CRESST

Abstract:

In this study we report on the technical properties of knowledge maps for assessment purposes. Two questions guided the review: (a) What are the scoring methods for knowledge maps? and (b) What is the reliability and validity evidence? Thirty-eight empirical studies were identified for inclusion in this study based on the criterion of having reliability or validity information. With respect to reliability, there was clear evidence that raters can evaluate knowledge maps consistently given training. Inter-rater reliability and internal consistency measures are generally high, suggesting that raters can be used to score knowledge maps. When an expert-map criterion map is used to score students' knowledge maps, the internal consistency index is often very high (.90). With respect to validity, the correlations between knowledge map scores and other measures (related to the same content) are generally in the .4-.5 range. Knowledge map scores have been found to relate to essay scores in the range of .4 to .7, and generally in the .5 range. One of the clearest findings is that knowledge maps are sensitive to differences in knowledge, either as a function of pre-existing difference or as a result of instruction.

TITLE: Assessing Teachers' Collective Responsibility for Student Learning

Presenter: Dr. Linda Chard, lchard@ets.org 609-734-5682
Educational Testing Service

Abstract:

Abstract Improving education is a high priority in the United States. One way to accomplish this is to insure that those who are teaching are committed to students and learning, that is, they hold a high level of collective responsibility. Here collective responsibility is defined as “the extent of a shared commitment among the faculty to improve the school so that all students learn” (Lee & Smith, 1996, p. 114). Although research supports and there is agreement that a high level of collective responsibility for student learning is beneficial, there is no widely accepted instrument that can be used to measure the degree of collective responsibility held by teachers. This study addresses that issue of the development of an instrument that is both research based and psychometrically sound. In this study, we first describe the creation of a survey instrument (CoRe) composed of rating-scale items that measure collective responsibility for student learning from a teacher’s perspective. Second, we conduct an analysis of the instrument’s psychometric properties from data collected in seven districts throughout a mid-western state to evaluate the suitability of the CoRe instrument as a tool to measure teacher collective responsibility for student learning.

Salon G

TITLE: Validating Measures of Math Teacher Knowledge

Presenter: Rebecca Buschang, buschang@cse.ucla.edu 310-794-9174
UCLA/CRESST

Co-Presenters: Dr. Greg K.W.K. Chung, UCLA/CRESST
Girly C. Delacruz, UCLA/CRESST
Dr. Eva L. Baker, UCLA/CRESST

Abstract:

Teacher knowledge has been linked to student achievement; however limited amounts of research exist on secondary math teachers' knowledge of pre-algebra concepts. One step to understanding more about pre-algebra teacher knowledge is to create a set of valid measures. Approximately 90 participants, including experts and non-experts, were recruited to complete several measures of teacher knowledge about pre-algebra concepts. Evidence for the validity of these measures was examined by 1) investigating expected inter-group differences between expert and non-expert and 2) by evaluating the associations between tasks measuring different types of knowledge against expected group outcomes. Results provide evidence that tasks are able to differentiate between expert and non-expert groups and that tasks measure different types of teacher knowledge as expected. Validation of these tasks provides a measure of the different types of pre-algebra teacher knowledge which could be used to investigate pre-algebra teacher knowledge or with teacher trainings such as professional development workshops and teacher certification programs.

TITLE: Capacity Building Leadership: Leader Actions that Support Middle School Teacher Success with English Learners

Presenter: Dr. Richard Lentz, richard.lentz@yahoo.com 408-848-7165
Gilroy Unified School District

Abstract:

There is an urgent need for schools in California to improve the learning outcomes of a growing population of English Learners, and a concomitant need to increase the number of teachers fully prepared to work with EL. While research affirms that school leaders play a critical role in improving teacher quality, there is little empirical evidence of actions of school leaders that specifically build teacher capacity in schools with large percentages of EL. This presentation describes the results of a doctoral dissertation designed to address this problem. During the spring of 2007 the presenter conducted a qualitative, multiple-case study that explored the supportive conditions for teachers and the leadership actions that sustain them in two middle schools in the San Francisco Bay Area. The schools participating in the study had high percentages of English Learners enrolled and demonstrated impressive gains in academic achievement over a four year period. The presenter will explore with participants the implications of his findings from field research and review of research literature. Combined with over 30 years of experience as an educational leader, the presenter uses the study findings and research literature to articulate a model of Capacity Building Leadership. He suggests that using this construct it is possible to build the capacity of teachers to improve student achievement in schools with large numbers of English Learners. Participants will reflect upon leadership within their own contexts and identify resources for enhancing their own leadership actions that support teachers to be successful with English Learners.

TITLE: Assessing Teacher Practices: The Implications of the OPAL and Professional Development of Teachers of English Learners

Presenter: Dr. Magaly Lavadenz, mlavaden@lmu.edu 310-338-2924
Loyola Marymount University

Co-Presenter: Dr. Elvira Armas, Loyola Marymount University

Abstract:

Research on the academic literacy development of English Learners (ELs) documents that ELs require comprehensible, rigorous, and relevant content instruction, as well as opportunities to link content with prior knowledge through active participation. This mixed-methods, descriptive study reports on a purposeful sampling of 139 classrooms using the Observation Protocol for Academic Literacies (OPAL), a research-based tool that assesses instructional practices of teachers of ELs. Findings from classroom observations and 34 teacher interviews reveal that while the majority of teachers have the requisite knowledge of instructional practices for ELs, they provide few opportunities for interaction. Implications include using the OPAL as a framework for professional development that enhances assessment, informs authentic and differentiated learning, and increases opportunities for varied participation structures.

Salon H

TITLE: Evaluation of the School Assistance and Intervention Team (SAIT) Process for State-Monitored Schools

Presenter: Jenny Singh, jsingh@cde.ca.gov 916-319-0437
California Department of Education

Co-Presenter: Dr. Shuqin Guo, California Department of Education

Abstract:

The California Department of Education (CDE) contracted with Hatchuel, Tabernik and Associates (HTA) to evaluate the effectiveness of the School Assistance and Intervention Team (SAIT) process. The study included 200 schools that participated in either the Immediate Intervention/Underperforming Schools Program (II/USP) or the High Priority Schools Grant Program (HPSGP) and did not meet the required student achievement goals. As a result, the schools were deemed state-monitored by the State Board of Education and were required to implement the nine essential program components (EPCs) with the guidance of a state-approved SAIT provider. The purpose of the evaluation was to: a) determine the effectiveness of the SAIT process in improving the academic performance of state-monitored schools, and b) determine the impact and effectiveness of the nine EPCs on classroom instruction and student achievement. HTA used qualitative data collected by the CDE and qualitative methods such as observations, interviews, focus groups, and surveys to answer the evaluation questions. Results show that the SAIT schools demonstrated a statistically significant increase on the Academic Program Index and in the percent of students who scored proficient in English-language arts and math, as measured by the California Standards Tests.

TITLE: Learning from Success: Strategies of High Performing Schools and Districts in California

Presenter: Mette Huberman, mhuberman@air.org 650-843-8174
American Institutes for Research

Co-Presenter: Dr. Miguel Socias, American Institutes for Research

Abstract:

The California Comprehensive Center (CA CC), a partnership among WestEd, the American Institutes for Research (AIR), and School Services of California, is part of a federal network of regional centers charged with building state capacity to implement NCLB, improve student achievement, and close achievement gaps. AIR, as a partner in the CA CC, has developed and continues to refine a rigorous selection process to identify high performing California schools and districts that substantially outperform their peers with like student populations in terms of academic achievement. This selection process, known as a “beating-the-odds” (BTO) analysis, utilizes extant state data to identify schools and districts outperforming their peers in overall as well as subgroup performance. In this presentation, AIR researchers will present the school and district selection process including the data sources used to analyze school performance criteria. Furthermore, we will discuss additional criteria used for selecting BTO schools and districts. A major objective of this selection process is to further the CA CC’s efforts to promote knowledge transfer by identifying and profiling selected high performing schools and districts. Based on in-depth interviews with principals from six high performing schools, researchers from AIR will also present strategies that may contribute to and facilitate the sustained improvement of student achievement and will describe some structures found to support these successful strategies. Finally, AIR will share ideas about dissemination strategies to encourage knowledge transfer from exemplar schools and districts to other schools and districts statewide.

DAY 2 – SESSION 1

Salon A

TITLE: Characteristics of Mathematics Items that Differentially Impact English Learners

Presenter: Dr. Maria Martiniello, mmartiniello@ets.org 609 734-1261
Educational Testing Service

Abstract:

This paper examines item characteristics as sources of Differential Item Functioning (DIF) in mathematics tests for students who are not proficient in English. Specifically, the study addresses the following research question: Which of the following item features help us explain a significant portion of the variance in the IRT difficulty parameter differences of word math problems for fourth grade-ELs and non ELs? The item characteristics studied are the items' linguistic complexity; use of visual aids, curriculum content, item format, and item p value. A series of OLS regression models were fit to examine the effect of these predictors on the items IRT-uniform DIF indices for ELs and non ELs in a fourth grade MCAS math test. The text linguistic complexity, the presence of equations/graphs and diagrams in math problems and their curricular strand explain differences between the item IRT difficulty parameters of ELs and non ELs. Findings have implications for test construction and evaluation.

TITLE: Investigation of Item Position Effect

Presenter: Ying Lu, ylu@ets.org (609)734-5582
Educational Testing Service

Co-Presenter: Dr. Kevin Meara, Educational Testing Service

Abstract:

There have been a considerable number of studies conducted to study item rearrangement or position effect over total test score or item statistics. Results have been quite inconsistent. There has been some evidence, however, suggesting that item parameter estimates can vary with the change of item positions, especially for reading assessments where fatigue is more likely to occur. The purpose of this study is to investigate position effect on item statistics for the California Standards Tests (CSTs) within the Standardized Testing and Reporting (STAR) program. In investigating item position effects, this paper works with both classical item statistics under the assumption of randomly equivalent examinee groups across different test administration years, and IRT item difficulty parameters that are more invariant across test taking populations.

TITLE: Using CELDT Results: Considerations for Appropriate Score Interpretation

Presenter: Dr. Anne Davidson, anne_davidson@ctb.com 831-393-6704
CTB/McGraw-Hill

Co-Presenter: Dr. Lily Roberts, California Department of Education

Abstract:

The California English Language Development Test (CELDT) is a large-scale, standardized, summative assessment of English language proficiency (ELP) given annually to English language learners (ELL). The test is aligned to the California English Language Development (ELD) Standards. The CELDT's purpose, design, development, and administration constrain the use of test scores to broad interpretations of students' performance in the domains of Listening, Speaking, Reading, and Writing as well as Overall ELP. Since accountability requirements have driven the use of test scores for multiple purposes, further discussion and recommendation is needed for educators to build both curricular and measurement expertise. Educators are discouraged from drawing inferences about individual students' ELP based only on CELDT scores. However, in order to influence instructional practice and curriculum development and to make CELDT scores relevant to their decision making, educators look for more fine-grained information about student performance from standardized measures. This presentation develops a framework for building (a) responsible interpretations of students' ELP growth as demonstrated by CELDT scores and (b) greater understanding of how to develop assessment tasks in light of Universal Design principles. We build on best practices in standards-based education to recommend appropriate connections between the ELD Standards, curriculum development, and the CELDT based on psychometric theory and constraints. We develop a rationale for building well-aligned curriculum and designing accessible instruction that links both instruction and the test to the ELD Standards. Among other cautions regarding inappropriate interpretations, the proposed framework does not allow for score interpretations based on individual test items.

Salon B

TITLE: Living and Learning with Information and Communication Technologies in the 21st Century

Presenter: Dr. Dianne "Jody" Fernandez, livingall4him@msn.com 818-269-3693
California Lutheran University

Abstract:

This qualitative study investigated one school's use and infusion of ICT's into the curriculum to prepare students to be competent and competitive in the 21st century. The research questions addressed 21st century skills, educator awareness of students' draw toward technology, and educator response to ICT challenges. The findings propose three major themes: (a) ICT literacy (b), a pioneer spirit and (c) the call for a technology plan. This study suggests that project-based learning (PBL) can be an effective methodology to: 1) engage students 2) equip them with 21st century skills, and 3) promote greater achievement through meaningful teaching and learning. The data indicated that teachers are aware of students' attraction to ICT. However, it takes a pioneer spirit to embed ICT into the curriculum. This study spawned three classifications of teachers as "Waiters," "Dabblers," or "Doers." One of the theoretical foundations of this study suggests that if educators construct a shared vision for reform to include becoming ICT proficient, then school environments will foster this proficiency for students. A practical outcome of this study highlighted the importance of a technology plan including strong commitment to ICT for support staff, equipment replacement, and ongoing training. Educators are needed who are ready to embrace the culture of today's students and teach ICT literacy to develop responsible consumers and producers in an age of Web 2.0 and beyond. Students deserve culturally relevant curricula laced with responsible ICT use, and a well-educated 21st century society demands it of our schools

TITLE: The Influence of the Use of an Open-Ended Classroom Response System on Final Course Grade in Undergraduate Genetics

Presenter: Hoky Min, hoky@ucla.edu 310-948-7701
UCLA/CRESST

Co-Presenters: Dr. Gregory Chung, UCLA/CRESST
Rebecca Buschang, UCLA/CRESST
Dr. Lianna Johnson, UCLA/CRESST
Dr. William Kaiser, UCLA/CRESST

Abstract:

This study examines effect of the use of an open-ended classroom response system on class achievement. One hundred college students used an interactive classroom response system in their weekly discussion section for 9 weeks. Students at week 8 were surveyed about the effects of those activities on various classroom aspects such as engagement, learning, interaction, interests and comport, compared to those of traditional activities. Three Confirmatory Factor Analysis (CFA) models were proposed in order to test hypotheses on relationships among the survey results, mid-term test scores and final test scores. Findings indicate that 1) the five aspects of the survey are valid indicators of students' perception of the classroom response systems' activities in that all of the five measures were significantly loaded on a single factor (perception of classroom processes); 2) Even though the perception factor was a significant predictor of final test scores, the relationship diminished drastically when mid-term scores were controlled for; 3) final test scores were more predicted by mid-term scores than the perception factor which were also found to be influenced by the mid-term test scores. This study also discusses implications of the findings in terms of the usefulness of classroom response systems in college-level discussion sections.

Salon C

TITLE: Using the Single Plan for Student Achievement to Monitor and Evaluate Instructional Practices

Presenter: Graciela Albiar-Gates, gracieal@sac-city.k12.ca.us 916-643-9120
Sacramento City Unified School District

Co-Presenter: Kelly Smith, Action Learning Systems

Abstract:

Recently, Sacramento City Unified School District implemented a coherent, district-wide Single Plan for Student Achievement. The goal of this endeavor was to ensure a focus on district initiatives and to provide schools with research-based strategies to include in their action steps. This electronic plan, developed in partnership with Action Learning Systems, is key to the districts' effort to monitor and evaluate instructional practices. When looking for an effective template for their Single Plan, the district set the following criteria: data must drive all decisions, data analysis protocols must be easy to use, all district initiatives must be incorporated (including EPCs, NCLB, WASC), all action steps must focus on research-based strategies, and all action steps must include the evidence that will show effective implementation. Once the Single Plan tool was developed the district began the process of district-wide alignment by having all schools write to this plan. This aligned use of evidence-based action steps allows the district to more-easily monitor and evaluate instructional practices. The district uses this monitoring process to set expectations—hold all stakeholders accountable, and to provide opportunities—offer all stakeholders the support they need to meet their expectations.

TITLE: Are You Trying to Kill Us? Creating and Evaluating a Focused School Reform Effort

Presenter: Lori J. Van Houten, lvanhou@wested.org 415-615-3165
WestEd

Co-Presenters: Ruth Bareket, Ontario Montclair School District
Jill Hammond, Ontario Montclair School District

Abstract:

Leaders in the field of school reform have noted the importance of limiting school change efforts to a few, well developed initiatives or actions with specific, short term goals (Schmoker, 2004; Reeves, 2004). Despite this, most schools create a plan that includes a myriad of programs, practices and professional development activities that define the work and the spending of the school over the next year. Creating this plan is rarely a collaborative effort and thus there is little ownership on the part of the school community. When staff are asked to implement, they are reluctant at best not seeing coherence and focus in the activities they are asked to implement. Working with WestEd, districts, including Campbell Union Elementary School District and Ontario Montclair School District, have asked schools to identify several key activities in their plans to focus their work. Activities are selected based on their ability to impact student achievement, bring coherence to the change effort, and demonstrate an effective use of resources. Staff collaboratively describe what it would look like for teachers to do this activity well and what students would experience if the activity were implemented well. In addition, staff determine what evidence would be collected to demonstrate full implementation. With clear targets for a limited number of actions, schools are better able to implement and monitor activities. In this session, participants learn about the decisions points, process and value of selecting, defining, implementing and monitoring high leverage activities from the district perspective.

TITLE: Closing the Achievement Gap for African-American and Latino Boys: A Pilot Mentoring Program

Presenter: Dr. Amy Colcord Stuht, astuht@msn.com 562-427-9766

Long Beach Unified School District

Co-Presenters: Susan Marumoto, Long Beach USD

Darick Simpson, Community Action Partnership

Melvin Jones, Long Beach USD

Regina Toledo, Long Beach USD

Sonia Williams, Long Beach USD

Abstract:

In the fall of 2007, California State Superintendent of Public Instruction, Jack O'Connell, hosted the "Achievement Gap Summit" in Sacramento. Public attention was drawn to the problem of pervasive and persistent gaps in achievement among the state's student subgroups: racial, gender, linguistic, and socio-economic. A multitude of scholars at the summit agreed that two groups of students stubbornly remain at the bottom of the academic achievement yardstick established by NCLB and lead high school drop-out rates: African-American and Latino males. In many California communities, particularly in Long Beach, African-American and Latino gangs are among the most active and violent. There appears to be a correlation between low academic engagement and high gang activity. Long Beach Unified School District is establishing mentor-based intervention programs for African-American and Latino boys at each of their high schools, but is leaving the design and implementation to each school. The 1,000-student independent studies high school in Long Beach has joined with the Community Action Partnership, a non-profit organization tasked with serving the neediest citizens in the gang-riddled central corridor of the city, to design a mentoring and project-based program to serve these at-risk teens. This study outlines the pilot project through examining academic achievement and school attendance patterns as well as affective changes reported by participants.

Salon D

TITLE: Did Reading First Work? Results of the 5-Year California Evaluation

Presenter: Dr. Mark Moulton, markm@eddata.com 408-776-7696
Educational Data Systems

Co-Presenter: Dr. Diane Haager, California State University, Los Angeles

Abstract:

A component of No Child Left Behind, Reading First is a federal initiative aimed at improving reading instruction in the United States. It requires use of a state-adopted reading program, access to training programs, access to six to eight week assessment tools, and the hiring of reading coaches. It also requires a yearly state-wide evaluation to assess the degree to which the program is being implemented and the degree to which it is effective. "The California Reading First Year 5 Evaluation Report" is the official state evaluation report for 2007. In 2006-07 California had 886 Reading First schools from 110 LEAs. A "Reading First Implementation Index" (RFII) statistic was calculated for each Reading First school based on over 19,000 surveys administered to teachers, coaches, and principals in participating schools. Reading scores were collected over a five-year period. Achievement and implementation scores were matched to assess: a) the degree to which Reading First is being implemented; b) the degree to which it is effective; and c) the degree to which Reading First schools differ from a statistical control group and from non-Reading First elementary schools. Included is a study of teacher perceptions of individual Reading First program elements, the role of reading coaches, the impact of Reading First on English Learners, and the impact of Reading First on waived classrooms. Discussion will touch on research design, significance of results, and educational implications, including comparisons with the national Reading First study, made more timely by the program's fading political prospects.

TITLE: Social and Educational Justice: Administrative Policies, Cultural-Response Practices & Literacies From the "Thrid Zone"

Presenter: Dr. M. Alayne Sullivan, alayne_sullivan@redlands.edu 909-748-8798
University of Redlands

Co-Presenters: Scott Wyatt, University of Redlands
Dale Rosine, University of Redlands
Kim Lium, University of Redlands
Stephanie Lock, University of Redlands

Abstract:

This session distills the evolving research of nine doctoral students (University of Redlands) who work within three focal areas of theory and research related to social and educational justice. Firstly, administrative policies are featured in connection with transformative leadership at a juvenile court-school setting; core data related to positive student progress shows the efficacy of specific administrative policies and practices. In the context of this focus on administrative policy two other issues are explored: (a) how an ethics of care must prevail in light of students' complex lives, and (b) how curricular and contextual variables can be reshaped for students of diverse sexual identities. Secondly, literacy-education is explored with respect to the literacy profiles of African-American males through research designed to reshape reading education for them at one particular school site. We continue with a focus on merging home and school literacy in a way that creates a transactional, new, home-school language dynamic through a research exploration at another school site. Then, literature-education practices and policies are reviewed in light of an emphasis on reshaping for inclusion of both classicist and romanticist emphases. That is, what might be regarded as classicist trends for assessment and measured "achievements" are balanced against romanticist regard for human subjectivity, and aesthetically-based engagements with dynamics of literature. Culturally-responsive practices are featured as the third area of emphasis for this presentation; they are explored with regard to disparate learning and teaching styles, as this phenomenon is influenced by the politics of power and race.

Salon E

TITLE: CAHSEE Success Plan Intervention Program: Helping Students Pass the CAHSEE

Presenter: Michelle Le Patner, michelle.lepatner@sausd.us 714-558-5850
Santa Ana Unified School District

Co-Presenters: Emily Wolk, Santa Ana Unified School District

Abstract:

It is no secret that an achievement gap exists between white students and students of color, and English speaking students and English learning students. This gap is particularly troublesome in Santa Ana Unified School District (SAUSD) where approximately 93% of students are Hispanic and 70% are English Learners. In SAUSD, closing this gap is our top priority as the students represented in this achievement gap are the majority of our population. SAUSD Department of Research and Evaluation examined the CAHSEE Success Plan intervention program aimed at addressing the academic needs of our most at risk CAHSEE non-passers. After identifying these at-risk students, they were entered into various intervention programs that targeted their critical need areas. The intervention programs comply with the federally mandated requirements as a 3rd year Program Improvement district. CAHSEE pass rate for the district from the 2006-07 academic year (pre-intervention) were compared to CAHSEE pass rate from the 2007-08 academic year (post-intervention).

TITLE: Eliminate Systems' Gaps that Support Student Achievement

Presenter: Pamela McCabe, pmccabe@wested.org 916-492-4005
WestEd

Co-Presenters: Art Darren, WestEd

Abstract:

Schools are struggling to close the achievement gap, but the first step should be a careful examination of the existing systems that support student learning. Educators often get caught up in the latest education fad or bogged down by requirements of categorical programs. Many schools/districts have a “cafeteria” approach to supporting student achievement – one of these and one of those – not necessarily a balanced meal!! How can a school or district ensure that their systems include the necessary elements, are aligned, and produce positive achievement for all students? An assessment tool developed by WestEd’s Center for Prevention and Early Intervention identifies the elements (based on effective school research) that are missing from a school or district’s educational system. By gathering data from key stakeholders – teachers, administrators, parents, and students – an evaluation of the current system can help the LEA develop a plan to eliminate the gaps in their systems. The presenters will highlight the system components necessary for accelerating student achievement for ALL students. Participants will be able to identify how gaps in their systems allow students to “slip through the cracks.” After identifying what is missing or underdeveloped, the LEA can develop a plan to improve their current systems.

Salon F

TITLE: The Journey of Change to Leave Program Improvement Behind

Presenter: Jayne Van Langeveld, jvanlan909@cox.net
Mountain View School District.

Abstract:

The three years will be outlined showing the data for that year, the changes implemented, the training received and the growth for that year on the API and CST's. Beginning with the investment of time in training the leadership team, discovering ways to implement weekly grade level meetings, identifying school needs for higher student achievement, becoming proficient in understanding and using test data, participants will see the growth and time taken to implement change. There will be experiences on how to pull leadership teams together, how to have common goals and stick to them. You will see how even the most resistant teacher can begin the change to become a team player. Information will be given on the process used to truly understand what can be done with data and how all teachers can use it to drive their instruction. It will be shown how professional learning communities can be formed, how they evolve and are effective in raising student achievement. Participation through the workshop will include experiential team-building activities that can be transferred to participants' own teams. There will be small group activities to identify areas and strategies for effective professional learning communities. Activities and protocols will include classroom walk-throughs, looking at student work, using test-taking strategies and team-building exercises.

TITLE: Eduerati: The Lead Learning Warriors

Presenter: Dr. Brad Allison, bradfordallison@gmail.com 323-343-6327
CSU Los Angeles

Abstract:

The university teaching moment in the career of an educational leader is a precious opportunity to open a life to its developing potential to create significant systemic change. This same moment can also be a rush to a certificate of management based upon mindless reading on the way to a career of sitting in an inactive passage in a cargo space of a slow ship lumbering forward to a comfortable retirement. How universities construct the learning moment makes all the difference. For many years educational leadership programs have embraced the soft comfort of certification protocol that mimic the never ending unproductive chores of managers. Universities have rushed to make the preparation programs as comfortable as possible with easy hours, myopic readings and rapid graduation. Students line up in droves seeking advancement on the salary schedule and a more cushioned retirement. All have prospered as the K-12 educational system accepted the streams of quiet desperate leaders. Eduerati are not quiet. They have been trained, like their namesake Illerati, to see the whole system for what it can accomplish if it evolves boldly. Eduerati are leaders of courage, deviance and defiance in the pursuit of system perfection. Can universities inspire generations of potential leaders to become eduerati? Is it time for education professors to mine deeply into their systems to create profound change? Can the comfort factor be overrun at the universities with a sustained burst of courageous change? One system, the university has a significant impact on the other system, K-12. If the university decides to produce Eduerati, the students in our schools will follow suit.

Salon G

TITLE: The Urban Parent Teacher Education Collaborative: Reframing How We Prepare Pre-Service Teachers for Urban Schools and Communities

Presenter: Dr. Anthony Collatos, anthony.collatos@pepperdine.edu 310-568-5671
Pepperdine University

Co-Presenters: Mary Johnson, Collaborative/Pepperdine University
Tamara Todd-Bish, LAUSD-South Gate HS
Jackie Mendoza, LAUSD-Gompers MS
Patrick Moretta, LAUSD-South Gate HS

Abstract:

While teacher education programs spend countless hours teaching candidates how to make lesson plans, meet academic content standards/assessments, and develop effective classroom management; they seldom prepare teachers to work within the context of a school community and with students' families (Baker, 2000). In particular, teacher education programs rarely teach future teachers how to work with urban families and within urban communities (Lynn, 1997; Murrell, 2001). This panel analyzes first and second year data from a three-year study, the Urban Parent Teacher Education Collaborative (UPTEC) that aims to create a community-based model of teacher education. It is designed to better prepare pre-service teachers to work in urban schools. The Urban Parent Teacher Education Collaborative is a programmatic effort to include urban parents as teacher educators within a year-long course—co-taught by a university faculty member and an urban parent/community leader—at a private university in the metropolitan Los Angeles area. In particular, this study was designed to implement and test a critical teacher education model that includes urban parents in the education and mentoring of pre-service teachers (Collatos & Johnson, 2006). This panel describes how this program shaped pre-service teachers' ability to teach within low-performing urban schools. In addition, the co-teachers and a k-12 principal will describe how the alternative program structure created opportunities to re-assess pre-service teachers' core competencies. This session posits that multiple-connected efforts on behalf of the university, school, and community are necessary to support the development of pre-service teachers in urban schools.

Salon H

TITLE: Students in a Diverse World: Estimating the Importance of Ethnic Diversity to Student and School Academic Achievement

Presenter: Dr. Chang-ho Ji, cji@lasierra.edu 951-785-2269
La Sierra University

Abstract:

This paper estimates the importance of student ethnic diversity to school and student academic achievement. To this end, school-level data was taken from over 1,200 public schools in California, and student ethnic diversity index was developed for each sample school to measure how evenly students are distributed across major ethnic groups in the school. The results show that schools' ethnic diversity has little to do with their overall academic performance. Further, when students were divided into different ethnic groups, ethnic diversity actually appears to have detrimental effects on Asian and Hispanic students' academic achievement while it has no significant relationship with the performance of White and African-American students. This pattern of linkage continues to hold whether elementary or high schools are studied separately. My observation may go against the preeminent argument about educational diversity that students academically benefit much from attending ethnically and culturally diverse schools. The findings also imply that radical racial desegregation can limit rather than promote students' efforts to academically improve, and they point to the merit of distinguishing Asian and Hispanic students from Whites and African-Americans when assessing the relative importance of ethnic diversity to students' academic achievement.

TITLE: History v. His-Story: Understanding the Historical Formulas Leading to Inequity in Public Schools in America.

Presenter: Dr. Lora Mosher, lora_mosher@redlands.edu 909-389-1200
University of Redlands

Co-Presenter: Marina Gillmore, University of Redlands

Abstract:

This presentation will offer an interpretation of American history from an alternate perspective. An analysis of the 'hidden curriculum' embedded in the American high school experience will be illustrated through the use of brief video clips and commentary. A condensed overview of American history presented through the voices of women, working poor, African American, Native American, and immigrant laborers will be outlined as examined through the lens of Howard Zinn's People's History of the United States, and Takaki's A different Mirror. Thought provoking illustrations will be posited presenting formulas gathered through the elements of historical patterns which lead to societal inequities. How such formulas have influenced public education in America will be revealed. With further examination of thought provoking material raised within portions of Zeitgeist the Movie, the audience will take a journey into a possible future scenario. Mindful of a need to raise social consciousness and foster critical pedagogy, this presentation will culminate with a discussion about alternative interpretations of contemporary historical events that may lead American Education out of a "Banking Model" and into consideration of critical questioning as described within the works of Paulo Friere. Emphasis on the responsibility of educational leaders will maintain a precedence throughout this presentation as viewed through the passionate work of Parker J. Palmer's The Courage to Teach.

DAY 2 – SESSION 2

Salon A

TITLE: Converting District Exams into CST Scale Scores and Growth Measures: Results from Paramount USD

Presenter: Dr. Jim Parker, JParker@paramount.k12.ca.us 562-602-6003
Paramount Unified School District

Co-Presenter: Dr. Mark Moulton, Educational Data Systems

Abstract:

Formative assessments, or benchmark tests, play an important role in providing timely information about the relative performance of students within classrooms and across a district at a given point in time. They are also intended to provide real-time diagnostic feedback. Nonetheless, they fail to answer questions of utmost educational significance: 1) How much has a student grown between tests? 2) Is the district on track to meet its accountability requirements? 3) What are the strengths and weaknesses of each student? 4) What programs are most effective? To answer these questions reliably, districts sometimes purchase comprehensive pre-equated testing systems developed by outside vendors which, despite their benefits, may not be well-targeted to the district's curriculum and pacing schedule. They also tend to be expensive. The authors present a novel methodology, the EDS Benchmark Scaling Solution, which uses only local district benchmark data and STAR scores to calculate CST-aligned student-level scale scores that measure growth within and across grades and yield acceptably precise diagnostic scores. Using a multidimensional psychometric algorithm to align benchmark scores to the CSTs and equate scores over time using time-series analysis, the methodology frees districts to use any benchmark tests they wish without sacrificing the ability to measure growth. It also includes end-of-year CST predictor scores and Grade 10 CAHSEE predictor scores. Results can be uploaded for reporting using the district's own data provider. The EDS Benchmark Scaling Solution was applied to data collected from benchmark tests administered by Paramount Unified School District.

TITLE: School Characteristic Predictors of California High School Exit Examination (CAHSEE) Passing Rate

Presenter: Dr. Ying Jiang, yjiang@apu.edu 626-815-5358
Azusa Pacific University

Co-Presenter: Dr. Christopher Quinn, Azusa Pacific University

Abstract:

The study examines school characteristic predictors of CAHSEE school level passing rate of English Language Arts (ELA) and math for year of 2006-2007. The predictors include Academic Performance Index (API), percentages of students on free-reduced lunch, English language learners, new students, teachers with full credentials, gifted students, average class size for a number of core academic courses, and average parent education level. Data is extracted from the research files of Academic Performance Index (API), and California High School Exit Exam (CAHSEE) 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 CAHSEE passing rate and school predictors can be analyzed using regression models. The sample contains all the high schools in California. Multiple regression analyses indicate while 15% of the variance in ELA passing rate (11th grade) can be explained by the model, $R^2 = .149$, $F(8, 1,582)=34.507$, $p<.001$, 22% of the variance in Math passing rate (11th grade) can be explained by the model, $R^2 = .216$, $F(8, 1,582)=54.522$, $p<.001$. Further, 11% of the variance in ELA passing (12th grade) can be accounted for by the model, $R^2 = .11$, $F(8, 1,511) = 23.254$, $p<.001$, and 14 % of the variance in Math passing rate (12th grade) can be accounted for by the model, $R^2 = .137$, $F(8, 1,511) = 29.899$, $p<.001$. These models contain different significant predictors.

TITLE: Variables that Impact 8th Graders' Algebra Achievement

Presenter: Jane Liang, jliang@cde.ca.gov 916-322-1854
California Department of Education

Co-Presenters: Shuqin Guo, California Department of Education

Abstract:

In the past five years, there have been an increasing number of 8th graders taking algebra course in California. In the statewide assessment program, the percentages of students taking the California Standard Test (CST) Algebra I increased from 34% in 2003 to 50% in 2007. This study investigated the variables that may impact 8th graders learning algebra. It explored the data set of the CSTs 2006 and 2007 administrations to determine what variables may play roles that affect students' success in learning algebra.

Salon B

TITLE: Building and Sustaining Teacher Leader Professional Development Networks Between Multiple School Districts

Presenter: Silvia Swigert, sswigert@uci.edu 949-824-0201
University of California Irvine

Co-Presenter: Dr. Theresa Shanahan, University of California, Irvine

Abstract:

The challenges and rewards of building and sustaining a regional collaborative of teacher leaders in multiple unified school districts is discussed from the perspective of the university partner who coordinated the delivery of professional development in math and science content, pedagogy, and leadership during a five year NSF Math and Science Partnership (MSP) grant. The collaborative is unique in that teacher leaders in the partner school districts deliver professional development to new teachers who are outside their own district. A follow up study of a sample of these teacher leaders (n=65) across the three participating school districts shows that involvement in the network provided by the collaborative is still highly valued by teacher leaders across the districts. Teacher leaders who participated in the collaborative (Professional Development Provider) were also more likely to implement the professional development innovations in their classrooms and provide professional development to teachers within their schools. In contrast, teachers who participated in the professional development to become teacher leaders only within their own schools (Site Teacher Leader) were less likely to report implementing innovations and less likely to lead professional development at their schools. A series of focus groups consisting of teacher leaders in the partner districts explored differences in level and type of support school district administrators demonstrated to the teacher leaders in the collaborative. Challenges in sustaining the collaborative are addressed by the university partner through additional grant awards which are presently situated within a single partner district.

TITLE: Using Data To Support Professional Learning Communities

Presenter: Amy Malen, Amy.Malen@ousd.k12.ca.us (510) 879-8585
Oakland Unified School District

Co-Presenter: Kevin Smith, Oakland USD

Abstract:

Oakland Unified School District believes that if leadership teams at each school nurture vibrant professional learning communities, wherein teachers plan collaboratively, reflect on data, and adjust their practice to accelerate student learning, then students will achieve at high levels. This belief is echoed in research, as is documented in *On Common Ground: The Power Of Professional Learning Communities*: “If there is anything that the research community agrees on, it is this: The right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting. Our experience with schools across the nation bears this out unequivocally”. OUSD central office supports this collaboration through the development of a comprehensive assessment system and ensuring districtwide access to timely relevant data through a variety of tools that include a District Data Warehouse, our Edusoft Assessment and Reporting system, and an online intranet tool of report dissemination. After 2 years of effort, we have seen a dramatic rise in teachers using data in concert with colleagues to strategize around student instruction as well as top policy makers basing decisions on student data. We now see Oakland principals and School Network Leaders regularly leading data discovery groups, searching for ways to close the student achievement gap in our community. Our presentation will demonstrate the methods used in sharing data across schools and the district as well as case studies in fostering PLCs in Oakland Unified School District.

TITLE: Professional Learning Community and High Stakes Accountability:
When Bad Things Happen to Good Schools

Presenter: Maureen Bradford, bradford@smmusd.org 310-450-8338 X333
Santa Monica-Malibu USD

Abstract:

This session explores the intersection of professional learning community and high stakes accountability. At the core of this intersection is a fundamental paradox. The collaborative culture of professional learning community is considered an effective reform strategy for improving instructional practice in order to increase student achievement. Yet the current context of high stakes accountability systems results in sanctions and mandates for top-down reforms, which may put the sustainability of professional learning communities at risk. Based on surveys, interviews, document review and observations, a series of case studies was undertaken to describe three schools' established culture for collaboration and to identify the impact of high stakes accountability on the professional learning community in place at each school. The impact of high stakes accountability was evidenced at each of the sites, but especially at the school most at risk for Program Improvement status. Collective efficacy, the sense that teachers believe they can work together to improve student achievement, is a by-product of professional learning community. Collective efficacy was reported at all three schools, but was particularly well established at the school most at risk for Program Improvement. This school had a long history of professional learning community and an ingrained culture of social trust and shared decision-making among teachers. A cross-case analysis of the data suggests several factors that serve as either barriers or supports for the sustainability of professional learning community in the wake of high stakes accountability. These social, structural and political factors have implications for policy and program development.

TITLE: Using Cal-PASS and the National Student Clearinghouse Data to Analyze Concurrent Enrollments and A-G Completion Rates: An Example of a Mutually Beneficial Partnership between Two Systems

Presenter: Victor Manchik, manchik_victor@smc.edu 949-609-9637
Santa Monica College

Co-Presenter: Patrick Levens, Capistrano USD

Abstract:

This study will use data from the Cal-PASS program and the National Student Clearinghouse, along with the information shared directly between Capistrano Unified (CUSD) and South Orange County Community College District (SOCCCD), to analyze concurrent enrollments of students in Saddleback and Irvine Valley colleges. The academic achievement levels and demographic profiles of concurrent enrollment students will be analyzed by merging longitudinal assessment data from the elementary, middle, and high schools (NWEA assessments, CSTs, CAHSEE, SAT I, ACT, A-G completion status) with the post-high school college records obtained through the National Student Clearinghouse and Cal-PASS. The nationwide college enrollment records of 20,954 students who graduated from CUSD high schools during the past eight years will be merged with the Cal-PASS data and incorporated in the analysis as well. The study will describe course enrollment patterns and success rates at each educational level and discuss the inter-segmental strategies for recognizing and removing barriers to success. Practical strategies for providing access to quality instruction for all students and making college matriculation process smoother will be shared with the audience. This session will be most beneficial for community college faculty and staff involved in enrollment management, counseling, high school outreach, as well as members of the research and planning community dealing with system-wide strategic planning and accountability and advocating for aligning state educational policies and K—16 data systems.

Salon C

TITLE: Course-taking Patterns and Preparation for Post-secondary Education in California's Public University Systems Among Minority Youth

Presenter: Tony Fong, tbfong@hotmail.com 415-615-3289
WestEd

Co-Presenters: Dr. Neal Finkelstein, WestEd

Abstract:

This paper presents a comprehensive examination of high school preparation patterns that support access to postsecondary education. The data used for this analysis comes from the Transcript Evaluation Services (TES) data file, which contains every student transcript from thirty-one different high schools during the 2004-05 school year. Collectively, these schools yield 70,543 student transcripts. Graduating 12th graders in 2004-05 were also linked with the postsecondary institutions they attended if they matriculated to a UC, CSU, or California community college in the following school year. Researchers examined the sequences of courses that students took, their grades, and the relationships between early high school course completion and later success meeting requirements to enter college. The study reveals a consistent pattern: students who successfully complete a college preparatory course sequence in 9th grade begin a clear trajectory that continues throughout high school, and these students are much more likely to be eligible to attend a four-year university upon finishing 12th grade. In addition, for students who appear similar (based on their GPAs) after the first semester of high school, future college readiness varies greatly depending on the overall academic ability of the school they attend. The findings reported in this paper translate into a clear message for policymakers, students, and parents: the high school program for college preparation begins with the 9th grade, and making up missed courses and academic content is likely to be difficult for students later in their high school career.

TITLE: The Re-enrollment of High School Dropouts in One Large, Urban School District

Presenter: BethAnn Berliner, bberlin@wested.org 510-302-4209
WestEd

Co-Presenter: Vanessa Barrat, WestEd

Abstract:

This study follows a cohort of first-time ninth graders over five years in San Bernardino City Unified School District (SBCUSD) to describe the magnitude of its dropout problem and the numbers, characteristics, and graduation outcomes of the dropouts who subsequently re-enrolled in the district. Additionally, it documents re-enrollment issues expressed by district staff and re-enrollees. By focusing on re-enrollees, this study contributes to shaping policy responses to address the broader dropout challenge. In 2001/02, there were 3,856 first-time ninth grade students enrolled in SBCUSD high schools. By 2005/06, 45.0 percent earned regular high school diplomas, and 35.1 percent dropped out at least once during the five years. Notably, dropping out is not necessarily a permanent outcome, and among the dropouts, 31.0 percent eventually re-enrolled in district high schools. The enrollment data show that the majority of re-enrollees dropped out in their first year of high school, and that nearly half returned to school for only one year. It also shows variation in student characteristics with ninth grade, Black, non English Language Learners, and female dropouts re-enrolling at higher rates than others. The evidence also indicates that while re-enrollees fared better academically before dropping out than dropouts who did not return to school, most, upon re-enrollment, did not earn enough credits to graduate. Nevertheless, 18.4 percent of re-enrollees earned a district high school diploma by 2005/06. Lastly the study reported the complex personal and academic reasons for dropping out and re-enrolling and the practical challenges to re-enrollment the district faced.

Salon E

TITLE: Using Assessment Results Formatively to Guide Instructional Decision-Making and Accelerate Student Learning

Presenter: Robert Anderson, randers@wested.org 916-536-9129
WestEd

Abstract:

Gathering assessment information for formative use challenges school districts, schools, teachers, and students to approach teaching and learning differently and to make significant system-wide structural changes to support the accelerated learning of all students. This session will identify the key changes to local assessment systems that will optimally support the formative use of assessment results, and will link these changes to parallel system-wide improvements in instruction, monitoring of student academic progress, intervention program design, program evaluation, and district and school systems of support. The presentation will provide a structural description of the components of such a powerful local assessment system and its implications for curriculum and instructional programs and support services. The presentation will identify the ways that an effective local assessment system can fully support and maximize the power of local instructional programs and reform initiatives to accelerate student achievement and to close achievement gaps.

TITLE: Monitoring the Academic Progress of Individual Students throughout the School Year: Why, When, and How?

Presenter: Robert Anderson, randers@wested.org 916-536-9129
WestEd

Abstract:

This session will examine the importance of collecting academic achievement data throughout the school year--its uses, its forms, its content, its timing--and its implications for improving instructional programs and accelerating student learning. Intended outcomes: 1. Participants will understand the differences in format and timing of assessments that can be used formatively and/or to monitor the academic progress of students, evaluate programs, and inform district and school structural decision-making. 2. Participants will be able to make informed decisions about the choice and appropriate use of local assessment results. 3. Participants will be able to connect the effective use of assessment results to their efforts to accelerate student learning.

Salon F

TITLE: Same District, Different Results: An Investigation of Disparate English Language Development (ELD) Outcomes at Matched Urban Schools

Presenter: Shani Keller, skeller@stockton.k12.ca.us 209-933-7105 ext.2210
Stockton Unified School District

Co-Presenter: Adolfo Melara, Stockton USD

Abstract:

Stockton Unified School District (SUSD) is an urban K-12 district with approximately 39,000 students enrolled at 54 school sites. Over 11,000 SUSD students (approximately 30%) are English Language Learners, for which the district received federal Title III funds. Title III of NCLB requires districts receiving Title III funds for English Language Learners to meet a set of annual measurable achievement objectives (AMAOs), one of which is progress on the statewide English proficiency test (AMAO 1). As a district, SUSD has fallen short of AMAO 1 for several years; however, within SUSD six schools have met the federal target both in 2006-07 and 2007-08. Although federal accountability applies solely to districts and not to sites, an investigation of these pockets of excellence within the district was undertaken in order to identify distinguishing factors and best practices that may be supported and replicated throughout the district. The six target sites were matched with six other SUSD schools for comparison. Schools selected as for comparison had similar SES and EL demographics, but had fallen short of AMAO 1 for two consecutive years. Researchers conducted classroom observations, reviewed EL students' accumulative folders for compliance, and conducted surveys of teachers and site leaders in order to pinpoint key differences between similar schools within the district with markedly different levels of success in moving EL students toward English proficiency.

TITLE: A Multi-Dimensional Assessment of School Success: A New Lens for Understanding School Improvement and Success

Presenter: Dr. Michael Corrigan, mike@mdedinc.com 866-599-6333
Dimensional Education Inc.

Co-Presenters: Dr. Doug Grove, Dimensional Education Inc.
Dr. Phil Vincent, Dimensional Education Inc.

Abstract:

We have worked with many schools and district educators and understand the level of accountability related to test scores that is expected from your community, state and national level stakeholders. Although a single-minded approach to evaluating schools may change in the future, assessments will always be with us in education. The current assessment model most often demanded of school systems, however, consists of students taking an annual “standardized” test that assumedly provides a valid measurement of academic achievement. Due to current accountability practices and federal expectations, many schools use this ONE score to determine if their efforts are meeting Adequate Yearly Progress (AYP). The best educators we have worked with are not satisfied to merely achieve adequate progress; most want to help students reach their fullest potential academically, socially, and professionally. Our research has found that schools that are outperforming the norm are spending more time with their students, they are approaching instruction as a science not as an art, and they focus on developing what many call character. Such successful schools pay special attention to a multiple array of dimensions meaningful to education such as: getting parents and the community more involved, setting strategic curriculum expectations, developing the whole child, elevating attitudes toward education, improving faculty performance, maximizing leadership potential, and building a school climate that energizes learning. The primary goal of MDED is to help all schools reach their fullest potential. We believe that good education requires a multi-dimensional approach. In this presentation we share the Multi-Dimensional approach and findings from our work with school districts.

Salon G

TITLE: Research-Based Information Needs of California Educators

Presenter: Kenwyn Derby, kderby@wested.org 415-615-3279
WestEd

Abstract:

The Regional Educational Laboratory West (REL West) at WestEd is funded by the U.S. Department of Education's Institute for Education Sciences to serve states in the Western Region -- California, Arizona, Nevada, and Utah – by providing research-based information to inform policy and practice in ways that are understandable and tailored to the needs of the audience. REL West conducts both long-term rigorous evaluations of promising interventions to produce causal evidence about what works and short-term, fast response projects to inform immediate action. The latter are in response to specific requests from regional stakeholders or to needs that have been identified by the research team through ongoing regional needs analysis. One effort in our needs sensing work is a 2008 survey of priority issues of local educators: teachers, site administrators, and district superintendents. We will report on results broken down by role group, as well as in comparison to the other states in the region. Topic areas in which feedback will be gathered, developed through previous needs analysis work, include teacher and administrator quality, finance and governance, school and district improvement, special populations (English learners and special education students), readiness to learn, assessment and accountability, and curriculum and instruction. We will set this presentation within our larger needs assessment findings and engage the group in a discussion of how research can help address needs identified as priorities by those working most closely with students.

TITLE: Assessment Inventory: What's In Your Classrooms?

Presenter: Mary Tribbey, mtribbey@bcoe.org 530-518-2598
Butte County Office of Education

Abstract:

As part of Region 2's DAIT pilot team, we needed to learn what assessments teachers across the pilot district were using. We also wanted to learn if teachers were using the results from district mandated common assessments formatively or summatively. To accomplish this purpose, we designed a 30 minute activity for grade level and subject area teams to engage in during a back to school professional development day. The activity was received positively by the teachers and received high ratings in a survey administered at the end of the day. The results from the activity provided evidence that district mandated assessments were not being administered consistently across the district. The results also provided evidence that a variety of assessments that were valuable 15 years ago were still very much in place in many classrooms, using valuable resources of student, teacher, and aide time and in some cases, funds.

The district administration and principals responded so positively to the process and to the evidence gathered that we used it again with two additional (larger) districts to support DAIT technical assistance.

This presentation will share/model the process used (which varies slightly at each district), show examples of the teacher team responses, share the aggregation of the responses, and what each of the districts has done in reaction to the evidence gathered. Files used as part of the data collection and aggregation process will be given to participants.

TITLE: Chinese School Administrators' Perceptions of Current Educational Reform in China Today

Presenter: Dr. Gregory Kaiser, gkaiser@apu.edu 626-815-5435
Azusa Pacific University

Co-Presenters: Dr. Jenny Yau, Azusa Pacific University
Dr. Christopher Quinn, Azusa Pacific University

Abstract:

China is the world's most populated country and is quickly becoming one of the most economically and politically significant countries of this age. As graduates of the US P-12 system become agents of the American economic, governmental, and cultural infrastructure to China, an understanding of the world's largest educational system will be critical to promote freedom, democracy, and human rights. In 2001, the People's Republic of China launched the most comprehensive educational reform in its history with the issuance of the Ministry of Education's (MOE) Guidelines on Curriculum Reform of Basic Education. Since 2001, the MOE has assumed the role of providing generalized articulation of basic education curriculum and instructional practice guidelines, allowing provincial and local educational agencies to create their own unique curriculum and development of innovative teaching practices to more effectively address local conditions and needs. The researchers conducted one-hour interviews with 21 school administrators in Tianjin, China's third largest city. The purpose of the interviews was to understand the site administrators' perceptions of the current educational reform in their country. Questions were based on current educational reform research and worded to capture the prioritization of goals and practices. Questions are categorized according to the four educational quadrants: curriculum, instruction, students, and school culture. Interview transcripts were coded and analyzed for themes and patterns. Findings were interpreted in light of the US educational reform efforts.

Salon H

TITLE: Improve Your Skills in Communicating Education Research

Presenter: Dr. Ronald Dietel, dietel@cse.ucla.edu 310-794-9168
National Center for Research on Evaluation, Standards, and
Student Testing (CRESST)

Co-Presenter: Mark Kerr, WestEd

Abstract:

One of the most substantial challenges that researchers and others face is effectively communicating research to multiple audiences, including policymakers, reporters, teachers, school administrators, parents, and other researchers (Dietel, 1999; Weiss, 1989). In fact, reaching broad audiences both nationally and internationally, and communicating valuable research findings that improve education, remains one of the most difficult and neglected aspects of a researcher's work (Cross, 1990; Willinsky, 2001). Communications obstacles include shortage of time and resources, lack of researcher knowledge about communications methods, rapidly changing communications technology, fear that findings will be misinterpreted by the media, and inability to transfer findings into lay language (Crosswaite & Curtice, 1994). In response to these barriers, the two participants in this professional development session propose three objectives. The first objective is to increase researchers' knowledge of effective methods for communicating with multiple audiences. A second objective is to help researchers understand and use a linking system, that is, a multi-method dissemination system to increase the use of their research. Research on research use indicates that greater impact is produced by such linking systems (Rogers, 1962 & 1995; Robinson, et al, 2004). A third objective is to reduce researchers fears about communicating to non-research audiences. Supporting the proposed objectives, two veteran education communicators will share more than 25 years of experience in helping researchers formulate and communicate their research to multiple audiences. Strategies, tips, and resources for overcoming each of the preceding barriers will be shared, with specific examples to support their impact.