“Effective Teaching and Learning: Evaluating Instructional Practices”

California Educational Research Association
87th Annual Conference
December 4–5, 2008
Rancho Mirage, CA

Keynote Speakers:
David Berliner, Arizona State University
Russell Rumberger, University of California, Santa Barbara
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Dear CERA Members:

Welcome to Rancho Mirage, in the heart of the Coachella Valley, for the 87th annual meeting of the California Educational Research Association (CERA). On behalf of the CERA Executive Board, we would like to recognize the outstanding support we receive each year from our many members and sponsors. We always appreciate your input and use your ideas to improve the conference. I’m confident that you will have a relaxing and productive conference as you reunite with old friends, establish fresh, new relationships with your colleagues, and expand your professional knowledge.

This year’s conference addresses the broad theme of research on teaching and learning with an emphasis on the need to evaluate the effectiveness of our practices. As the pressure to increase student achievement ratchets higher and higher, the temptation to experiment with new approaches and methods also increases. We must be sure that changes in direction have a solid research base and that any new wrinkles are evaluated rigorously to enable us to make informed decisions about continuing, adjusting or eliminating programs or practices.

I’ve been concerned for some time that many of the “scientifically-based” practices that are being widely marketed have a weak research foundation and may actually serve to divert our attention away from more productive approaches. It is incumbent on us as professionals in the research and evaluation community to fully investigate and confirm the research basis of our practice before supporting a wide implementation.

Our keynote speakers this year will address issues of utmost importance to practitioners. One keynote will address issues surrounding challenges and opportunities in teaching California’s English learners, a group that, in many ways, holds the key for our success in K-12 education. A panel featuring a distinguished array of experts in issues affecting English Learners will share their expertise on this topic. Our second keynoter will address the challenges we all face in meeting the requirements in No Child Left Behind and will provide insights into some of the potential conflicts we face as we endeavor to implement educational best practices.

Other conference activities to look forward to include the presentation of the CERA Lifetime Achievement Award to a researcher in the field of education who has made significant contributions over the span of a long and distinguished career. This year’s honored recipient is Dr. Jamal Abedi, a Professor in the School of Education of the University of California, Davis, and a research partner at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). We hope you will join us at lunch on Friday when Dr. Abedi will be honored. In addition, the paper selected by a CERA committee as the CERA Outstanding Paper will be awarded and the presenter will then be able to share those results next spring at the annual American Educational Research Association (AERA) conference in San Diego.

We’ve learned much over the past eight decades of CERA’s existence, but we also know that there is much more to learn. I hope that this conference will serve both as a refresher for what is known as well as a springboard to extend our knowledge as we navigate the new millennium. With the number of presentation proposals hitting a record number this year, I’m confident you will find many sessions to stimulate your thinking and extend your knowledge.

I look forward to visiting with you at the annual President’s Reception on Thursday evening and hope you will share your ideas for improving our conference by completing the conference evaluation. Have a fun and productive conference!

Tom Barrett
2008 President, California Educational Research Association
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Keynote Address
Salons E, F, G, H
Thursday December 4, 2008: 8:30 – 10:00 am

Resources, Policies, and Practices Needed to Improve Educational Outcomes for English Learners

Russell W. Rumberger
UC Linguistic Minority Research Institute

Abstract
The population of linguistic minority students continues to grow in California’s public schools, now reaching 45 percent of all kindergarten students, while achievement levels continue to lag far behind those of English-only students. To improve educational outcomes for English learners will not only require more appropriate classroom teaching, it will also require more programmatic supports, more resources and more effective policies. This presentation will discuss: the growth and achievement of California’s English learner population; different educational goals for these students, ranging from English language proficiency to closing the achievement gap with English-only students; the types of practices inside and outside the classroom that can help achieve those goals; and it will examine the types of resources needed to support those practices. Finally, this presentation will discuss a set of policy recommendations for providing those resources, for improving the number and quality of EL teachers, and for improving the instructional infrastructure of the state.

Speaker
Russell W. Rumberger is Professor of Education in the Gevirtz Graduate School of Education at the University of California (UC) Santa Barbara and Director of the UC Linguistic Minority Research Institute (UC LMRI). He received a Ph.D. in Education and a M.A. in Economics from Stanford University and a B.S. in Electrical Engineering from Carnegie-Mellon University. He has published widely in several areas: education and work; the schooling of disadvantaged students, particularly school dropouts and linguistic minority students; school effectiveness; and education policy. He is currently directing the California Dropout Research Project, which is producing research and a state policy agenda to improve California’s high school graduation rate (http://lmri.ucsb.edu/dropouts/).
In this presentation qualitative and survey research will be used to inquire about the conflict between our views of what teachers and schooling ought to be like, and the reality of teaching and learning in many contemporary schools. In particular, the narrowing of the curriculum will be documented and the loss of the arts, humanities, and other subjects noted. This restriction in curriculum is happening despite the fact that the outcomes desired of American public schooling by both America’s parents and the nations’ founding fathers are much broader than those legislated in NCLB. The nature of affordable assessment items and their relation to thoughtfulness by students is also discussed. The ways that the counseling and supportive roles of teachers are lost as a function of a test dominated culture is also noted. Finally, through case studies, it is seen that the economic future of the nation may be imperiled by current school practices. What started out as a plan to make the United States more competitive and to reduce the gap in knowledge between wealthier and poorer children may have exactly the opposite consequences—even if test scores improve.

Speaker

David C. Berliner is Regents’ Professor of Education at Arizona State University. He is a member of the National Academy of Education, and a past president of both the American Educational Research Association (AERA) and the Division of Educational Psychology of the American Psychological Association (APA). He co-authored Educational Psychology, now in its 6th edition, with N. L. Gage; The Manufactured Crisis (1995), with Bruce J. Biddle; and Collateral Damage: How High-Stakes Testing Corrupts America’s Schools (2007), with Sharon L. Nichols. He has published over 200 articles, book chapters, and books and is the winner of numerous awards for his research from the scholarly and practice community, alike. His research interests are in teaching, teacher education, and educational policy.
Meeting Facility Map

Sunrise Terrace —
Go to the main lobby. Exit through the back doors. About 200 feet to the left is Sunrise Terrace.

STARLIGHT TERRACE
(Second level of Fiesta Ballroom)
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<td>10:00 – 10:15 am</td>
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<td>12:00 – 2:00 pm</td>
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Day One  Thursday December 4, 2008 — 7:30 am to 7:30 pm

7:30 – 8:30 am  Registration & Continental Breakfast — Foyer Lobby / D Foyer (Exhibits open 8:00 am – 5:00 pm)
7:45 – 8:05 am  Membership Meeting to Discuss Bylaws — Salon H
8:30 – 10:00 am  Morning Keynote Address — Salons E, F, G, H

Keynote Speaker — Russell Rumberger, Professor of Education, University of California, Santa Barbara and Director of the Linguistic Minority Research Institute

“Resources, Policies, and Practices Needed to Improve Educational Outcomes for English Learners”

10:00 – 10:15 am  Mid-Morning Refreshment Break — D Foyer

10:15 – 11:45 am  Breakout Session 1 — Salons A, B, C, D, E, F, G, H

Day 1  Session 1

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<td>Roles, Goals, &amp; Red-Hot Coals: One Middle School’s Experiences Implementing Response-to-Intervention Model (RtI) for Struggling English Learners</td>
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<td>New District Testing Coordinator Workshop</td>
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<td>The Salsa, Sabor Y Salud Program: An Evaluation Health Curriculum for LA’s Best Latina/o Children</td>
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<td>Noelle C. Griffin</td>
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<td>Donna O’Neil</td>
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<td>Collaboration and Student Achievement: How Strong is the Connection?</td>
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<td>Lorie A. Sousa</td>
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<td>Education: The Impact of the RCAT Writing Model on Student Efficacy Perceptions and Achievement</td>
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<td>Language and Literacy: Consequences of English-Only Instruction for ELLs</td>
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<td>Characteristics of Communities Served by the High Priority Schools Grant Program</td>
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<td>Avoiding Data Analysis and Decision-Making Pitfalls: How an Evaluation Guide Can Help</td>
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12:00 – 2:00 pm  Lunch and Keynote Address — Salons E, F, G, H

Keynote Luncheon Speaker — David Berliner, Regents Professor, Arizona State University

“The Conflict Between NCLB and Best Practices in Education”

2:00 – 2:15 pm  Break — D Foyer
### Thursday — Day 1

#### 2:15 – 3:45 pm  Breakout Session 2 — Salons A, B, C, D, F, G, H

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<td>Kelle Nelson New District Testing Coordinator Workshop (Continued from Session 1)</td>
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<td>Barbara Linsley Breaking Through to Effective Teaching: A Walk-Through Protocol Linking Student Learning and Professional Practice</td>
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<td>Sally J. Bennett-Schmidt</td>
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<td>Assessment Dynamics &amp; Learning Success</td>
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<td>Tonya R. Caushey-Bush The Effects of Class Size Reduction on Student Achievement</td>
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<td>Cheryl Graczewski California Comprehensive Center: District-Level Pilot Evaluations of Supplemental Educational Service (SES) Providers</td>
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<td>Michele A. Stueck Low Achieving to High Achieving: One California Title I School’s Journey</td>
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#### 3:45 – 4:00 pm  Afternoon Refreshment Break — D Foyer

#### 4:00 – 5:30 pm  Breakout Session 3 — Salons A, B, C, D, E, F, G, H

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<td>Eva A. Iskander</td>
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<td>Effect of Parents’ Aspirations, Expectations, and Involvement on Children’s Achievement</td>
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<td>Denise Huang</td>
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<td>Behind the Scenes: Staffing at High Functioning After School Programs</td>
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<td>Susan R. Studer Teachers’ Perceptions of Special Needs Students’ Inclusion in the Regular Classroom</td>
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<td>Carrie Ann Blackaller Assessing Alternative Special Education Teacher Preparation Program: Using Multiple Data Sources for Program Improvement</td>
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<td>Barbara Semel Parkhurst Culturally Proficient Leadership: Collaboration for Special Education</td>
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<td>Eric Crane California’s Districts in Program Improvement: A Statistical Profile</td>
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<td>Francisca A. Miranda Chance or Design: Report on Initiatives Sequoia Union HSD Used to Exit Program Improvement</td>
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<td>Jenny Singh Evaluation of the School Assistance and Intervention Team (SAIT) Process for State-Monitored Schools</td>
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<td>Mette Huberman Learning from Success: Strategies of High Performing Schools and Districts in California</td>
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#### 5:30 – 7:30 pm  Reception — Sunrise Terrace
# Day Two  Thursday December 5, 2008 — 6:30 am to 1:45 pm

**6:30 – 7:30 am** Annual CERA 5K Run/Walk — Lobby  
**7:30 – 8:30 am** Continental Breakfast — D Foyer  
**8:30 – 10:00 am** Breakout Session 1 — Salons A, B, C, D, E, F, G, H

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| **Formative/Summative Assessment** | Maria Martiniello  
Characteristics of Mathematics Items that Differentially Impact English Learners | Dianna Fernandez  
Living and Learning with Information and Communication Technologies in the 21st Century | Graciela Albiar-Gates  
Using the Single Plan for Student Achievement to Monitor and Evaluate Instructional Practices | Mark H. Moulton  
Did Reading First Work? Results of the 5-Year California Evaluation |
| **Ying Lu** | Investigation of Item Position Effect | Hoky Min  
The Influence of the Use of an Open-ended Classroom Response System on Final Course Grade in Undergraduate Genetics | Lori J. Van Houten  
Are You Trying to Kill Us? Creating and Evaluating a Focused School Reform Effort | Alayne Sullivan  
Social and Educational Justice: Administrative Policies, Cultural-Response Practices & Literacies From the “Third Zone” |
| **Anne H. Davidson** | Using CELDT Results: Considerations for Appropriate Score Interpretation | | Amy C. Colcord Stuht  
Closing the Achievement Gap for African-American and Latino Boys: A Pilot Mentoring Program | |

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| **Student Intervention** | Michelle Le Patner  
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The Journey of Change to Leave Program Improvement Behind | Anthony M. Collatos  
The Urban Parent Teacher Education Collaborative: Reframing How We Prepare Pre-Service Teachers for Urban Schools and Communities | Chang-ho Ji  
Students in a Diverse World: Estimating the Importance of Ethnic Diversity to Student and School Academic Achievement |
| **Pamela S. McCabe** | Eliminate Systems’ Gaps that Support Student Achievement | Brad Allison  
Eduerati: The Lead Learning Warriors | | Lora D. Mosher  
History v. His-Story: Understanding the Historical Formulas Leading to Inequity in Public Schools in America |
| **Lori J. Van Houten** | | | | Roland W. Doepner  
Gender Related Violence in American Schools |

**10:00 – 10:15 am** Mid-Morning Refreshment Break — D Foyer
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<td>Jane H. Liang</td>
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### 12:00 – 1:45 pm   Awards Luncheon — Salon D

12:00 – 1:45 pm   Awards Luncheon — Salon D
The California Educational Research Association Lifetime Achievement Award honors members who, in the course of their professional careers, have made genuine contributions to the field of education in the areas of research, assessment, practice and/or policy.

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**Lifetime Achievement Award Luncheon Address**

**Salon D**  
**Friday, December 5, 2008**  
**12:00 p.m. – 1:45 p.m.**

**Dr. Jamal Abedi**  
University of California, Davis  
National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California, Los Angeles

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**2008 CERA Lifetime Achievement Award Recipient**

**Jamal Abedi** is a Professor at the Graduate School of Education of University of California, Davis and a research partner at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Dr. Abedi’s research interests include studies in the area of psychometrics and test and scale development. Among his interests and his recent work are studies on the assessment and accommodations for English language learners (ELLs) and research on the opportunity to learn for ELLs. Results of his recent studies on the impact of linguistic factors on the assessment and accommodation for ELLs have been used and reported nationwide. Abedi is the recipient of the 2003 national Professional Service Award in recognition of his “Outstanding Contribution Relating Research to Practice” by the American Educational Research Association. Abedi’s educational background is in psychometrics and research methodology. He holds a Master's and a Ph.D. degree from Vanderbilt University in psychometrics.
### Past Lifetime Achievement Award Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>2008</td>
<td>Jamal Abedi</td>
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<td>2007</td>
<td>Edward Haertel</td>
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<td>2006</td>
<td>Jeannie Oakes</td>
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<td>Eva Baker</td>
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<td>Jim Popham</td>
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Listed below are the authors and the title of the paper for which they were awarded “Outstanding Paper” by CERA. The outstanding paper awardee represents California at the annual conference of the American Educational Research Association (AERA) and their registration at the conference is paid by CERA.

<table>
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<tr>
<th>Year</th>
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<tr>
<td>2007</td>
<td>“Effects of Principal’s Pay and Pay Satisfaction for Student Achievement at the Elementary School Level”</td>
<td>I. Phillip Young</td>
<td>UC Davis</td>
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<td>2006</td>
<td>“Color of Money Compared to Color of Principals: An Assessment of Pay for Male Elementary School Principals Varying in Surname (Hispanic vs. Non-Hispanic)”</td>
<td>I. Phillip Young</td>
<td>UC Davis</td>
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<td>2005</td>
<td>“A Collective Inquiry Response to High-Stakes Accountability”</td>
<td>Nazanin Zargarpour</td>
<td>Claremont Graduate University</td>
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<td>2004</td>
<td>“Case Studies of the Achievement Gap for African American Students”</td>
<td>Ebrahim Maddahian, Penny Fidler, Kathy Hayes</td>
<td>Los Angeles Unified School District</td>
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| 2003 | Tie:  
“An Evaluation of the Effectiveness of Internship Programs”    | Paul Thomas, Steve Newton  | Los Angeles Unified School District |
|      | and  
Panel: Issues Facing English Learners

Salon E
Thursday, December 4, 2008
4:00 – 5:30 pm

Panelists

Russell Rumberger, Director, California Dropout Research Project
Professor of Education at the University of California, Santa Barbara, and
Director of the UC Linguistic Minority Research Institute (UC LMRI). He also
served as a member of the U.S. Department of Education’s National Institute
of Statistical Sciences/Education Statistics Services Institute Task Force on
Graduation, Completion, and Dropout Indicators (2004) and as a member of the
National Research Council’s Committee on Increasing High School Students’
Engagement and Motivation to Learn (2003). For the past eight years he has
served as Director of the UC LMRI, a University of California system wide research unit charged
with promoting research on California’s large and increasing linguistic minority population.

Jamal Abedi, Ph.D. is a professor at the Graduate School of Education
of the University of California, Davis, and a research partner at the National
His interests include studies in the area of psychometrics focusing on the
validity of assessment and accommodation for English language learners (ELL),
and research on the opportunity to learn for ELLs. Dr. Abedi sits on numerous
academic editorial boards. Dr. Abedi has also served as the Director of Technical
Projects at the UCLA National Center for Research on Evaluation, Standards
and Student Testing (CRESST) and a faculty member at the UCLA Graduate School of Education.
During his tenure in this position Dr. Abedi’s work focused on psychometrics and test and scale
development, with a focus on the impact of language background on students’ performance.

Robert Linquanti, WestEd is Project Director in English Learner
Evaluation and Accountability Support, and Senior Research Associate at
WestEd. He provides technical assistance to schools, districts and state
educational agencies on implementing NCLB and evaluating EL services for
accountability and improvement. He has assisted California and several other
states in developing policy to implement NCLB Title III. He is also a consultant
to the Council of Chief State School Officers, the WIDA Consortium, and the US
Department of Education on Title III assessment and accountability policies.

Hector Rico, Director of the Language Learner and Support Division of the California
Department of Education.

Moderator: Phil Morse, Coordinator, Student Testing & Assessment. Los Angeles Unified School
District
Roles, Goals, & Red-Hot Coals: One Middle School’s Experiences Implementing Response-to-Intervention Model (RtI) for Struggling English Learners

12/4/08 ▪ 10:15–11:45 am ▪ Salon A

**Student Intervention**

**Presenter(s):** Susan Porter
Irina Okhremtchouk

**Description:** This session will describe a case study of one northern California middle school’s process in changing from a traditional referral and assessment model for identifying English learners with special needs to a problem-solving Response-to-Intervention model. Comparisons with the findings of this study to other studies that examine the challenges of implementing RtI models at secondary schools (e.g., Fuchs & Deshler, 2007) will be included in the session, along with implications for implementation of RtI models at secondary schools generally. Protocols and activities that helped to foster buy-in, communication and involvement from ELD teachers and special educators will also be shared.

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

12/4/08 ▪ 10:15–11:45 am ▪ Salon A

**Student Intervention**

**Presenter(s):** Dr. Noelle Griffin
Dr. Victoria Schumacher

**Description:** This session will share results and lessons learned from the implementation of POWERSOURCE, a research-based middle school math intervention. It will specifically focus on the collaboration between the Norwalk-La Mirada Unified School District and CRESST/UCLA (POWERSOURCE’s designers) within the context of CRESST’s larger national research study of POWERSOURCE. 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.


12/4/08 ▪ 10:15–11:45 am ▪ Salon C

**Curriculum & Instruction**

**Presenter(s):** Dr. Denise Huang
Lindsay Huber
Aletha Harven
Deborah La Torre
Dr. Christine Oh

**Description:** The purpose of this panel session is to present qualitative and quantitative findings in a 60 minute panel session that will explore: 1) how the Salsa, Sabor y Salud curriculum was specifically adapted to make it culturally relevant for Latina/o students; 2) how the curriculum utilizes culturally relevant teaching practices to increase student motivation and engagement, specifically Latina/o students; 3) the health behavior outcomes of student participants; and 4) how utilizing a community cultural wealth framework draws on the strengths of Latina/o families and the larger community to promote healthy awareness and well-being for Latina/o youth.
Collaboration and Student Achievement: How Strong is the Connection?
12/4/08 ■ 10:15–11:45 am ■ Salon C

Curriculum & Instruction

Presenter(s): Dr. Donna O’Neil
Susan Green

Description: This session will present findings of an evaluation of implementation of peer-selected site leadership teams and a connection to student achievement patterns.

An Effective Assessment Program: Start by Asking the Right Questions
12/4/08 ■ 10:15–11:45 am ■ Salon D

Formative / Summative Assessment

Presenter(s): Dr. Corey Greenlaw
Dr. Jaime Goldfarb

Description: This session focuses on the promise of assessment to help increase student performance. It explains how having insight into areas of student mastery and non-mastery, delivered in real time following teaching should provide insight into areas of intervention, and in turn, improve student performance. The session discusses how an unfocused and poorly planned approach to a district’s assessment model can lead to multiple roadblocks and limited use of the results. This presentation will help demonstrate how taking the time to ask and honestly answer critical benchmark implementation questions can help you achieve the promise of formative assessment.

Evaluation of the Impact of the Riverside County Achievement Teams (RCAT) Writing Model on Student Efficacy Perceptions and Achievement
12/4/08 ■ 10:15–11:45 am ■ Salon E

Program Evaluation

Presenter(s): Dr. Lorie Sousa

Description: This session will reveal the results of a year-long quasi-experimental study conducted to investigate the impact of the Riverside County Achievement Teams (RCAT) Writing Model which incorporates A California Blueprint for Writing Using Houghton Mifflin Reading materials and training, Step Up To Writing, and coaching support. The session will discuss three schools that received different levels of the intervention and were then given pre- and post measures of writing and surveys of writing confidence. The session will explain how the study suggests that regular and repeated exposure to writing opportunities for students, coupled with coaching support for teachers can result in beneficial outcomes for students in both self-efficacy and achievement.
Language and Literacy: Consequences of English-Only Instruction for ELLs  
12/4/08 10:15–11:45 am Salon E

Policy Analysis & Accountability

Presenter(s): Dr. Maria Mar

Description: The session begins with a presentation of chapter 4 of Maria Mar’s dissertation, which consists of 9 “portraits” of ELL students. The portraits represent 8 ethnic minority groups and 7 languages from 6 different countries, including the U.S.. It continues with an overview of the historical use of language in education, up to current English only language policies, and a look at pedagogical principles relative to language and learning (Vygotsky), and language and power relations and institutions (Bourdieu, Apple, Giroux, Fairclough). A description of on-site systematic processes to address student needs through focused intervention concludes the session.

Collaborative Partnerships, Voices from the ‘Gap’ and Strength Based Contexts  
12/4/08 10:15–11:45 am Salon F

Preparation & Professional Development

Presenter(s): Dr. Ann Unterreiner  
Lisa Urrea  
Bernadette Pinchback

Description: This session will highlight the outcomes of Phase I of a partnership between the University of Redlands and San Bernardino County Superintendent’s Office, Foster Youth Services for the educational success of students in foster care. The session will discuss outcomes that are generated from research conducted during success coaching events held in the summer of 2008. The research focuses the voices of a socially and educationally marginalized silenced population and data generated to shed light on the educational injustices students in foster care experience to obtain an education. The findings that provide insights into the issues perpetuating the achievement gap these students experience will be discussed.

How the No Child Left Behind Act Sabotages Effective Teaching and Learning: A case study  
12/4/08 10:15–11:45 am Salon F

Preparation & Professional Development

Presenter(s): Dr. Alberto J. Rodriguez

Description: This interactive session seeks to share findings from a longitudinal project on science teacher professional development. Examples of innovative learning technologies integration will be provided and how these had a positive impact on students’ learning and teacher practice. In addition, a case study analysis will be provided to illustrate how the observed improvements in teacher pedagogy and students’ learning were reversed as a result of school-district mandated policy changes. These changes were being imposed on the school in an effort to increase students’ scores on standardized literacy and mathematics tests and to comply with the No Child Left Behind Act.

The Changing Role of (Private) Elementary School Leadership  
12/4/08 10:15–11:45 am Salon F

Preparation & Professional Development

Presenter(s): Dr. Shannon Gomez

Description: The session will describe a research study conducted in 2007 by a doctoral student at Loyola Marymount University, Los Angeles. Although the study was conducted on leadership practices of Catholic school administrators in the Los Angeles Archdiocese, recommendations derived from the study can be applied to public school administrators as well. As budget cuts are a reality in the public sector, public school administrators are having to run their school differently with limited funds. This session will describe the findings of this research study and the recommendations for the field.
Algebra I CST Scores of Students Repeating Algebra I in Grade 9
12/4/08 ▪ 10:15–11:45 am ▪ Salon G

Policy Analysis & Accountability

Presenter(s): Michael Meade

Description: This session examines a study conducted by a school district of the California Standards Test (CST) scores of students who took Algebra 1 in grade 8 and repeated the course in grade 9. The large number of students repeating Algebra I in grade 9 is an artifact of this district’s adoption of Algebra 1 as the default math curriculum for all students in grade 8. The study compares mean scale scores and performance level change between 2006 and 2007 using matched student scores.

Characteristics of Communities Served by the High Priority Schools Grant Program
12/4/08 ▪ 10:15–11:45 am ▪ Salon G

Policy Analysis & Accountability

Presenter(s): Don Taylor

Description: This session explains the No Child Left Behind (NCLB) act requirement that every student perform at or above grade level by 2014 regardless of other covariates that may impact educational performance such as health, housing, or dysfunctional communities. This session focuses on High Priority Schools Grant Program (HPSGP) funded schools and examines the communities they reside in through a geospatial analysis of population-based birth indicators. Information will be shared about how these indicators may shed new light in understanding the larger context of problems within these communities.

Trends in Demand for New Teachers in California: A County and Regional Perspective
12/4/08 ▪ 10:15–11:45 am ▪ Salon G

Policy Analysis & Accountability

Presenter(s): Dr. Melissa White
Dr. Tony Fong

Description: This session examines results from a recent WestEd study that examined demographic teacher demand trends—namely, student enrollment and teacher retirement—at a county level in California to show how they may exacerbate or mitigate existing shortages of fully prepared teachers. The session includes a brief presentation of findings, including several color-coded maps depicting these trends, followed by an interactive discussion of implications for the teaching workforces in various counties and regions throughout the state.

Determining Effective Teachers Through Value-Added Analysis
12/4/08 ▪ 10:15–11:45 am ▪ Salon H

Data Analysis

Presenter(s): Dr. John Schacter

Description: This session discusses value-added statistical analyses and how they can help districts and schools identify the teachers who produce the most student learning and how these teachers can be used to improve school and district performance. Explanations will focus on the idea that 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.

12/4/08 ▪ 10:15–11:45 am ▪ Salon H

Data Analysis

Presenter(s): Dr. Karin Dixon
Tom Rooney

Description: In this session, common pitfalls of current practices in data analysis and decision-making are addressed. The session focuses on how one district addressed these shortcomings by focusing on the process of program evaluation and creating a tool to guide educators’ evaluation practices. Particularly in this era of high-stakes accountability, educators need guidance in identifying appropriate data and understanding how outcome data and process data are necessary for formative and summative programmatic decision-making. The district’s guide for evaluating programs and practices helps educators come to context-rich, complex understandings about local programs and practices. These understandings create a foundation for decision-making and continuous improvement.
Day One
Session 2

Using Interim Assessment to Improve Teaching and Learning
12/4/08 2:15–3:45 pm Salon A

Formative / Summative Assessment

Presenter(s): Eric Crane

Description: WestEd will report on a recent study of interim assessments, focusing on identifying a range of practices for how these assessments are used to shape teaching and improve student learning. The presentation will discuss national trends and will share suggestions and caveats with the participants.

Assessment Dynamics and Learning Success
12/4/08 2:15–3:45 pm Salon A

Formative / Summative Assessment

Presenter(s): Dr. Sally Bennett-Schmidt
Keith Nuthall

Description: This session focuses on how to create a balanced assessment system, synergy between assessments of and for learning, and methods of articulating the interrelationship between assessment and student motivation. The San Diego County Office of Education has been working with local educators to examine assessment practices through Rick Stiggins’ five keys to quality assessment. This session will report on a four-part workshop series conducted in the spring of 2008 with district teams from throughout the county. During the session, participants will experience several activities highly correlated to increased student achievement including student-friendly learning targets, descriptive feedback, and student goal setting.

New Coordinator Workshop
12/4/08 2:15–3:45 pm Salon B

New Coordinator Workshop

Presenter(s): Kelle Nelson

Description: The workshop covers logistical issues relating to testing (not the policy issues that are the responsibility of the California Department of Education) and will focus on managing the test coordinator’s many responsibilities at the district level. Specifically, the workshop will discuss planning and organizing aspects common to multiple state assessments such as: developing a schedule of tests, managing materials, training of site coordinators, completion of required forms, handling returned data, and other basics that will help ensure compliance with state testing regulations and optimize district resources. The workshop is designed to complement, not duplicate, the test contractors’ pre- and post-test workshops.

“Breaking Through to Effective Teaching: A Walk-through Protocol Linking Student Learning and Professional Practice”
12/4/08 2:15–3:45 pm Salon C

Preparation & Professional Development

Presenter(s): Barbara Linsley
Linda Smith

Description: This session provides educators with insights and experiences in using a time-efficient, collaborative protocol for observing classrooms, analyzing patterns and trends, and promoting professional conversations about student learning within school, grade level, and department settings. Through workshop experiences and case stories shared by practitioners, participants will learn how the non-evaluative walk-through, focus question and debrief process supports timely collections of data about what students are doing and learning in classrooms to ensure continuous reflection about professional practice, purposeful organizational change, and improved student achievement.

The Effects of Class Size Reduction on Student Achievement
12/4/08 2:15–3:45 pm Salon D

Program Evaluation

Presenter(s): Dr. Tonia Causey-Bush

Description: This session looks at the impact of Class Size Reduction combined with other factors in the early grades including but not limited to standards-based instruction, Reading First implementation, the proportion of new teachers in lower grades, professional development, increased instructional rigor, and the like on student achievement using data from the California Standards Tests.
Program Evaluation

California Comprehensive Center: District-level Pilot Evaluations of Supplemental Educational Service (SES) Providers
12/4/08 ■ 2:15–3:45 pm ■ Salon D

Presenter(s): Cheryl Graczewski
Richard Diaz

Description: This session discusses the California Comprehensive Center that is working with the California Department of Education (CDE) to develop an approach to evaluating the performance of Supplemental Educational Service (SES) providers. SES is a tutoring service that is offered to low-income children who attend a Title I school that fails to make progress for three years. The American Institutes for Research (AIR) researchers will provide background information about why an evaluation of SES providers is important and share information about the selection of the pilot districts and the methodology used for the analysis. Researchers will also discuss the challenges encountered as well as the limitations and implications for a statewide evaluation.

Low Achieving to High Achieving: One California Title I School’s Journey
12/4/08 ■ 2:15–3:45 pm ■ Salon D

Presenter(s): Michele (Mickey) Stueck

Description: The presentation will consist of a PowerPoint presentation that will take the participants through the process one Title I school completed to become and maintain high achievement over the past six years. The instruments, research methodology, and analysis design will be examined. Also, some of the instructional practices used at this school will be explored. Finally, some insights gleaned from observing schools in England will be give along with some possible ideas for helping other Title I school become achieving schools.

The Expository Reading and Writing Course: Creating a College Readiness Culture
12/4/08 ■ 2:15–3:45 pm ■ Salon F

Presenter(s): Dr. Zulmara Cline
Dr. Beverly Young
Nancy Brynelson

Description: This session focuses on the evaluation results of the Expository Reading and Writing Course (ERWC), a professional development opportunity offered to teachers. The presentation discusses how the professional development of high school teachers affects the Early Assessment Program’s (EAP’s) major goals, including increasing the number of CSU matriculating high school graduates who meet reading, math, and writing proficiency standards; preparing teachers to improve the reading and writing skills of high school students across content areas; and strengthening instruction in reading informational and narrative text and in analytical and academic writing. The results show the impact on teachers and students in creating a college readiness culture.

Higher Expectations Equal Increased Student Success: Incorporating Advanced Placement in the Small School
12/4/08 ■ 2:15–3:45 pm ■ Salon F

Presenter(s): Susannah Bell
Annie Johnston
Matt Bremer
Wyn Skeels

Description: This session will discuss how all students can gain access to the concepts and skills of higher-order thinking in advanced classes. The session will focus on how a small school has created a structure in which all student have access to AP English and AP Calculus and benefit from rigorous heterogeneous classes in which creative, inclusive curriculum brings success.
Breakout Presentations

The Instruction of English Learners in California: Mapping the Landscape
12/4/08  2:15–3:45 pm  Salon G

Policy Analysis & Accountability

Presenter(s): Leslie Hamburger

Description: This session examines results from phase one of an ongoing WestEd study that attempts to map a landscape of current educational practices for middle school English Learners in California through interviews with district and school site staff most knowledgeable about practices and programs for English learners. The session includes a presentation of phase one findings from both the district and school site level interviews, followed by a discussion of efforts to locate promising and unusual practices for middle school English learners that are to be studied in depth in phase two of this study.

Testing Accommodations for English Language Learners: A Review of State and District Policies
12/4/08  2:15–3:45 pm  Salon G

Policy Analysis & Accountability

Presenter(s): Teresa King  
Dr. John Young

Description: This session focuses on the report, Testing Accommodations for English Language Learners: A Review of State and District Policies, that is a review and summary of current information regarding testing accommodations presently used in all 50 states and 10 large school districts for English language learners (ELLs). The session discusses policies for identification and reclassification of ELLs, appropriate testing accommodations, and testing requirements that are state-level decisions. The session explains the testing accommodations that are made available where necessary by the states to ensure fair and valid assessment of the skills of ELL students. Similarities and differences among states regarding ELL testing accommodations are documented in this review. Recommendations for the most appropriate ELL accommodations will be discussed.

Emergent Readers and Open Court Reading: A Case Study of Second Grade Students in an Urban School
12/4/08  2:15–3:45 pm  Salon G

Program Evaluation

Presenter(s): Dr. Joanna Niles

Description: This session will discuss effective teaching strategies to be used with elementary students.

High School Predictors of Success in College
12/4/08  2:15–3:45 pm  Salon H

Data Analysis

Presenter(s): Nathan Pellegrin

Description: In this session, longitudinal student-level data linking high school and college records is analyzed using regression. Student and institutional level characteristics are explored for their utility in predicting success in college.

Collaborative Data Analysis
12/4/08  2:15–3:45 pm  Salon H

Data Analysis

Presenter(s): Traci Bonde  
Monica Hoggatt

Description: This session discusses what is occurring in some districts and/or how to implement a formal data analysis process. The session focuses on the idea that the Collaborative Data Analysis process relies on the framework of the collaborative inquiry cycle and procedures, processes, and norms for teachers, administrators, and departments to review data on an on-going basis. More discussion is added on how the process encompasses information and frames on how to approach data and how to have conversations about data, norms to create, etc. A PowerPoint presentation, sample Excel documents, and Word documents are shared.
Day One
Session 3

How to Reduce the Load on Working Memory and Help Children Learn
12/4/08 ■ 4:00–5:30 pm ■ Salon A

Student Intervention

Presenter(s): Dr. Eva Iskander
Dr. Leena Furtado

Description: This session will provide substantial support to the efficacy of instructional design based on the theoretical model of cognitive load and the assumption that cognitive load could be reduced to enhance student learning. This session will provide support to empirical studies for the efficacy of instructional designs that build on the cognitive load approach to learning, and gives teachers explicit instructional strategies to help students reduce working memory load and enhance their learning.

Effect of Parents’ Aspirations, Expectations, and Involvement on Children’s Achievement
12/4/08 ■ 4:00–5:30 pm ■ Salon A

Student Intervention

Presenter(s): Dr. Eva Iskander
Leena Furtado

Description: This session discusses research findings on ethnic group differences that emerged in parents’ expectations, educational aspirations, parental involvement, and the relations between these aspects and the children’s academic achievement. The focus is on how parents’ expectations, aspirations, and their ability to provide educational support to their children depends on several factors; the grade expectations parents consider appropriate, parental goals and beliefs, parental efficacy, achievement values, and parental theories of intelligence. The session discusses its recommendations, including teacher strategies that could be utilized in order to encourage parental involvement their children education in order to enhance their academic achievement.

Behind the Scenes: Staffing at High Functioning Afterschool Programs
12/4/08 ■ 4:00–5:30 pm ■ Salon A

Student Intervention

Presenter(s): Dr. Denise Huang
Dr. Jamie Cho
Hannah Nam

Description: This session presents the findings of a qualitative study that explored staffing and professional development at four afterschool programs across the United States that have demonstrated improvements in student academic outcomes. Specifically, this session will focus on results related to (a) the qualifications and characteristics of staff, (b) staff recruitment and retention strategies, (c) professional development opportunities, and (d) relationships and leadership among staff, between staff and students, and between staff and parents of students at high quality afterschool programs.

Teachers’ Perceptions of Special Needs Students’ Inclusion in the Regular Classroom
12/4/08 ■ 4:00–5:30 pm ■ Salon B

Preparation & Professional Development

Presenter(s): Dr. Susan Studer

Description: The focus of this session is on students with special needs who are entitled to “free and appropriate education” in the “least restricted environment.” The session focuses on the idea that teachers know the importance of working with all students, but that much of their training is minimal resulting in a classroom experience that may be unintentionally limited. The session includes a discussion of a survey that was administered to a purposive sampling of veteran and beginning teachers comparing their experiences to identify the areas of need for maximizing the classroom experiences for both the special needs and non-special needs students. Explanations of how to identify teacher’s needs and what they perceive as helpful are provided in the session.
Breakout Presentations

Assessing Alternative Special Education Teacher Preparation Program: Using Multiple Data Sources for Program Improvement
12/4/08 ■ 4:00–5:30 pm ■ Salon B

Preparation & Professional Development

Presenter(s): Dr. Carrie Ann Blackaller
Dr. Shirley Lal
Dr. Kate Esposito

Description: This session discusses this three year exploratory study that examines the effectiveness of an alternative special education teacher preparation intern program using assessments designed for program evaluation and improvement. It describes the mixed-methods approach, which was utilized by triangulating data gathered (2005-2008) through formative and summative assessments designed to document program improvement and effectiveness. The session discusses the needs assessments at program beginning, mentoring logs collected throughout the program, and program exit survey data that have been analyzed. Also included in this session are study results from this alternative certification special education program and its mentoring component add to the body of knowledge in alternative credential pathways, teacher preparation, mentoring activities, and program evaluation.

Culturally Proficient Leadership: Collaboration for SPED
12/4/08 ■ 4:00–5:30 pm ■ Salon B

Preparation & Professional Development

Presenter(s): Dr. Barbara Semel Parkhurst

Description: This session discusses the importance of collaborative cultures, reciprocal relationships, and mutual obligations (Friend & Bursuck, 2002; Sergiovanni, 2005; Villa & Thousand, 2005). The results of this study are discussed and focus on how they reinforce the importance of strong leadership and collaborative cultures working together to provide solid educational programming. The session explains how the concept of tolerance for diversity appeared connected to the concept of professional tolerance as evidenced through comments made by team members during interviews and instructional planning meetings, on surveys, and on questionnaires. This session, via a PowerPoint presentation and handouts, will show the successful process of a collaborative team supporting an included student with special needs and the culturally proficient leadership skills which supported this school-based team.

California’s Districts in Program Improvement: A Statistical Profile
12/4/08 ■ 4:00–5:30 pm ■ Salon C

Program Evaluation

Presenter(s): Eric Crane

Description: This session discusses how WestEd staff, under the federal Regional Educational Laboratory (REL) program, have been studying California districts in No Child Left Behind (NCLB) improvement. In this session, the results from a federal report on these districts will be presented. Program improvement (PI) and non-PI districts will be compared, and PI districts will be analyzed further, to give extra description to districts in corrective action. During the presentation, REL West, as well as the California Comprehensive Center, will be described briefly, giving participants a better sense of available technical assistance and research resources related to school reform initiatives.

Chance or Design: Report on Initiatives Sequoia Union HSD Used to Exit Program Improvement
12/4/08 ■ 4:00–5:30 pm ■ Salon C

Program Evaluation

Presenter(s): Dr. Francisca Miranda
Kelly Smith

Description: This session will discuss how Sequoia Union High School District exited Program Improvement within two years of launching targeted reform initiatives. The session will explain how one district conducted a case study to answer the question: Was exiting Program Improvement a result of change or design? The session will help participants understand the data-driven process used to conduct the case study and identify those initiatives that had the most positive impact on student achievement. In addition, the session will discuss the initial steps a district would take to implement reform efforts and study their impact.
Unifying Knowledge and Skills of a Learner Through Organizing Personal Experience in Education
12/4/08 ■ 4:00–5:30 pm ■ Salon D

Curriculum & Instruction

Presenter(s): Dr. Viktor Sigalov  
Dr. Fredrick Chapel

Description: This session uses hands-on experience and feedback to illustrate the value of evoking personal experience and using it as a foundation for unifying knowledge and skills. The session examines strategies for organizing personal experience to effectively teach knowledge and skills.

Students’ Perceptions on the Reduction of Math Anxiety
12/4/08 ■ 4:00–5:30 pm ■ Salon D

Curriculum & Instruction

Presenter(s): Dr. Elizabeth Morris

Description: This session provides math teachers with an awareness of math anxiety, how to prevent it, and how to reduce it. The session focuses on the results of research and the ideas research gives educators regarding the prevention or reduction of math anxiety. Different perspectives of this growing problem and an inside look into the beliefs of those who suffer from math anxiety will be discussed in detail.

Using Benchmark/Interim Assessment Results to Improve Teaching and Learning: Building a Culture of Continuous Improvement
12/4/08 ■ 4:00–5:30 pm ■ Salon F

Formative / Summative Assessment

Presenter(s): Dr. Dennis Fox

Description: This session discusses how school districts across the state are investing a vast amount of time, energy, and resources in implementing “benchmark” or “interim” assessments, and the idea that 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.

Discussion will focus on 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.

A Review of the Use of Knowledge Mapping for Assessment Purpose
12/4/08 ■ 4:00–5:30 pm ■ Salon F

Formative / Summative Assessment

Presenter(s): Dr. Gregory Chung  
Dr. Eva Baker

Description: This session will report on a review of reliability and validity evidence related to the use of knowledge maps for assessment purposes. Thirty-eight empirical studies were identified for inclusion in the review. In general, scoring of knowledge maps appears to be reliable, and knowledge map scores (a) relate moderately to other formats, and (b) appear to be sensitive to differences in knowledge, either as a function of pre-existing difference or as a result of instruction.

Assessing Teachers’ Collective Responsibility for Student Learning
12/4/08 ■ 4:00–5:30 pm ■ Salon F

Formative / Summative Assessment

Presenter(s): Dr. Linda Chard

Description: This session explains how teacher collective responsibility for student learning has been shown in research to support greater student learning. A survey instrument (questionnaire) that may be used by administrators and professional development staff to assess the degree to which teachers hold collective responsibility for student learning will be presented and its psychometric properties will be examined.
Validating Measures of Math Teacher Knowledge
12/4/08 • 4:00–5:30 pm • Salon G

Preparation & Professional Development

Presenter(s): Rebecca Buschang
Dr. Gregory Chung
Girlie C. Delacruz
Dr. Eva L. Baker

Description: In this session focuses on a validation study of tasks intended to measure both content knowledge and pedagogical content knowledge of pre-algebra teachers. First, the need for valid measure of pre-algebra teacher knowledge will be established. Next, an overview of the study measures and methods will be presented. Results for the validity of the tasks will then be reviewed. Finally, participants will hear results and implications for these results including possible uses of these tasks.

Assessing Teacher Practices: The Implications of the OPAL and Professional Development of Teachers of English Learners
12/4/08 • 4:00–5:30 pm • Salon G

Preparation & Professional Development

Presenter(s): Dr. Magaly Lavadenz
Dr. Elvira Armas

Description: This session discusses the need for teachers to receive the comprehensive and sustained professional development requisite to fundamentally change teaching practices so that all students, including language minorities, can raise achievement levels. This session will provide participants with an overview of the Observation Protocol for Academic Literacies (OPAL) as a viable tool for assessing teacher practices in the instruction of English Learners. Additionally, the presenters will describe the process in the development of the OPAL as well as the results from a pilot study.

Capacity Building Leadership: Leader Actions that Support Middle School Teacher Success with English Learners
12/4/08 • 4:00–5:30 pm • Salon G

Preparation & Professional Development

Presenter(s): Dr. Richard Lentz

Description: This session explains the need of many schools today to accelerate the achievement of English Learners and how it requires leadership that significantly builds teacher capacity. In this interactive presentation, participants will assess the stage of development of Professional Learning Community at their school, and will reflect upon their own actions and beliefs as leaders. They will develop personalized leadership strategies for developing a strong, achievement oriented, and culturally responsive learning community at their school. The session presents the research literature and professional tools for school improvement, which are based upon the presenter’s doctoral research and over 30 years experience as an educational leader.

Evaluation of the School Assistance and Intervention Team (SAIT) Process for State-Monitored Schools
12/4/08 • 4:00–5:30 pm • Salon H

Policy Analysis & Accountability

Presenter(s): Jenny Singh
Dr. Shuqin Guo

Description: This session will describe the impact of the SAIT process on student achievement in English-language arts and math. It will also describe how the activities of the SAIT and the support of the district impacted the schools’ capacity to implement the nine EPCs.

Learning from Success: Strategies of High Performing Schools and Districts in California
12/4/08 • 4:00–5:30 pm • Salon H

Policy Analysis & Accountability

Presenter(s): Mette Huberman
Dr. Miguel Socias

Description: This session focuses on how The American Institutes for Research (AIR), as a partner in the California Comprehensive Center, has developed
a rigorous selection process to identify high performing California schools and districts that substantially out perform their peers with like student populations in terms of academic achievement. This selection process, known as a “beating-the-odds” analysis, utilizes extant state data to identify schools and districts outperforming their peers in overall as well as subgroup performance. Based on in-depth interviews with principals from six high performing schools, researchers from AIR will present strategies that may contribute to and facilitate the sustained improvement of student achievement.

Day Two
Session 1

**Characteristics of Mathematics Items that Differentially Impact English Learners**

12/5/08  8:30–10:00 am  Salon A

*Formative / Summative Assessment*

**Presenter(s):** Dr. Maria Martiniello

**Description:** This session will discuss how to ensure valid and fair assessments of English Learners by investigating sources of variance affecting item scores differently for these groups and the general population of students. This presentation will show findings from differential item functioning analyses of math tests used in large scale assessments. Item characteristics that function as sources of differential item functioning for these groups of students will be examined.

**Investigation of Item Position Effect**

12/5/08  8:30–10:00 am  Salon A

*Formative / Summative Assessment*

**Presenter(s):** Ying Lu  
Dr. Kevin Meara

**Description:** This session presents a study that investigates 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. The results of the study suggest that the item positions be taken into account in test equating designs.

**Using CELDT Results: Considerations for Appropriate Score Interpretation**

12/5/08  8:30–10:00 am  Salon A

*Formative / Summative Assessment*

**Presenter(s):** Dr. Anne Davidson  
Dr. Lily Roberts

**Description:** This session explains the developments of a framework for building responsible interpretations of students’ English Language Proficiency (ELP) growth as demonstrated by California English Language Development Test (CELDT) scores and building an understanding of the development of assessment tasks in light of Universal Design. The session recommends appropriate connections between the English Language Development (ELD) Standards, curriculum development, and the CELDT based on psychometric theory and constraints.

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

12/5/08  8:30–10:00 am  Salon B

*Curriculum & Instruction*

**Presenter(s):** Dr. Dianne “Jody” Fernandez

**Description:** This session will use a PowerPoint presentation to illustrate a qualitative case study on how one school is infusing Information and Communication Technologies (ICT’s) into the curriculum to prepare students to be competent and competitive in the 21st century.
The Influence of the Use of an Open-Ended Classroom Response System on Final Course Grade in Undergraduate Genetics

12/5/08 8:30–10:00 am Salon B

Curriculum & Instruction

Presenter(s): Hoky Min
Dr. Gregory Chung
Rebecca Buschang
Dr. Lianna Johnson
Dr. William Kaiser

Description: This session examines the effect of the use of an open-ended classroom response system on student achievement. The session explains how one hundred college students used an interactive classroom response system in their weekly discussion section for nine weeks. The results of a student survey taken during the eighth week about the effects of those activities on various classroom aspects such as engagement, learning, interaction, interests and comport, compared to those of traditional activities are discussed.

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

12/5/08 8:30–10:00 am Salon C

Program Evaluation

Presenter(s): Graciela Albiar-Gates
Kelly Smith

Description: This session focuses on an effort made to ensure a focus on district initiatives and to provide schools with aligned research-based strategies. It focuses on how Sacramento City Unified School District implemented a coherent, district-wide Single Plan for Student Achievement (SPSA). The session explains how this electronic plan is key to the districts’ effort to monitor and evaluate instructional practices, as evidenced by each schools action steps. The session explains how 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.

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

12/5/08 8:30–10:00 am Salon C

Program Evaluation

Presenter(s): Lori J. Van Houten
Ruth Bareket
Jill Hammond

Description: This session highlights how school plans regularly include pages of action steps all of which, if based on a thoughtful needs assessment, might address identified needs in a coherent and focused manner. The session explains how implementing all action steps with equal attention will fragment the change effort and leave staff feeling overwhelmed. It provides a more effective implementation model that involves selecting several high leverage activities and collaboratively defining what it would look like to do these well. This session examines the path several districts have taken to select, define, implement and monitor high leverage activities to affect change.

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

12/5/08 8:30–10:00 am Salon C

Program Evaluation

Presenter(s): Dr. Amy Colcord Stuht
Susan Marumoto
Darick Simpson
Melvin Jones
Regina Toledo
Sonia Williams

Description: This session discusses a pilot study that examines the impact of a business/art project and mentoring program on at-risk students in Long Beach. The program was the result of a non-profit community action partnership with the schools. Academic performance and attendance of participants are examined, and the framework for a male academy of African-American and Latino boys at a large educational options school within the district is established.
Did Reading First Work? Results of the 5-Year California Evaluation
12/5/08 ■ 8:30–10:00 am ■ Salon D

Program Evaluation

Presenter(s): Dr. Mark Moulton
Dr. Diane Haager

Description: In this session, the authors of “The California Reading First Year 5 Evaluation Report” present Grade 2-4 California Standards Tests (CST) English-language arts (ELA) achievement trends from 2002 to 2007 for high- and low-implementing Reading First schools, a statistical control group, and the larger population of non-Reading First elementary schools. Included is a presentation on teacher perceptions of the Reading First program elements, the role of reading coaches, the impact of Reading First on English Learners, and the impact of Reading First on waivered classrooms. Discussion will include research design, significance of results, and educational implications including comparisons with the national Reading First study.

CAHSEE Success Plan Intervention Program: Helping Students Pass the CAHSEE
12/5/08 ■ 8:30–10:00 am ■ Salon E

Student Intervention

Presenter(s): Michelle Le Patner
Emily Wolk

Description: This session will present ways to identify all students at risk of not passing the CAHSEE and methods of setting up monitoring activities to measure the effect of an intervention program aimed at increasing CAHSEE passing rates. Emphasis will be placed on examining the English Learner and Hispanic subgroups within a school district. In addition, participants will receive a copy of the PowerPoint presentation and supplemental materials.

Social and Educational Justice: Administrative Policies, Cultural-Response Practices & Literacies From the “Third Zone”
12/5/08 ■ 8:30–10:00 am ■ Salon D

Program Evaluation

Presenter(s): Dr. M. Alayne Sullivan
Scott Wyatt
Dale Rosine
Kim Lium
Stephanie Lock

Description: The session features a carefully structured, 75-minute PowerPoint presentation designed to raise awareness about the potent and often unrealized power of administrative policies in shaping the lives of students—particularly those whose lives and identities are outside the educational goals set for them. The essence of each researcher’s work will be conveyed through sample data, critical bibliographies, and discussion with the participants at conclusion of presentation. Each presenter’s work will be introduced with a focused question aligned with its significance for schools, exemplary data, and tentative conclusions and implications for social and educational justice.

Eliminate Systems’ Gaps that Support Student Achievement
12/5/08 ■ 8:30–10:00 am ■ Salon E

Student Intervention

Presenter(s): Pamela McCabe
Art Darren

Description: This session focuses on how to identify the gaps in school/district systems that allow students to “slip through the cracks” and perpetuate achievement gaps. The presenters will highlight the system components necessary for accelerating student achievement for ALL students (based on effective schools research). After identifying what is missing or underdeveloped an effective action plan can be developed that provides a clear blueprint for student success.

The Journey of Change to Leave Program Improvement Behind
12/5/08 ■ 8:30–10:00 am ■ Salon F

Preparation & Professional Development

Presenter(s): Jayne Van Langeveld

Description: This session discusses how an elementary school pulled out of program improvement in just three years. The session focuses on the three-year journey that was a profound experience of better teaching, motivated students, excellent communication and, in the end, the reaching of the academic goals.
**Eduerati: The Lead Learning Warriors**  
*12/5/08  8:30–10:00 am  Salon F*

*Preparation & Professional Development*

**Presenter(s):** Dr. Brad Allison

**Description:** This session discusses the failure of the typical American university leadership development program to create leaders who can inspire and change the existing K-12 learning system. The presentation will examine why we are not producing Eduerati and how we can recreate the current leader preparation system by becoming authentic leaders, ourselves at our universities. The focus is on the idea that change comes from those who are willing to lead at the educational source of leadership creation.

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**The Urban Parent Teacher Education Collaborative: Reframing How We Prepare Pre-Service Teachers for Urban Schools and Communities**  
*12/5/08  8:30–10:00 am  Salon G*

*Preparation & Professional Development*

**Presenter(s):** Dr. Anthony Collatos  
Mary Johnson  
Tamara Todd-Bish  
Jackie Mendoza  
Patrick Moretta

**Description:** This session documents the experiences of multiple participants in the Urban Parent Teacher Education Collaborative—an alternative teacher education program that includes urban parents as teacher educators. The panel will include a university professor, a parent educator, two recent program graduates, two current pre-service urban school teachers, and a public school principal. These qualitative case studies examine how this alternative approach prepared teachers to work and sustain in urban schools. We hope this research helps to illustrate how urban parents’ participation in the pre-service teacher education process increased new teachers’ cultural competencies and awareness of urban school communities.

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**Students in a Diverse World: Estimating the Importance of Ethnic Diversity to Student and School Academic Achievement**  
*12/5/08  8:30–10:00 am  Salon H*

*Policy Analysis & Accountability*

**Presenter(s):** Dr. Chang-ho Ji

**Description:** In this session, the paper, Students in a Diverse World: Estimating the Importance of Ethnic Diversity to Student and School Academic Achievement, will be discussed, focusing on the ethnic diversity in California schools and its influence on school and student achievement. Discussions will include the finding that shows that an ethnically diverse environment may not always help students succeed on academic performance tests, providing important implications for the current discussions on school desegregation.

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**History v. His-Story: Understanding the Historical Formulas Leading to Inequity in Public Schools in America**  
*12/5/08  8:30–10:00 am  Salon H*

*Policy Analysis & Accountability*

**Presenter(s):** Dr. Lora Mosher  
Marina Gillmore

**Description:** 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 posted 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 Freire. 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.

Gender Related Violence in American Schools
12/5/08 ■ 8:30–10:00 am ■ Salon H

**Policy Analysis & Accountability**

**Presenter(s):** Roland Doepner
Michael Bukraba

**Description:** This presentation will include a PowerPoint overview of the questions about ongoing school violence and the association between violence and associated behaviors not ostensibly oriented towards gay students and violence and associated activities in which the victims are gay. PowerPoint presentation note handouts and full report handouts will be provided (the latter at the end of the full session.)

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**Day Two Session 2**

**Converting District Exams into CST Scale Scores and Growth Measures: Results from Paramount USD**
12/5/08 ■ 10:15–11:45 am ■ Salon A

**Formative / Summative Assessment**

**Presenter(s):** Dr. Jim Parker
Dr. Mark Moulton

**Description:** Jim Parker will present on benchmark testing in his district, Paramount USD – its goals, uses, and limitations. Mark Moulton will present a multi-dimensional scaling methodology, the “Benchmark Scaling Solution” developed by Educational Data Systems, which computes growth measures and CST-aligned scale scores from non-equated benchmark data. A technical description will be followed by results achieved using Paramount benchmark data from Grades 2 through 8, including a discussion of predictor CAHSEE scores. Emphasis is placed on the importance of being able to apply scaling techniques to locally developed tests.

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**School Characteristic Predictors of California High School Exit Examination (CAHSEE) Passing Rate**
12/5/08 ■ 10:15–11:45 am ■ Salon A

**Formative / Summative Assessment**

**Presenter(s):** Dr. Ying Jiang
Dr. Christopher Quinn

**Description:** This session focuses on and discusses school characteristic predictors of the California High School Exit Examination (CAHSEE). A study is presented with other studies dealing with similar topics, such accountability and assessment.

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**Variables that Impact 8th Graders’ Algebra Achievement**
12/5/08 ■ 10:15–11:45 am ■ Salon A

**Formative / Summative Assessment**

**Presenter(s):** Jane Liang
Dr. Shuqin Guo

**Description:** This session will report current research findings on 8th graders learning algebra. The session will discuss a study of the data set of the California Standards Tests (CSTs) for 2006 and 2007 administrations to determine which variables might have played roles that affect students’ success in learning algebra. The session will use a PowerPoint presentation, followed by a question and answer open floor discussion.

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**Building and Sustaining Teacher Leader Professional Development Networks Between Multiple School Districts**
12/5/08 ■ 10:15–11:45 am ■ Salon B

**Preparation & Professional Development**

**Presenter(s):** Silvia Swigert
Dr. Theresa Shanahan

**Description:** This session focuses on the development of a regional collaboration of teacher leaders delivering professional development across three school districts in connection with a National Science Foundation (NSF) Math and Science Partnership grant. The session explains how it is traced over the first five years from the perspective of the university partner who developed the five cohorts of teacher leaders, who came to be known...
as the Teacher Leader Cadre. The session provides results of a follow-up study of a sample of teacher leaders from the Cadre that confirms the value of cross-district teacher networks in improving participating teacher outcomes as well as outcomes at the teachers’ “home” schools.

Using Data To Support Professional Learning Communities 12/5/08 10:15–11:45 am Salon B

Preparation & Professional Development

Presenter(s): Amy Malen
Kevin Smith

Description: This session discusses Oakland Unified School District's support of Professional Learning Communities (PLCs) at all levels using a comprehensive assessment system and districtwide access to timely relevant data through a variety of tools: a District Data Warehouse, our Edusoft Assessment and Reporting system, and an online intranet tool of report dissemination. The session explains how Oakland sees the principals and School Network Leaders regularly leading data discovery groups, searching for ways to close the student achievement gap in our community. This 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.

Professional Learning Community and High Stakes Accountability: When Bad Things Happen to Good Schools 12/5/08 10:15–11:45 am Salon B

Preparation & Professional Development

Presenter(s): Maureen Bradford

Description: This session introduces the idea that as Annual Measurable Objectives begin their upward march, even relatively high performing schools are soon to be caught in the net of Program Improvement sanctions. The question of how the threat of Program Improvement impacts the collective efficacy of teachers working at these schools is addressed. This session presents three case studies of relatively high performing elementary schools. The presentation will focus on each school’s established culture for teacher collaboration, and the idea that schools represent a continuum of development for professional learning community and each is positioned differently in terms of risk for Program Improvement. A cross-case analysis provides implications for policy and practice.

Course-taking Patterns and Preparation for Post-secondary Education in California’s Public University Systems Among Minority Youth 12/5/08 10:15–11:45 am Salon C

Policy Analysis & Accountability

Presenter(s): Tony Fong
Dr. Neal Finkelstein

Description: This session is a paper presentation in which researchers from the Regional Education Laboratory - West (REL-West) will describe a report they have recently published through the Institute of Education Sciences at the US Department of Education. The researchers will provide information about an important student data set that has been designed to assist students, parents, and administrators track the academic progress of students in California high schools. The researchers will also discuss how transcripts (which simply contain raw data such as courses taken and grades received) can be analyzed to provide rich information on the trajectory of student achievement throughout high school.

The Re-enrollment of High School Dropouts in One Large, Urban School District 12/5/08 10:15–11:45 am Salon C

Policy Analysis & Accountability

Presenter(s): BethAnn Berliner
Vanessa Barrat

Description: This session presents a 2008 study that describes the dropout events, re-enrollment status, and graduation outcomes of the 2001/02 cohort of first-time ninth graders enrolled in SBCUSD. Using a district dataset with linked longitudinal student-level data, this study follows the cohort for five years, and describes the magnitude, characteristics and outcomes of re-enrollees. This session reports on the factors
associated with dropping out and re-enrolling and re-enrollment rates by various characteristics. It compares the course completion and credit accumulation of re-enrollees and permanent dropouts. Lastly, it reports the practical challenges and disincentives districts experience re-enrolling dropouts.

Using Assessment Results Formatively to Guide Instructional Decision-Making and Accelerate Student Learning
12/5/08 • 10:15–11:45 am • Salon E

Presenter(s): Robert Anderson
Description: In this session, Mr. Anderson will discuss the changes that districts and schools must undertake to effectively implement a system-wide formative assessment system and to accelerate student learning. Discussion topics will include district-wide systems of support, changes in classroom instruction, and criteria for powerful interventions, both inside and outside of the core classroom.

Monitoring the Academic Progress of Individual Students throughout the School Year: Why, When, and How?
12/5/08 • 10:15–11:45 am • Salon E

Presenter(s): Robert Anderson
Description: Mr. Anderson 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.

Same District, Different Results: An Investigation of Disparate English Language Development (ELD) Outcomes at Matched Urban Schools
12/5/08 • 10:15–11:45 am • Salon F

Program Evaluation
Presenter(s): Shani Keller
Adolfo Melara
Description: This session will discuss an evaluation of English Language Development (ELD) in an urban district consisting of a comparison of six schools that made Annual Measurable Achievement Objectives (AMAO) 1 for two consecutive years with six similar schools that fell short of AMAO 1 for two consecutive years. Research activities to be discussed include focus group interviews, classroom observations, document compliance reviews, analysis of the California English Language Development Test (CELDT) data, and analysis of teacher utilization of opportunities for professional development in ELD. Presenters will discuss the implication of research findings on site and district policy, as well as lessons learned from the research process.

A Multi-Dimensional Assessment of School Success: A New Lens for Understanding School Improvement and Success
12/5/08 • 10:15–11:45 am • Salon F

Program Evaluation
Presenter(s): Dr. Michael Corrigan
Dr. Doug Grove
Dr. Phil Vincent
Description: 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. This session will provide a brief overview of how schools and districts can engage in a Multi-Dimensional Assessment of school success.

Research-Based Information Needs of California Educators
12/5/08 ■ 10:15–11:45 am ■ Salon G

Policy Analysis & Accountability

Presenter(s): Kenwyn Derby

Description: This session explains how the Regional Educational Laboratory West (REL West) at WestEd conducts ongoing needs analysis to inform its research agenda and be able to directly respond to requests from the field for evidence on which to make decisions. While REL West’s needs analysis efforts include other researchers and state-level policymakers, this session focuses on a 2008 survey they conducted of local educators, including site, district, and county administrators. Explanations of how this survey research can inform further research, as well as help guide support to schools and districts in their efforts to raise student achievement will be provided.

“Assessment Inventory: What’s In Your Classrooms?”
12/5/08 ■ 10:15–11:45 am ■ Salon G

Policy Analysis & Accountability

Presenter(s): Mary Tribbey

Description: This session describes how the Region 2 DAIT pilot team engaged teachers in an easy 30-minute activity designed to document formal and informal assessment—and whether the results were used to improve instruction—at each grade level and in each content area across the district. We will share the tools used to collect and analyze the results of the inventory, and discuss the adaptation of the inventory process to document key curricular programs and instructional strategies being used by teachers at another district.

Chinese School Administrators’ Perceptions of Current Educational Reform in China Today
12/5/08 ■ 10:15–11:45 am ■ Salon G

Policy Analysis & Accountability

Presenter(s): Dr. Gregory Kaiser
Dr. Jenny Yau
Dr. Christopher Quinn

Description: The session will include a PowerPoint presentation, handouts, and an opportunity for questions and answers about the perceptions that Chinese school administrators have of current educational reform in China today.

Improve Your Skills in Communicating Education Research
12/5/08 ■ 10:15–11:45 am ■ Salon H

Data Analysis

Presenter(s): Dr. Ronald Dietel
Mark Kerr

Description: This session discusses the need to communicate educational research to public audiences through writing and/or speaking. The session provides more insight into communicating educational research than what is generally provided as a part of graduate studies or professional development. The session will help researchers and those who communicate research to identify audience informational needs, to communicate effectively and accurately with the media, to use the “666 rule” and other strategies to improve presentations, to avoid the ten most common mistakes that researchers often make during presentations, and to write an article that gets published.
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