Bridging Research, Policy, and Practice: Opportunities and Obstacles

Keynote Speakers:

David Conley, University of Oregon
“College and Career Readiness”

Ed Haertel, Stanford University
“Problems with the Use of Student Test Scores to Evaluate Teachers”

Deb Sigman, California Department of Education
“Transitioning to the Future: Common Core State Standards, New Assessments, and ESEA Reauthorization”
President’s Letter

Bridging Research, Policy, and Practice: Opportunities and Obstacles

Dear CERA Members,

On behalf of your California Educational Research Association (CERA) Board members, welcome to the 90th annual CERA conference at the family friendly Disneyland Hotel in Anaheim, California. We are excited that you are here with us, and we hope that you will find the conference informative, have a chance to interact with old friends, and develop new professional relationships.

This year’s conference theme is “Bridging Research, Policy, and Practice: Opportunities and Obstacles.” The research findings and policy issues presented at this conference are relevant to all professionals engaged in today’s educational milieu. Dr. Ed Haertel, Jacks Family Professor of Education and Associate Dean for Faculty Affairs at Stanford University, will speak to the “Problems with the Use of Student Test Scores to Evaluate Teachers.” Deb Sigman, Deputy Superintendent, California Department of Education, will discuss California’s efforts with implementing California’s Common Core State Standards (CCSS) and the future of CCSS related assessments. Dr. David Conley, Professor of Educational Policy and Leadership in the College of Education at the University of Oregon, will address College and Career Readiness issues. Conference attendees are offered five practical pre-conference sessions and 99 breakout sessions that help us “bridge” the gaps among research findings, policy issues, and effective educational practices.

In addition to our pre-conference sessions, keynote addresses, and breakout presentations, we are truly honored to have California State Superintendent of Public Instruction, Tom Torlakson introduce Dr. Linda Darling-Hammond, Charles E. Ducommun Professor of Education at Stanford University, for her CERA Lifetime Achievement Award.

This conference would not be possible without the wonderful support CERA receives from our generous sponsors and exhibitors. Please take a few minutes to visit our exhibitors and to become familiar with their products and services.

Please join us for the President’s Reception on Thursday, December 1st, from 5:45 to 7:30 pm in the Sleeping Beauty Pavilion located across the hall from the exhibit area. We’ll have a special Disney character visiting as we network together so you may wish to bring your camera!

Sincerely,
Roger F. Yoho, Ph.D.
2011 CERA President
<table>
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<td>Arthur M. Cohen</td>
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<td>Paula Carroll</td>
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<td>Charles E. Woodson</td>
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2011 CERA Board Members

Executive Officers

Roger F. Yoho, President
Corona-Norco Unified School District

Eric W. Crane, Vice President
WestEd

Wendell Callahan, Secretary
San Diego County Office of Education

Phil Morse, Treasurer
Consultant, Past President

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California State University, Dominguez Hills

Donna O’Neil
San Juan Unified School District

Rachel L. Perry
California Department of Education

Phillip Young
University of California Educational Research Center, UC Davis

Graduate Student Representative
Rebecca Luskin
University of California, Los Angeles
Public Communications 101: Write, Present, and Use Social Media to Share Your Research with Everyone — Monorail A

This mini-course will help you enhance your presentation, writing, and social media skills to any audience. Two veteran communicators will guide you through the process of crafting a key message, selecting appropriate media tools, and conveying useful information to others. This is a “work” shop. Bring sample presentations and articles (press releases, listserv announcements, magazine articles, etc) of your choice for a hands-on learning experience. We will also help you set up a simple blog that can be the basis for social media and storing content. Laptops or tablets are a virtual must. Please visit this workshop’s website at https://communicateresearch.wordpress.com/.

Presenters:

Ron Dietel is the Assistant Director for Research Use and Communications at UCLA’s National Center for Research on Evaluation, Standards, and Student Testing (CRESST). He is the author of the recently published book, “The Perfect Test,” and the article, “Testing to the Top” in the May issue of Kappan magazine. ron@ucla.edu. He and Barbara McKenna (below) recently presented a similar mini-course at the 2011 AERA meeting in New Orleans.

Barbara McKenna is the Communications Director for the Stanford Center for Opportunity Policy in Education (SCOPE). A former Washington Post reporter, she previously directed communications for the national Center for Research on Education, Diversity & Excellence (CREDE). She also worked as a public information officer at the University of California, Santa Cruz. She is also a web and graphic designer.

Best Practices for Test Coordinators — Monorail B

This popular workshop covers the logistical issues related to testing (not the policy issues that are the responsibility of the California Department of Education) and will focus on streamlining a test coordinator’s myriad responsibilities. Specifically, the workshop will present techniques for planning and organizing aspects common to state assessments such as (1) developing a schedule of tests, (2) managing test materials, (3) training site coordinators, (4) completion of required forms, (5) handling returned data, (6) 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 contractor’s pre & post-test workshops.

Presenters:

Kelle Nelson, Assessment Coordinator, Yuba City Unified School District
Richard Critchfield, Research Specialist, San Juan Unified School District

Basics of Program Evaluation — Monorail C

The evaluation component of this session is intended for K–12 assessment/research and evaluation coordinators and other related district personnel who have had limited academic and practical experience with program evaluation. An overview of evaluation and how it relates to educational research in general will be covered. Formative and summative evaluation components will be defined along with related notions of process and outcome evaluation. Key concepts covered will include: 1) composing research questions; 2) identifying comparison groups; 3) commonly used evaluation designs; 4) selecting the appropriate statistical analysis methods; 5) controlling variables; 6) determining adequate sample size; 7) how to use CST and district benchmark results in the evaluation; and (8) options to consider inclusion of qualitative elements. Key components of the effective use of test scores part of the workshop include: 1) review of appropriate and inappropriate test score comparison (CST, CAHSEE, CELDT, district benchmarks); 2) examples of exemplary Board reporting of test results and API/AYP; and 3) other high school indicators (e.g., dropouts, SAT/ACT, graduation rates, UC a-g.).
Presenters:

**Thomas Barrett**, Educational Consultant and former Director of Educational Accountability for Riverside USD, and Director of Assessment for Riverside COE

**Paul Tuss**, Program Manager, Center for Student Assessment and Program Accountability, Sacramento COE, Regional Assessment Network (RAN) representative, Region 9

**Nazanin Zargarpour**, Executive Director, Institute at Indian Hill, School of Educational Studies, Claremont Graduate University, and former Program Administrator in Research and Assessment, Pomona Unified School District

**How Clean is Your Data OR How Data Determines AYP/API/AMAO Results — Castle A**

Accountability report results are as much about accurate demographic and testing condition data as they are about test results. Districts have several different ways to ensure the accuracy of the demographic data that impacts AYP/API/AMAO. However, erroneous data continues to sabotage the efforts of districts to raise their state and federal reporting results. In this workshop we will explore various aspects of the data issue including:

- Which data are important?
- What data drives which reports?
- What are some of the more common data errors?
- What can be done to ensure that the data are accurate?
- What does the CDE do with bad data when generating the AYP/API/AMAO?

This workshop is designed for all people who have an interest in ensuring the accuracy of their district data. This includes the people who are in charge of collecting, reviewing, and submitting the data, and those who are held responsible for the AYP/API/AMAO results.

Presenters:

**Wes Scott**, Director of Accountability, Key Data Systems.

**Connecting Research and Practice to Develop Effective Grant Proposals — Castle C**

Grants begin and end with research. This hands-on mini-course will provide participants with an opportunity to develop a funding proposal around their area of research. Participants will explore using data to identify areas of need, develop strategies to address those needs, and design evaluation plans that are achievable at a school level. Additionally, we will discuss facilitation skills to work with districts to address the zones of wishful thinking that connect theory to practice and create effective programs. By the end of this course participants will have a proposal template that can be used to seek funding. Laptops or tablets and your current research are a must.

Presenters:

**Nina Mancina** has twelve years of experience as a consultant and grant writer with school districts and county offices of education. She currently works for San Juan USD as a grant writer and strategic plan facilitator.
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Keynote Speakers

2011 California Educational Research Association Conference
Thursday, December 1, 2011, 8:15 – 10:00 am
Disneyland Hotel, Anaheim, California
Magic Kingdom Ballroom 2 & 3

Breakfast Keynote Address

Problems with the Use of Student Test Scores to Evaluate Teachers

Dr. Ed Haertel
(Ph.D., 1980, University of Chicago) is a Jacks Family Professor of Education and Associate Dean for Faculty Affairs at Stanford University, where he has been a faculty member since 1980.

Speaker

Haertel is an expert in educational testing and assessment. His research centers on policy uses of achievement test data; the measurement of school learning; statistical issues in testing and accountability systems; and the impact of testing on curriculum and instruction. He has been closely involved in the creation and maintenance of California’s school accountability system, and has served on advisory committees for other states and for testing companies. In addition to technical issues in designing accountability systems and quantifying their precision, Haertel is concerned with validity arguments for high-stakes testing, the logic and implementation of standard-setting methods, and comparisons of trends on different tests and in different reporting metrics.

Haertel has served as president of the National Council on Measurement in Education (1998–99), as a member of the National Assessment Governing Board (1997–2003), and as a member of the joint committee for 1999 edition of the Standards for Educational and Psychological Testing (1994–1999). He was a Fellow at the Center for Advanced Study in the Behavioral Sciences (1994–95) and is a Fellow of the American Psychological Association and a member of the National Academy of Education.
2011 California Educational Research Association Conference
Thursday, December 1, 2011, 12:00 – 2:00 pm
Disneyland Hotel, Anaheim, California
Magic Kingdom Ballroom 2 & 3

Lunch Keynote Address

Transitioning to the Future: Common Core State Standards, New Assessments, and ESEA Reauthorization

Deborah Sigman
Deputy Superintendent,
California Department of Education

Speaker
Deborah (Deb) Sigman is the Deputy Superintendent of the District, School & Innovation Support Branch, which promotes improved student achievement. Programs include teacher support, student assessment, support for English learners and migrant students, standards and curriculum, instructional resources, early childhood programs, intervention, federally funded educational programs, state and federal accountability, high school and middle school initiatives, adult learning, and career technical education.

Sigman has over 30 years of experience in assessment and accountability in the kindergarten through grade twelve (K-12) California public school system. She served as California’s state testing director for the California Department of Education (CDE) from January 2004 to May 2008.

Prior to joining the CDE, Sigman was the Administrator of Assessment, Research and Evaluation for the Sacramento City Unified School District and a Program Administrator for the Elk Grove Unified School District, where her primary responsibilities were developing district-level assessments and training teachers in the interpretation and use of assessment data. Sigman holds degrees in psychology and counseling and is trained as a school psychologist.
Breakfast Keynote Address

College and Career Readiness

Dr. David Conley
Professor of Educational Policy and Leadership
College of Education, University of Oregon

Speaker

Dr. David T. Conley is Professor of Educational Policy and Leadership in the College of Education, University of Oregon. He is the founder and director of the Center for Educational Policy Research (CEPR) at the University of Oregon, and founder and chief executive officer of the Educational Policy Improvement Center, a 501(c)3 not-for-profit educational research organization.

Dr. Conley conducts research on issues related to college readiness, college and high school course content analysis, high school-college alignment and transition, and large-scale diagnosis and assessment of college readiness. His findings have been published in numerous journal articles, technical reports, conference papers, book chapters, and books, including Who Governs Our Schools? (2003) and College Knowledge (2005). Dr. Conley’s most recent book, College and Career Ready (2010), which features case profiles of America’s most college-ready high schools, informs policy-makers, administrators, teachers, parents, and students how they can develop a culture rooted in postsecondary success.

Dr. Conley serves on numerous technical and advisory panels, consults with educational agencies nationally and internationally, and is a frequent speaker at national and regional meetings of education professionals and policymakers. He received a BA with honors in Social Sciences from the University of California, Berkeley and earned his master’s and doctoral degrees at the University of Colorado, Boulder.
Linda Darling-Hammond is a Charles E. Ducommun Professor of Education at Stanford University where she has launched the Stanford Center for Opportunity Policy in Education and the School Redesign Network and served as faculty sponsor for the Stanford Teacher Education Program. She is a former president of the American Educational Research Association and member of the National Academy of Education. Her research, teaching, and policy work focus on issues of school reform, teacher quality and educational equity. From 1994–2001, she served as executive director of the National Commission on Teaching and America’s Future, a blue-ribbon panel whose 1996 report, What Matters Most: Teaching for America’s Future, led to sweeping policy changes affecting teaching in the United States. In 2006, this report was named one of the most influential affecting U.S. education and Darling-Hammond was named one of the nation’s ten most influential people affecting educational policy over the last decade. In 2008–09, she headed President Barack Obama’s education policy transition team.

Among Darling-Hammond’s more than 300 publications are The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future (Teachers College Press, 2010); Powerful Teacher Education: Lessons from Exemplary Programs (Jossey-Bass, 2006); Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do (with John Bransford; Jossey-Bass, 2005), winner of the AACTE Pomeroy Award; Teaching as the Learning Profession (co-edited with Gary Sykes; Jossey-Bass, 1999), which received the National Staff Development Council’s Outstanding Book Award for 2000; and The Right to Learn (Jossey-Bass, 1997), recipient of the American Educational Research Association’s Outstanding Book Award for 1998. Among recent recognitions, she is recipient of the 2011 Brock International Prize in Education and the 2009 McGraw Hill Prize for Innovation in Education.
Lifetime Achievement Award

The following general guidelines are used in determining the nominees and the honorees for the California Educational Research Association (CERA) Lifetime Achievement Award.

**Selection Criteria**

**Primary Considerations:**
- Outstanding Work in Educational Research. This work may include:
  - conducting educational research studies, or
  - administering programs that affect educational research (for example, but not limited to, assessment, accountability, or evaluation programs at the state or in some other organizations), or
  - teaching to prepare educational researchers for the future, or
  - conducting policy research that affects educational research.
- Some of the work was conducted in California.

**Secondary Considerations:**
- The work should be of high quality for a substantial period of time.
- The work has enriched the work of the CERA members in some way.
- The honoree has had a long career in education.
- The honoree spent his/her career in pre-K or K–12 public or private education, in postsecondary education, in a state or regional agency, a non-profit agency, a private corporation working in education, or in any working capacity serving education (the award is not limited to someone working in one or more of only a few spheres in education—any sphere of work in the field of education is acceptable). Award.

**Past Lifetime Achievement Award Recipients**

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<td>Jim Popham</td>
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<td>Richard Shavelson</td>
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<td>Eva Baker</td>
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<td>Bill Padia</td>
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<td>Alex Law</td>
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<td>Jeannie Oakes</td>
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<td>2000</td>
<td>John Martois</td>
<td>2007</td>
<td>Edward Haertel</td>
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<td>Tej Pandy</td>
<td>2008</td>
<td>Jamal Abedi</td>
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<td>2002</td>
<td>Ted Bartell</td>
<td>2009</td>
<td>Wendy M. Yen</td>
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<td>2003</td>
<td>Dale Carlson</td>
<td>2010</td>
<td>Pat McCabe</td>
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Outstanding Paper Award Winners

Authors of original, unpublished articles are cordially invited to submit their papers for consideration as the California Educational Research Association’s (CERA) “Outstanding Paper Award.” As a state affiliate organization, CERA has one automatic paper presentation opening at the 2012 American Educational Research Association (AERA) Annual Convention and Exhibition to be held in April 2012 in Vancouver, British Columbia, Canada. CERA selects its “Outstanding Paper Award” using a competitive award process.

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<td>2011</td>
<td>“Impact of Kindergarten Entrance Age on Academic Achievement: A Longitudinal Study”</td>
<td>Sara M. Najarro</td>
<td>Stanton Elementary School, Glendora Unified School District</td>
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<td>2010</td>
<td>“Factors Associated with Academic Achievement of Academically Talented Students: A Comparison of Four Ethnic Groups”</td>
<td>Hae Seong Park, Ph.D.</td>
<td>Azusa Pacific University</td>
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<td>2009</td>
<td>“The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California”</td>
<td>Blessing Tendai Mupanduki</td>
<td>Azusa Pacific University</td>
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<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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<td>2003</td>
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<td>2003</td>
<td>“An Evaluation of the Effectiveness of Internship Programs”</td>
<td>Paul Thomas, Steve Newton</td>
<td>Los Angeles Unified School District</td>
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<td>2003</td>
<td>and</td>
<td>Judith Cantrell, Sharon Brown-Welty</td>
<td>Chapman Univ., CSU, Fresno</td>
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## Pre-Conference  Wednesday, November 30, 2011

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<td>2:30 – 3:00 pm</td>
<td>Business Meeting</td>
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<td>3:30 – 6:00 pm</td>
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<td>Breakout Rooms</td>
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## Day One  Thursday, December 1, 2011

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<td>Outside Sleeping Beauty Pavilion</td>
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<td>Exhibits Hall Open</td>
<td>Magic Kingdom Ballroom 1 &amp; 4</td>
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<td>8:15 – 10:00 am</td>
<td>Plated Breakfast</td>
<td>Magic Kingdom Ballroom 2 &amp; 3</td>
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<td>Ed Haertel Keynote Address</td>
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<td>Outstanding Paper Award</td>
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<td>10:00 – 10:15 am</td>
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<td>10:15 – 11:45 am</td>
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<td>12:00 – 2:00 pm</td>
<td>Plated Lunch</td>
<td>Magic Kingdom Ballroom 2 &amp; 3</td>
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<td>CERA Election</td>
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<td>5:45 – 7:15 pm</td>
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## Day Two  Friday, December 2, 2011

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<tr>
<th>Time</th>
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<tr>
<td>7:15 am – 12:00 pm</td>
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<td>Outside Sleeping Beauty Pavilion</td>
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<td>7:30 am – 12:00 pm</td>
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<tr>
<td>8:15 – 10:00 am</td>
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<td>David Conley Keynote Address</td>
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<td>CERA Election Results Announced</td>
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<td>10:00 – 10:15 am</td>
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<td>10:15 – 11:45 am</td>
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<td>Linda Darling-Hammond</td>
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<td>2011 CERA Lifetime Achievement Award</td>
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Conference Schedule

**Pre-Conference**  
**Wednesday, November 30, 2011 — 2:30 to 6:00 pm**

2:30 – 6:00 pm  Registration Open — Outside Sleeping Beauty Pavilion
2:30 – 3:00 pm  Business Meeting — Castle B
3:30 – 6:00 pm  Pre-Conference Sessions — Breakout Rooms

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<td>3:30 – 6:00 pm</td>
<td>Pre-Conference Sessions — Breakout Rooms</td>
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**Public Communications 101: Write, Present, and Use Social Media to Share Your Research with Everyone**  
Ron Dietel & Barbara McKenna — Monorail A

**Best Practices for Test Coordinators**  
Kelle Nelson & Richard Critchfield — Monorail B

**Basics of Program Evaluation**  
Thomas Barrett, Paul Tuss & Nazanin Zargarpour — Monorail C

**How Clean is Your Data OR How Data Determines AYP/API/AMAO Results**  
Wes Scott — Castle A

**Connecting Research and Practice to Develop Effective Grant Proposals**  
Nina Mancina — Castle C

**Day One**  
**Thursday, December 1, 2011 — 7:15 am to 7:15 pm**

7:15 am – 5:15 pm  Registration — Outside Sleeping Beauty Pavilion
7:30 am – 5:15 pm  Exhibits Hall Open — Magic Kingdom Ballroom 1 & 4
8:15 – 10:00 am  Breakfast & Keynote Address & Outstanding Paper Award — Magic Kingdom Ballroom 2 & 3

**Keynote Speaker — Ed Haertel**  
Professor, Stanford University

“Problems with the Use of Student Test Scores to Evaluate Teachers”

10:00 – 10:15 am  Transition Time
10:15 – 11:45 am  Breakout Session 1

**Use of Research Findings**  
Conni Campbell  
Effective Grading Practices in K–12 Classrooms

Melissa Neuburger  
Pre-K Data — A Springboard for Decision Making

Teacher Effectiveness

Rena Gibbs  
Utilizing Effective Professional Development Practices to Impact the Instructional Practices of Elementary School Teachers

**School Organization and Leadership**  
Phil Young  
Leveling the Playing Field with Adjusted API Scores for Merit Pay Decisions

Mike McCormick  
Value-Added Educator Evaluation Project (VEEP) at Val Verde Unified School District

Daniel Lewis  
Using Student Growth as a Component of Educator Evaluation

**Considerations for Special Populations**  
Sarai Koo  
Examining the Impact on Asian-American High School Students in Predominately Asian and Latino Communities

Elizabeth Robitaille  
Effective Strategies for Educating African-American Students

Shyrea Roberson  
Viewing Continuation Schools through Critical Race Theory: The Perceptions African-American Students Have About Them

**School Improvement**  
Dawn Berlin  
“Start Making Sense”: Stakeholder Perceptions of the Federal Government’s Role in Education Reform

Shanti Molina  
The Impact of Schools and School Reform on The Achievement Gap

**Common School and Classroom Assessments**  
Barbara Richardson  
Creating Districtwide Instructional Alignment

Thomas Barrett  
Effective Use of Benchmark Test and Item Statistics and Considerations When Setting Performance Levels

Alicia Henderson  
Local Interim Assessments that Benchmark and Measure Growth

**Considerations for Special Populations**  
Nathan Pellegrin  
Ready to Succeed: Linking Educational Outcomes and Foster Youth Data For California

Shani Keller  
High Risk, High Reward: Supporting Perseverance and Achievement of At-Risk Matriculates at UC Merced

Nazanin Zargarpour  
Effective Early Childhood Education: A Dual Approach with Mother and Child
## Conference Schedule

### Day One  Thursday, December 1, 2011 — continued

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<tr>
<th>Considerations for Special Populations</th>
<th>Monorail B</th>
<th>School Organization and Leadership</th>
<th>Monorail C</th>
<th>School Improvement</th>
<th>Wilderness</th>
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<td>Linda Corbin</td>
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<td>Keni B. Cox</td>
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<td>Michelle Le Patner</td>
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<td>Living Behind the Mask: The High School Experiences of Gay Males and Lesbians</td>
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<td>Administrative Candidates’ Pre-Post Fieldwork Assessment of Competency: Implications for School Leaders</td>
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<td>Strategies for Exiting Program Improvement: A Case Study</td>
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<td>Jaymi Abusham</td>
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<td>April Clay</td>
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<td>Developing Efficacy in School Leaders</td>
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<td>District Response to Program Improvement Accountability Sanctions and Technical Assistance in California</td>
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<td>Jessica Rigby</td>
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<td>Sara Najarro</td>
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<td>Ayanna Ibrahim-Balogun</td>
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<td>Grot Project: Using Evidence to Support Leadership Growth for Veteran School Leaders</td>
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<td>Impact of Kindergarten Entrance Age on Academic Achievement: A Longitudinal Study</td>
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<th>Sleeping Beauty Pavilion</th>
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<tr>
<td>Matthew Rosin</td>
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<td>Jason Willoughby (Vendor Presentation)</td>
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<tr>
<td>Preparation, Placement, Proficiency: Clarifying the Challenge of Grade 8 Algebra I Placement in California</td>
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<td>Solutions for Comprehensive Data Analysis: Student Achievement Data, Implementation Data, and Student Work Data</td>
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<td>Mike Mitchell (Vendor Presentation)</td>
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<td>The Emerging Consensus on “Next Generation” Assessment Systems</td>
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**Breakout Session 1**

**11:45 am – 12:00 pm** Transition Time

**12:00 – 2:00 pm** Lunch & Keynote Address & CERA Election — Magic Kingdom Ballroom 2 & 3

**Keynote Speaker — Deb Sigman**
Deputy Superintendent, California Department of Education

“Transitioning to the Future: Common Core State Standards, New Assessments, and ESEA Reauthorization”

**2:00 – 2:15 pm** Transition Time

**2:15 – 3:45 pm** Breakout Session 2

<table>
<thead>
<tr>
<th>Teacher Effectiveness</th>
<th>Castle A</th>
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<th>Considerations for Special Populations</th>
<th>Castle C</th>
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<tr>
<td>Corey McKenna</td>
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<td>John Schacter</td>
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<td>Kate Esposito</td>
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<td>There’s an App for That: The Effectiveness of iPads as Learning Tools in Elementary Classrooms</td>
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<td>Measuring Student &amp; Teacher Learning Growth with Student Growth Percentiles</td>
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<td>Are IEP Summaries Helpful to General Educators?</td>
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<td><strong>Changing Paradigms of Instruction</strong></td>
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<td>Mahala Archer</td>
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<td>Sharen Linn Bertrando</td>
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<td>Terry Vendlinski</td>
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<td>A Multidimensional Performance Improvement System for Teachers: Development and Implementation</td>
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<td>Guaranteeing Access to the Common Core Standards for All Students</td>
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<td>Teaching Rational Number Addition Using Video Games: The Effects of Instructional Variation</td>
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<td>Theresa Westover</td>
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<td>Erin Roderick</td>
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<td><strong>Use of Research Findings</strong></td>
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<td>Measuring the Impact of Teacher Professional Development</td>
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<td>Perceptions of Supportive Leadership Behaviors of School Site Administrators for Secondary Special Education Teachers</td>
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</table>
### Day One  Thursday, December 1, 2011 — continued

#### School Improvement
- **Columbia**
  - **Rebecca Herman**
  - **Kerstin LeFloc’h**
    - Baseline Analyses of SIG Applications in California and Nationwide
  - **Joel Knudson**
    - Drawing on the Experiences of California Districts to Explore a Systemic Approach to School Turnaround

- **Mississippi**
  - **Brent Duckor**
    - Measuring Teachers’ Use of Formative Assessment: A Learning Progressions Approach
  - **Tracy Huebner**
    - Transforming Secondary English/Language Arts for All Students by Implementing Rigor Essential to College Readiness

- **Monorail A**
  - **Call Linfor**
    - Reconceptualizing Secondary English Instruction: A New Professional Development Model
  - **Nancy Brynelson**
    - Building a Bridge Between High School and College English that Doesn’t Collapse

#### Teacher Effectiveness
- **Monorail B**
  - **Brenda Garcia**
    - Improving Achievement in Algebra through Professional Learning Communities, Common Assessments, Lesson Design and Instructional Practices

- **Monorail C**
  - **Jenel Prenovost**
    - Applying Lessons Learned from Research and Evaluation: Successes and Challenges from California’s Largest Afterschool Provider

- **Wilderness**
  - **Anthony Tran**
    - Grade 9 Students and Graduation Rates
  - **Rebecca Cheung**
    - Effective Supports for Principals to Use Program Evaluation to Inform School Improvement
  - **Samantha Olivieri**
    - Setting New Standards of Minimum Academic Performance and Increasing Accountability for Charter Schools

#### School Organization and Leadership
- **Western**
  - **Tony Fong**
    - An Examination of Retirement Rate Patterns Among California Educators
  - **Matthew Witmer**
    - A Better Way to Prepare Educational Leaders: LEA/IHE Partnerships for Principal Credentialing

- **Sleeping Beauty Pavilion**
  - **Genevieve Olvera (Vendor Presentation)**
    - Into the Future: Measuring Language Proficiency in an Online Environment
  - **Jenny Rankin (Vendor Presentation)**
    - Data Analysis Doesn’t Have to Be So Hard

- **Graduate Study Poster Session**
  - Jessica Tunney, Cathery Yeh, M. Felicity Rogers-Chapman, Huy Chung, Arena Chang, Evette Baiocco Callahan

#### 3:45 – 4:00 pm Transition Time

#### 4:00 – 5:30 pm Day 1, Breakout Session 3

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<tr>
<th>Changing Paradigms of Instruction</th>
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<td><strong>Alicia Henderson</strong></td>
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<td>Improving Middle School Math Instruction: Formative Assessment, Professional Development and Big Ideas</td>
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<td>Supporting Special Education Teachers During Induction: Using Multiple Data Sources to Assess a Mentoring Process</td>
<td>Effective Pedagogical Practices for Fragile Learners</td>
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<td><strong>Ying Jiang</strong></td>
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<td>Janette Jovel</td>
<td><strong>Eric Haas</strong></td>
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<td>Modeling Predictive Relationship of 8th Grade Mathematics Achievement for General and Hispanic Populations</td>
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<td>Investigating Pre-service Teacher Development to Learn from Teaching</td>
<td>Patterns of Progress of ELLs in Grades K through 7: A Longitudinal Analysis</td>
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<td><strong>Ying Jiang</strong></td>
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<td>Teacher Instruction Practices and Engagement Activities as Predictors of 8th Grade Science Achievement</td>
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<td>Connecting Learning Methods to Emerging Practice: A Study of Pre-service Teachers’ Math Instruction</td>
<td>Shifting Paradigms Meets Technology: What a Difference the Data Makes</td>
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### Day One  Thursday, December 1, 2011 — continued

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<td>The Impact of Diagnostic Testing</td>
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<td>Measuring College and Career Readiness</td>
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<td>Refined Formative Assessments and</td>
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<td>Tracking Students from High School to College with the Cal-PASS Data System</td>
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<td>Informing Teaching Through MDTP Test Results</td>
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<td>The Effects of a Scheduling Change on 9th Grade High School Performance on Biology Benchmark Exams and the California Standards Test</td>
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<tr>
<td>Pamela Christian</td>
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<td>Kris Corey (Vendor Presentation)</td>
<td>Using COMMON SENSE for Student Improvement: Common Essential Standards, Common Pacing of Instruction &amp; Common Formative Assessments</td>
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<td>Ethical Considerations for Educational Technology</td>
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<td>Shannon Coulter</td>
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<td>Professional Learning Communities and Student Achievement</td>
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### 5:45 – 7:15 pm  President’s Reception — Sleeping Beauty Pavilion

### Day Two  Friday, December 2, 2011 — 7:15 am to 2:00 pm

7:15 am – 12:00 pm  Registration Open — Outside Sleeping Beauty Pavilion
7:30 am – 12:00 pm  Exhibits Hall Open
8:15 –10:00 am  Breakfast & Keynote Address & CERA Election Results Announced— Magic Kingdom Ballroom 1 & 4

Keynote Speaker — David Conley, Professor of Educational Policy and Leadership College of Education, University of Oregon “College and Career Readiness”
## Day Two  Friday, December 2, 2011 — continued

### 10:00 – 10:15 am  Transition Time

### 10:15 – 11:45 am  Day 2, Breakout Session 4

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<td>Pamela McCabe</td>
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<td>School Culture and School Improvement: Exploring Students' Sense of School Connectedness and Participation to Achievement</td>
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<td>Special Education: Balancing Student Achievement with IDEA Compliance</td>
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<td>Data-driven Conversations with Special Education Teachers and Administrators to Improve Student Outcomes and State Accountability</td>
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<td>Adolescents' Skill-Building and Persistence in Youth Programs</td>
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<td>Stephanie Stewart Henry</td>
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<td>Orange County Principals' Use of Summative and Formative Assessment Data to Improve Academic Achievement</td>
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<td>Mette Huberman</td>
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<td>Turnaround Schools in California: Definition, Selection, and Reported Turnaround Strategies</td>
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<td>Understanding the California Physical Fitness Test (PFT) Dataquest Comparison Table</td>
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| **School Improvement**                |         |                                        |            |                                        |                          |
| **Kelly Powell (Vendor Presentation)** |         |                                        |            |                                        |                          |
| Building More Technically Sound Classroom and District Assessments |         |                                        |            |                                        |                          |

| **Holly Wehr (Vendor Presentation)** |         |                                        |            |                                        |                          |
| Unlock Your STAR Potential            |         |                                        |            |                                        |                          |

### 11:45 am – 12:00 pm  Transition Time

### 12:00–2:00 pm  Lunch & Lifetime Achievement Award — Magic Kindom Ballroom 2 & 3

2011 CERA Lifetime Achievement Award Recipient
Dr. Linda Darling-Hammond – Professor, Stanford University
Day One
Session 1

Effective Grading Practices in K–12 Classrooms
12/1/11 • 10:15–11:45 am • Castle A

Use of Research Findings

Presenter(s): Conni Campbell

Description: The research on grading practice over two decades is clear: grading practices are firmly held beliefs that are near and dear to the teaching professional, and neither scholarship nor common sense seems to have influenced individual teacher opinion or grading policies in many schools. The question is, what components are considered when an academic grade is recorded? This session will present historical research about grading practice, as well as current data from a sample of 250 teachers from 15 elementary, middle, and high schools across San Diego County.

Pre-K Data — A Springboard for Decision Making
12/1/11 • 10:15–11:45 am • Castle A

Use of Research Findings

Presenter(s): Melissa Neuburger

Description: This session reviews how the evaluation findings of 3 cohorts of Pre-K students over 4 years has driven the work of the district. Highlights include:

- advancing student achievement through early intervention
- the role Pre-K plays in closing the achievement gap
- identifying students for transitional kindergarten
- the effect of late birth dates on retention rates
- the role of early parent involvement in student attendance

Utilizing Effective Professional Development Practices to Impact the Instructional Practices of Elementary School Teachers
12/1/11 • 10:15–11:45 am • Castle A

Teacher Effectiveness

Presenter(s): Rena Gibbs
Amy Edmundson

Description: Participants will learn the results of a qualitative case study which examined the impact of professional development on elementary school teachers’ math instructional practices. The professional development was offered through a CaMSP grant entitled Collaboration for Leadership and Improvement in Math Education. Those who attend this session will gain a better understanding of: 1) what research states are essential components of professional development models; 2) which specific components of the professional development motivated teachers to change instructional practices; and 3) how to structure professional development in a manner that promotes change to instructional practices and increased teacher effectiveness.

Leveling the Playing Field with Adjusted API Scores for Merit Pay Decisions
12/1/11 • 10:15–11:45 am • Castle B

School Organization and Leadership

Presenter(s): Phil Young

Description: An examination of adjusted API scores for merit pay decisions of middle school principals. Adjusted API scores are based on variables beyond the control of principals yet influencing API scores.

Value-Added Educator Evaluation Project (VEEP) at Val Verde Unified School District
12/1/11 • 10:15–11:45 am • Castle B

Teacher Effectiveness

Presenter(s): Mike McCormick
Sandy Sanford
Pete Goldschmidt

Description: Val Verde Unified School District teachers and administrators have partnered to develop a teacher
and administrator evaluation system. This session will walk participants through the first nine months of that project. The staffs of four elementary and two middle schools are participating. The initial project orientation is to collaboratively build a system that combines student achievement, effective teaching strategies, observation, and opportunity-to-learn data in a value-added evaluation model. The primary purpose of the model is continuous improvement of instruction. Transparency, full-inclusion, and constructive feedback are a few of the guiding development principles.

Using Student Growth as a Component of Educator Evaluation

12/1/11 ■ 10:15–11:45 am ■ Castle B

Teacher Effectiveness

Presenter(s): Daniel Lewis

Description: The use of student growth as a component of educator evaluation is increasing due to federal and state accountability models. However, many factors affect the teacher effectiveness rating, including the weighting of student growth within the total effectiveness measure and the properties of the assessments used to measure student growth. The presenter will discuss how policy and assessment measurement properties interact with respect to the use of student growth within educator accountability.

Examining the Impact on Asian American High School Students in Predominately Asian and Latino Communities

12/1/11 ■ 10:15–11:45 am ■ Castle C

Considerations for Special Populations

Presenter(s): Sarai Koo

Description: The Asian culture is diverse and complex, yet they are homogenized into one ethnic category. What happens to students who believe that the model minority stereotypes are created by Asians and need to adhere to its stereotypes? This case study approach will help educators, counselors, social workers, and others understand the enormity and complexities that may not be as evident of the Asian culture to help their students excel in their prospective settings. Learn how Asians perceive themselves in different ethnic communities using a critical race theory framework. Learn strategies unique to Asian students to debunk myths and barriers.

Effective Strategies for Educating African-American Students

12/1/11 ■ 10:15–11:45 am ■ Castle C

Considerations for Special Populations

Presenter(s): Elizabeth Robitaille
Samantha Olivieri

Description: Closing achievement and opportunity gaps for our youth is the single greatest issue facing education today. Despite the successes of the Civil Rights movement, race-based gaps still exist for African American students. This presentation will discuss where and how charters are helping to close this achievement gap and the strategies that seem to matter most.

Viewing Continuation Schools Through Critical Race Theory: The Perceptions African-American Students Have About Them

12/1/11 ■ 10:15–11:45 am ■ Castle C

Considerations for Special Populations

Presenter(s): Shyrea Roberson
Ron Morgan

Description: Participants will be provided with information aimed at expanding their understanding of issues facing African-American students in K-12 education. These issues, explored through the CRT lens show how African-American students can be marginalized, often leading to higher dropout rates. Presenters will then facilitate a discussion of reasons why students that have been traditionally marginalized in K–12 education are often required to attend continuation schools. Participants will receive current information about today’s continuation school. Additionally, take-away information in the form of brochures and handouts related to CRT and its effective implementation in schools will be provided to participants.
“Start Making Sense”: Stakeholder Perceptions of the Federal Government’s Role in Education Reform

12/1/11 • 10:15–11:45 am • Columbia

School Improvement

Presenter(s): Dawn Berlin

Description: This session will present stakeholders’ (e.g., school administrators, teachers and parents) understanding of our government’s constitutional role in public education as well as their perceptions of current government practice (i.e., implementation of NCLB). Results of surveys and interviews documenting stakeholder perceptions of mismatch between the federal government’s de jure and de facto roles in education reform will be reviewed.

Group discussion will highlight the importance of engaging those directly affected by education reform as integral participants in reform creation and implementation. Ideas for increasing local participation in the reform process will be presented.

The Impact of Schools and School Reform on the Achievement Gap

12/1/11 • 10:15–11:45 am • Columbia

School Improvement

Presenter(s): Shanti Molina

Description: Come and explore with us an overview of schooling and school reform in America divided into seven historical periods that helped to create or ameliorate the achievement gap we are facing today. Come away with solid information—based on historical practices and policies—that can help you identify the types of school reform that works to close this achievement gap.

These seven periods are:
1) The National & Antebellum Period from the 1760’s to 1865: beginning with the American Revolution, ending with the Civil War.
2) The Common School Period from 1865 to the 1880’s.
3) The Progressive Period from the 1880’s to 1920.
4) Period of Isolationism from the 1920’s to World War II.
6) The Era of Liberal Curricular Reform from 1965 to 1980.
7) The Accountability Era from 1980 to the present.

Understanding our past and our present accurately will help us make effective decisions about how to proceed to empower educators and communities together to close the achievement gap.

Creating Districtwide Instructional Alignment

12/1/11 • 10:15–11:45 am • Mississippi

Common School and Classroom Assessments

Presenter(s): Barbara Richardson
Thomas Barrett

Description: Join us for an engaging session that outlines one district’s creation of a system of standards aligned benchmarks and formative assessments. San Bernardino City Unified School District built a comprehensive assessment system over the last two years and will share their successes, struggles and celebrations with CERA participants.

Effective Use of Benchmark Test and Item Statistics and Considerations When Setting Performance Levels

12/1/11 • 10:15–11:45 am • Mississippi

Common School and Classroom Assessments

Presenter(s): Thomas Barrett
Barbara Richardson

Description: This session will explore what should be expected from benchmarks in terms of test reliability and validity. Proper use of p-values and point-biserial statistics will be explained in the context of real examples. Defensible approaches to setting performance level cutoffs for benchmarks once they’ve been developed will be discussed.
Local Interim Assessments that Benchmark and Measure Growth
12/1/11 ■ 10:15–11:45 am ■ Mississippi

**Common School and Classroom Assessments**

**Presenter(s):** Alicia Henderson

**Description:** This session will present the local interim assessment system in a Program Improvement school district that has evolved to include both benchmarking and measures of growth.

The over-arching goals of this assessment system are to have a clear purpose for each assessment and ensure alignment with curriculum and instruction.

Over the course of three years, this assessment system has evolved from a compliance-driven system to a functionally-based system that informs instruction.

Challenges encountered in this revision process will be presented, as well highlights of data meetings that make use of the data.

High Risk, High Reward: Supporting Perseverance and Achievement of At-Risk Matriculates at UC Merced
12/1/11 ■ 10:15–11:45 am ■ Monorail A

**Considerations for Special Populations**

**Presenter(s):** Shani Keller
Dr. Anne Zanzucchi
Dr. Elizabeth Boretz

**Description:** Currently, 50% of UC Merced undergraduates represent the first generation in their family to attend college, with 86% of those demonstrating financial need. This session presents research on the impact of three UC Merced programs that collectively address the academic, social, and financial challenges of first-generation college-going students: a Summer Bridge program preceding freshman year, a textbook rental program, and a training program for graduate students to better facilitate learning among diverse student populations. Program administrators and evaluators will discuss observed impacts on students and lessons learned.

Ready to Succeed: Linking Educational Outcomes and Foster Youth Data For California
12/1/11 ■ 10:15–11:45 am ■ Monorail A

**Considerations for Special Populations**

**Presenter(s):** Nathan Pellegrin
Kristine Frerer
Lauren Sosenko

**Description:** Contextual information will be presented regarding what is known (and not known) about foster youth in California and the research that is necessary to address critical questions regarding this special population. We will then present legal and logistical frameworks that enabled this study to take place. Findings from the pilot analysis will be presented and participants invited to discuss.

Effective Early Childhood Education: A Dual Approach with Mother and Child
12/1/11 ■ 10:15–11:45 am ■ Monorail A

**Considerations for Special Populations**

**Presenter(s):** Nazanin Zargarpour
Julie Espinoza

**Description:** At Mothers’ Club, a unique dual approach to the parallel education of early learners and their mothers results in enviable gains of .5 to 1.6 effect sizes in student outcomes, ameliorating the educational gap traditionally associated with under-served, at-risk populations of children. An interactive presentation and discussion will provide information about the philosophy and strategies of the program and present the rich body of assessment tools and outcome data which substantiate the findings of the first phase of a three-phase study of the program. Participants will explore the application of successful program elements and strategies to pre-kindergarten and primary classrooms.
Living Behind the Mask: The High School Experiences of Gay Males and Lesbians
12/1/11 ■ 10:15–11:45 am ■ Monorail B

Considerations for Special Populations

Presenter(s): Linda Corbin
Philip Mirici, Ph.D.
Dale Rosine, Ed.D.

Description: Research findings will be shared from a phenomenological study of self-identified gay males and lesbians regarding their experiences of being high school students. Results consist of three categories of obstacles encountered and one category of desired opportunities. The significance of the study reveals the need for professional development, policy formulation, and inclusive school practices. All educators can benefit from understanding the needs of this vulnerable student group.

Am I Important? Creating Opportunities for Minority Students Through a Critical Race Theory lens by way of Culturally Relevant and Responsive Instruction
12/1/11 ■ 10:15–11:45 am ■ Monorail B

Changing Paradigms of Instruction

Presenter(s): April Clay

Description: The presentation will take place in four segments:

1) Presentation of research findings examining the K–16 education settings of minority students based on two empirical research studies conducted in 2010.

2) Presenters will provide participants with the theoretical framework of Critical Race Theory and Culturally Relevant and Responsive Instruction.

3) Presenters will engage participants in an activity that demonstrates student experiences and obstacles which minority students face.

4) Participants will be presented with instructional tools to combat the outcast phenomenon experienced by minority students and incorporate culturally relevant and responsive instructional practices.

Does Writing Matter to Inner City Students?: The Case for Culturally Relevant and Responsive Instruction and Writing Training for Teachers
12/1/11 ■ 10:15–11:45 am ■ Monorail B

Use of Research Findings

Presenter(s): Ayanna Ibrahim-Balogun

Description: This interactive session is designed to catapult empirical research and theory into practical application for educators in a K-16 environment as well as teacher education programs. It presents four mini-sections based on the presenter outcomes yet focused on presenter and participant discussion.

Administrative Candidates’ Pre-Post Fieldwork Assessment of Competency: Implications for School Leaders
12/1/11 ■ 10:15–11:45 am ■ Monorail C

School Organization and Leadership

Presenter(s): Keni B. Cox
Leigh Barton

Description: In this session, we present the pre and post assessment results of the Candidate Inventory of Leadership Competencies developed by California State University, Fullerton educational leadership faculty to assess the impact of field experiences among administrative candidates. We demonstrate how the six CPSELS were operationalized into specific activities that respond to the question: “What is it we want leaders to know and be able to do?” and we share preliminary results based on 82 matched cases. We suggest that findings have implications for both credential preparation programs and schools in search of effective leaders.

Developing Efficacy in School Leaders
12/1/11 ■ 10:15–11:45 am ■ Monorail C

School Organization and Leadership

Presenter(s): Jaymi Abusham

Description: This session will examine the relationship between self-efficacy and effective school leader preparation. The results of a study which demonstrated
a correlation between self-efficacy and school leadership readiness will be presented. Specific recommendations will be provided for efficacy-based training in university preliminary administrative credential programs. The research was also used to design a school district based leadership institute, and the curriculum for this program will be shared.

**Griot Project: Using Evidence to Support Leadership Growth for Veteran School Leaders**

**12/1/11 10:15–11:45 am • Monorail C**

**School Organization and Leadership**

**Presenter(s):** Jessica Rigby  
Rebecca Cheung  

**Description:** What does effective professional development for veteran school leaders look like? This session will describe how the Griot Project at UC Berkeley focuses on the professional development needs of veteran principals who graduated from the Principal Leadership Institute. The Project includes a process for how to collect evidence of leadership development at the site level. Participants will learn how the collection and analysis of leadership provided meaningful professional development.

**Strategies for Exiting Program Improvement: A Case Study**

**12/1/11 10:15–11:45 am • Wilderness**

**School Improvement**

**Presenter(s):** Michelle Le Patner  
Emily Wolk  

**Description:** In this session, participants will learn about how Santa Ana Unified School District initiated data protocols for teachers, administrators, and students which supported schools in improving student achievement, state accountability results, and resulted in schools exiting Program Improvement. This session will provide an overview of district and school data, the templates used for data analysis protocols, and goal setting with administrators, teachers, and students. State and local data were utilized and an action-oriented protocol was developed to promote the in-depth examination of school and student-level data. From this process, teachers, administrators, and students were better able to set goals, and monitor results, and exit Program Improvement.

**District Response to Program Improvement Accountability Sanctions and Technical Assistance in California**

**12/1/11 10:15–11:45 am • Wilderness**

**School Improvement**

**Presenter(s):** Theresa Westover  
Mary Stump  
Amy Smith  

**Description:** This session addresses state and federal sanctions at the district level; the focus will be on California’s response to federal Program Improvement requirements. Presenters will discuss how Program Improvement Year Three (PI3) districts and technical assistance providers across the state have implemented policies and practices designed to improve student achievement district wide, as well as the barriers and facilitators that have been encountered in those efforts.

**Impact of Kindergarten Entrance Age on Academic Achievement: A Longitudinal Study**

**12/1/11 10:15–11:45 am • Wilderness**

**Special Session**

**Presenter(s):** Sara Najarro  

**Description:** This study examined the effect of kindergarten entry age on the scores of the kindergarten through fourth grade students on district benchmark exams and California Standards Test (CST) in ELA and Math based on gender and English Language Learner status. The subjects included approximately 4,772 students from 29 elementary schools in an urban school district in Southern California. Logistic regression and Chi Square analysis were conducted to test for significant relationships in students entering school in 2005-2006. Four null hypotheses were tested at the .01 level of significance. Results of the study indicated that there was a significant difference in California State Test and benchmark reading comprehension and math scores based on school entry age. There was also a significant difference in scores based on ELL. There was not a significant difference based on gender combined with age. Further there was a significant relationship between entrance age and retention status but not special education classification.
Breakout Presentations

**Preparation, Placement, Proficiency: Clarifying the Challenge of Grade 8 Algebra I Placement in California**

*12/11 | 10:15–11:45 am | Western*

**Use of Research Findings**

*Presenter(s): Matthew Rosin, Edward Haertel*

**Description:** California education policy has emphasized Algebra I in grade 8 for more than a decade. A new analysis of longitudinal data linking the 7th and 8th grade California Standards Test scores of nearly 70,000 California students, released by EdSource, provides new insight into how students’ preparation by grade 7 relates to their chances of being placed in Algebra I in grade 8—and their chances for success. Rosin and Haertel will discuss the design and findings of the analysis, and why they matter for local practice and California’s transition to the Common Core State Standards in mathematics.

**Solutions for Comprehensive Data Analysis: Student Achievement Data, Implementation Data, and Student Work Data**

*12/11 | 10:15–11:45 am | Sleeping Beauty Pavilion*

**School Organization and Leadership**

*(Vendor Presentation)*

*Presenter(s): Jason Willoughby, Kelly Smith*

**Description:** In the era of high stakes accountability and looming program improvement, there needs to be an algorithm for effective data analysis. While many schools and districts are proficient in gathering and disseminating data to all stakeholders, many are struggling with translating data analysis into Instructional Reform. Action Learning Systems (ALS) has successfully partnered with schools and districts to develop and implement a systemic approach to data analysis which includes in-depth analysis of student achievement data (both CST and Interim Assessment), implementation data on district programs, practices, policies, and procedures, and standards-based student work data analysis which measures actual student work against the state standards. This session will explore the protocols and algorithms we have developed and discuss how these proven approaches can be effectively put to work in your school/district.

**The Emerging Consensus on “Next Generation” Assessment Systems**

*12/11 | 10:15–11:45 am | Sleeping Beauty Pavilion*

**School Improvement**

*(Vendor Presentation)*

*Presenter(s): Mike Mitchell*

**Description:** As schools continue to evolve in their use of assessments and data to inform instruction, the national (and international) dialogue is shifting toward a focus on what a “next generation” assessment system needs to include. Such systems strive to move beyond simple measurement of student achievement alone. In this session, participants will gain a better understanding of the emerging consensus around the essential components of a “next gen” system, and how to evaluate their current systems for gaps and enhancements.

**Day One**

**Session 2**

**There’s an App for That: The Effectiveness of iPads as Learning Tools in Elementary Classrooms**

*12/11 | 2:15–3:45 pm | Castle A*

**Teacher Effectiveness**

*Presenter(s): Corey McKenna*

**Description:** With the advancement of technology, educators have become more interested in using mobile devices in support of learning activities, and many studies have been conducted to evaluate the impact of an interactive mobile learning environment on student learning. Little research, however, has been conducted on the use of iPads in the elementary classroom. This session outlines initial findings of a study conducted on the effectiveness of the iPad as a learning tool in elementary classrooms.
Teaching Rational Number Addition Using Video Games: The Effects of Instructional Variation
12/1/11 ■ 2:15–3:45 pm ■ Castle A

Description: This session describes a study that tested the effects of several rational number video game interventions to determine which, if any, might warrant further study. We describe the most promising, and statistically significant, of the effects on student achievement, as well as the student misconceptions about rational number such play revealed. In addition, we describe the version of the game that seemed most generally useful to remediate these misconceptions and how this knowledge might inform routine pedagogical practice. Finally, we address the student populations that seemed to benefit most from alternative versions of the game.

Presenter(s): Terry Vendlinski

Google Your Math: Exploring the Impact of Student Participation in Collaborative Online Environments in Algebra
12/1/11 ■ 2:15–3:45 pm ■ Castle A

Description: Participants will review implementation strategies and data from a teacher-researcher study that explored Google's online environments as a means to promote and sustain mathematical discourse and collaboration in algebra. The teacher-researcher will share her results on the types of interactions that students exhibited, the increased levels in practice at home, and on the changes documented in students' mathematical performances. Additionally, participants will explore the opportunities online environments provide for student learning as well as discuss solutions regarding obstacles of accessibility and implementation. Information on how to set-up and get students acquainted with the environments will be shared.

Presenter(s): Kimberly Samaniego

Measuring Student & Teacher Learning Growth with Student Growth Percentiles
12/1/11 ■ 2:15–3:45 pm ■ Castle B

Description: In 2010, the Gates Foundation provided over 60 million dollars to fund 85 California Charter Schools to measure student learning growth and identify which teachers were producing learning gains. These schools, part of The College Ready Promise, are using student growth percentiles for performance pay, teacher evaluation and to match teacher strengths to student needs. In this session, California school leaders will learn how they can measure their teachers’ and students’ learning progress with Student Growth Percentiles (SGPs). School leaders will analyze how The College Ready Promise Schools are using growth percentiles as part of a teacher evaluation system, to assign students to teachers that will maximize their learning, and to measure the effectiveness of the various interventions they put in place in their schools.

Presenter(s): John Schacter
Judy Burton

A Multidimensional Performance Improvement System for Teachers: Development and Implementation
12/1/11 ■ 2:15–3:45 pm ■ Castle B

Description: This panel represents the Twin Rivers’ “Effective Teachers and Leaders” initiative, consisting of a teacher, a local education association representative, a principal, and a central office administrator. The foundation of this initiative is built on the agreement that the most powerful way to improve academic achievement across the district is to improve instructional and leadership practices. Panelists will address the district’s process for developing community consensus over the definition of teacher effectiveness, and how the district has implemented practices to measure, support, improve, and evaluate instruction based on best practices from districts across the nation.

Presenter(s): Mahala Archer
Darryl Hawthorne
Christine Moran
Matthew Huddleston
Measuring the Impact of Teacher Professional Development  
12/1/11  ■  2:15–3:45 pm ■ Castle B

**Teacher Effectiveness**

**Presenter(s):** Theresa Westover  
Christine Kelly  
Mary Stump

**Description:** The Center for Education and Evaluation Services at UC Davis provides evaluation services to several teacher professional development grant projects. Subject areas include mathematics, history/social studies, and writing. This session presents evaluation approaches that address several different program outcomes, using a multi-method evaluation approach that captures teacher gains in content knowledge and pedagogy and student achievement, as well as formative information to guide program providers in fine-tuning their professional development program. Presenters will discuss how data collection instruments and approaches can be customized to address program specific goals and anticipated outcomes.

Guaranteeing Access to the Common Core Standards for All Students  
12/1/11  ■  2:15–3:45 pm ■ Castle C

**Considerations for Special Populations**

**Presenter(s):** Sharen Linn Bertrando  
Meredith Cathcart

**Description:** Participants will learn the step-by-step process of determining the level of access to grade-level common core standards for students with disabilities and the key components of goal development based on individualized strengths and skills of students with disabilities. The process will be demonstrated using vignettes of students with mild to moderate and moderate to severe disabilities. The audience will have the opportunity to ask questions and provide comments.

Are IEP Summaries Helpful to General Educators?  
12/1/11  ■  2:15–3:45 pm ■ Castle C

**Considerations for Special Populations**

**Presenter(s):** Kate Esposito  
Lynne Cook, Ph.D.  
John Davis PhD

**Description:** Results from a study of the extent to which teachers were knowledgeable of accommodations specified on IEP summaries and the extent to which they found summaries useful will be presented. Results include an analysis of passports with regard to accommodations specific to instructional practices vs. testing practices. This session concludes with discussion of best practices when developing passports to maximize usefulness thus provide students with greater access to the general education curriculum.

Perceptions of Supportive Leadership Behaviors of School Site Administrators For Secondary Special Education Teachers  
12/1/11  ■  2:15–3:45 pm ■ Castle C

**School Organization and Leadership**

**Presenter(s):** Erin Roderick  
Adrian Woo Jung

**Description:** School administrators fall short of supporting special education programs for many reasons, including a lack of knowledge and experience in special education. Site administrators need to be able to identify and compare specific leadership behaviors perceived as supportive by special education teachers in order to support them in the most effective way. There is a significant difference in the perceptions between what administrators and special educators feel are valuable supports; therefore, administrators should focus on providing the type of support that is perceived as most valuable by their special educators.

Presenter(s): Rebecca Herman Kerstin LeFloch Joel Knudson

Description: With heightened public and policy attention to school turnaround, educators at all levels are seeking tools and strategies to achieve dramatic improvement in persistently low-performing schools. This presentation synthesizes the most current research literature regarding turnaround efforts, identifying several practices that consistently appear in successful turnaround schools. While suggestive, however, the research base remains sparse and lacks rigorous empirical studies that can identify causal relationships between school actions and student outcomes. This research provides valuable guidance to California school systems engaged in turnaround efforts, and also speaks to the need to adapt strategies to local context and evolving research.

Baseline Analyses of SIG Applications in California and Nationwide 12/1/11 ■ 2:15–3:45 pm ■ Columbia

Presenter(s): Kerstin LeFloch Rebecca Herman Joel Knudson

Description: With a federal commitment of $3.5 billion, the School Improvement Grants (SIG) program represents one of the highest profile efforts to dramatically improve chronically underperforming schools. This presentation shares new baseline analyses from the Study of School Turnaround that examine the ways in which states are implementing SIG, including California’s allocation of $415 million. The findings from California allow for comparison to national trends, and highlight the ways in which the state has identified areas of need and intends to provide support to its struggling schools.

Drawing on the Experiences of California Districts to Explore a Systemic Approach to School Turnaround 12/1/11 ■ 2:15–3:45 pm ■ Columbia

Presenter(s): Joel Knudson Rebecca Herman Kerstin LeFloch

Description: By situating the causes—and thus the solutions—for persistent low performance solely at the school level, federal and state policies generally ignore the role that school districts can play in both producing and reversing school failure. An exploration of the turnaround experiences and strategies of eight California districts emphasizes two equally central lessons for school turnaround. First, long-term and widespread turnaround often requires systemic, district-level approaches. Second, systems attempting to reverse chronic underperformance must customize their efforts to meet individual school needs.

Changing Paradigms of Instruction

Measuring Teachers’ Use of Formative Assessment: A Learning Progressions Approach 12/1/11 ■ 2:15–3:45 pm ■ Mississippi

Presenter(s): Brent Duckor Amy Dray William Conrad Diana Wilmot

Description: Our symposium explores the challenges and opportunities for constructing measures that use the learning progressions research framework (Duncan & Hmelo-Silver, 2009) to illuminate teacher development and growth in the use of formative assessment practices. Instead of ignoring the complexity of the dimensions and facets of dynamic teaching practices, we aim to re-focus the current policy discussion on building direct measures of formative assessment practice itself. In addition to aiming at psychometrically sound instruments, our intention is to make educational measures applicable to the work of teacher education providers linking pre-service to in-service contexts.
Transforming Secondary English/Language Arts for All Students by Implementing Rigor Essential to College Readiness

12/1/11  ■  2:15–3:45 pm  ■  Mississippi

**Changing Paradigms of Instruction**

**Presenter(s):** Tracy Huebner, Katrine Czajkowski, Roberta (Robby) Ching, Alice Kawazoe

**Description:** This is a panel presentation reflecting the viewpoints of a curriculum developer, project coordinator and practitioner, instructional coach, and evaluator. All four panelists will speak to the ways in which the Expository Reading and Writing Curriculum (ERWC), coupled with an overall grant to support expository reading and writing, played out over a six-year period of time. The emphasis will be on the processes and structures in place to support this effort and the impact on instruction over time. Collectively the panel will address what others can learn about implementing a similar effort.

Building a Bridge Between High School and College English that Doesn’t Collapse

12/1/11  ■  2:15–3:45 pm  ■  Monorail A

**Changing Paradigms of Instruction**

**Presenter(s):** Nancy Brynelson, Tracy Huebner

**Description:** This session will provide an overview of the California State University’s Expository Reading and Writing Curriculum (ERWC) and discuss its successes in high schools across the state. As more schools officially adopt the ERWC as their “b” English course for 12th grade, the course is increasingly seen as a model for college preparation and alignment with Common Core Standards. Participants will learn how teachers and administrators can participate in professional development for the course and consider implementation at their sites.

Reconceptualizing Secondary English Instruction: A New Professional Development Model

12/1/11  ■  2:15–3:45 pm  ■  Monorail A

**Changing Paradigms of Instruction**

**Presenter(s):** Cali Linfor, Cindi Davis Harris, Micah Jendian

**Description:** An innovative professional development program, The English Curriculum Alignment Project (ECAP), occurring in a diverse Southern California high school district, has college and high school teachers aligning high school English curriculum with college entrance expectations. This project has led to two paradigm shifts in how high school English teachers conceptualize English instruction: from a content-centered instructional frame to a skills-based teaching methodology; and from textbook or individually developed lessons to collaboratively written, backwards-planned, vertically and horizontally aligned sequences of instruction. Our presentation will trace the impetus for and the development of the project and will report on the changes we have observed in teacher thinking and student success as well as the significance of institutional support. Implications for this program’s application to other disciplines and regions will be shared.

Improving Achievement in Algebra Through Professional Learning Communities, Common Assessments, Lesson Design and Instructional Practices

12/1/11  ■  2:15–3:45 pm  ■  Monorail B

**Teacher Effectiveness**

**Presenter(s):** Brenda Garcia, Arcenia Kumar

**Description:** Professional Learning Communities (PLCs), common assessments, lesson design, and instructional practices all play a role in maximizing student achievement. Research has demonstrated the value of each initiative in a school’s reform efforts. However, implementing and sustaining these initiatives requires hard work along with intentional teachers’ focus on student learning, collaboration, and results. An Algebra PLC at a comprehensive high school worked to sustain these initiatives; their collective ability to help students learn is documented through site, district and state assessment results. Resources for implementation will be available.
21st Century Skills and Deep Understanding: Developing Expertise in Social Studies Classrooms
12/1/11 ■ 2:15–3:45 pm ■ Monorail B

Changing Paradigms of Instruction

Presenter(s):  David Lee

Description: This session presents an evaluation of a private school’s implementation of a curricular reform emphasizing 21st century learning. Specifically, this study highlights three teachers’ (one elementary, one middle, and one high school) perceptions and practices as they attempt to find a balance between developing students’ academic content knowledge and essential 21st century skills. The successes and challenges the teachers faced in working toward these objectives shed light on how skills and knowledge interact in the classroom.

Applying Lessons Learned from Research and Evaluation: Successes and Challenges from California’s Largest Afterschool Provider
12/1/11 ■ 2:15–3:45 pm ■ Monorail C

Use of Research Findings

Presenter(s):  Jenel Prenovost
               Tracy Bennett
               Ana Auger

Description: In this session, participants will learn about both internal and external research and evaluation practices used by THINK Together to inform both program policy and practice across over 250 afterschool programs in California. Participants will learn about the most current summative findings from two external research studies conducted by UC Irvine, the range of formative feedback that is collected during the year to inform program quality, and how it is integrated into regular data-driven decision making processes that continuously inform program development, and, finally, the opportunities and obstacles encountered as THINK Together strives to implement these lessons learned with partnering schools.

Changing Teaching and Learning through Assessment: Performance Tasks for the 21st Century
12/1/11 ■ 2:15–3:45 pm ■ Monorail B

Changing Paradigms of Instruction

Presenter(s):  Susan Green
               Richard Critchfield

Description: Valuing 21st century skills means that educators develop ways to effectively measure 21st century skills including analytical reasoning, problem solving, and communication. Measuring these skills suggests that instruction is occurring in a way to help foster their development. This session will trace one district’s path toward the implementation of performance tasks as both instructional tools and assessments to measure progress on 21st century skills.

Grade 9 Students and Graduation Rate
12/1/11 ■ 2:15–3:45 pm ■ Wilderness

School Improvement

Presenter(s):  Anthony Tran
               Michelle Le Patner

Description: This session provides an overview of a graduation rate analysis conducted in Santa Ana Unified School District. This method allows administrators to identify the effect of student movement (entrances and exits), and the types of movement, on their graduation numbers. The analysis focuses on following a graduating cohort backward, to when they first entered high school in grade 9. This is an alternative method of looking at graduates that is different from what the California Department of Education uses.
Effective Supports for Principals to Use Program Evaluation to Inform School Improvement
12/1/11 ■ 2:15–3:45 pm ■ Wilderness
School Improvement

Presenter(s): Rebecca Cheung
Sonya Martin
Marie Joiner
Erin Schweng

Description: School leaders need to collect data to inform their leadership. However, time and resources often get in the way. How can the district office support school leaders in implementing program evaluation given their already hectic and overfilled schedules? This session describes a successful year-long professional development series that supports program evaluation at the school level. The presenters will describe each part of the process including planning, implementation, and support as well as examples of completed projects from the 2010-2011 school year.

An Examination of Retirement Rate Patterns Among California Educators
12/1/11 ■ 2:15–3:45 pm ■ Western
School Organization and Leadership

Presenter(s): Tony Fong
Reino Makkonen

Description: In this session we will describe our research examining trends in the retirement patterns of California’s educators (teachers and administrators). We first discuss how the age distribution of educators has changed over the past 15 years. Then, we discuss our findings concerning how the retirement rates have changed over time, and how these retirement decisions are impacted by economic conditions such as school budgets and unemployment rates. Finally, we discuss an area that has not been studied much in the past – the practice of districts bringing retired educators back into the workforce. Implications of these important trends are discussed.

Setting New Standards of Minimum Academic Performance and Increasing Accountability for Charter Schools
12/1/11 ■ 2:15–3:45 pm ■ Wilderness
School Improvement

Presenter(s): Samantha Olivieri
Myrna Castrejon
Aisha Toney

Description: The California Charter Schools Association (CCSA) has taken a lead in setting minimum performance expectations for charter schools. CCSA researchers developed the Similar Students Measure (SSM), which uses regression to generate predicted API scores and identifies schools that consistently underperform. The SSM, in conjunction with measures of academic status and growth, guides CCSA’s approach to crafting minimum performance criteria in a manner that is rigorous yet also reflective of the wide diversity in charter schools. Presenters will discuss charter performance trends, and CCSA’s process for implementing these criteria for member schools and for all schools statewide through legislation.

A Better Way to Prepare Educational Leaders: LEA/IHE Partnerships for Principal Credentialing
12/1/11 ■ 2:15–3:45 pm ■ Western
School Organization and Leadership

Presenter(s): Matthew Witmer
Dr. Teri Marcos
Dr. Christopher Quinn

Description: It’s not a secret that the preparation of strong instructional leaders is required for continuous student academic achievement in California schools. This presentation provides research from a meta-analysis of existing literature on school leadership preparation programs established through partnerships between local education agencies (LEAs) and institutes of higher education (IHEs). Best practices of successful programs across the United States will be presented. A recommended model for implementation of principal preparation partnerships in California schools will be shared.
Into the Future: Measuring Language Proficiency in an Online Environment
12/1/11 ■ 2:15–3:45 pm ■ Sleeping Beauty Pavilion

Changing Paradigms of Instruction
(Vendor Presentation)

Presenter(s): Genevieve Olvera
Changhua Rich

Description: This session will introduce participants to the English Online System currently being utilized in China, and available in the United States in late 2011. Research findings, data statistics, and test validity from the China online language proficiency project will be shared.

For districts and states across the nation, language proficiency testing is a required part of state and federal legislation. However, the complexity of administration, scoring, and data analysis of language proficiency testing can be daunting. Language proficiency assessments, measuring the four domains of language (listening, speaking, reading, and writing), have traditionally been presented in paper/pencil format. This session will discuss how today’s advanced technology can be used to measure the language domain of “Speaking” in a way that does not require teachers/test administrators to provide one-to-one time. Additionally, we will explore how artificial intelligence can be used to measure students’ writing skills. The benefits of online language proficiency testing for district-level administrators, teachers, and students will be discussed.

Data Analysis Doesn’t Have to Be So Hard
12/1/11 ■ 2:15–3:45 pm ■ Sleeping Beauty Pavilion

Teacher Effectiveness
(Vendor Presentation)

Presenter(s): Jenny Rankin

Description: Educators aware of data’s value are using data to inform their decisions. Unfortunately, educators are making data-analysis errors, even at districts applying research-based practices and at districts known for their data use. While professional development, data teams, data discussions, and more are known to help, there are additional, untapped opportunities for aid that honor educators’ tendency to view data in isolation, honor time/budget/personnel constraints, and assist analysis accuracy no matter where data is viewed. This session will explore such solutions while examining research supporting their need and providing examples of common analysis pitfalls to avoid.

Graduate Study Poster Session
12/1/11 ■ 2:15–3:45 pm ■ Magic Kingdom Ball Room Foyer

Special Topics

Presenter(s): Jessica Tunney
Elizabeth van Es
Cathery Yeh
M. Felicity Rogers-Chapman
Huy Chung
Arena Chang
Evette Baiocco Callahan

Description: After a brief introduction, each graduate student presenter (or research team) will present their research. Presentations will be up to 10 minutes long. The remaining session time will be for discussion and networking. Some of the possible presentation formats include PowerPoint, display poster, and/or handouts.

Presentation titles are:

- A Framework for Facilitation of Teacher Learning in Video-Based Professional Development
- Beyond Traditional Models of Teaching and Learning: Pre-service Teacher Perceptions of Student Teaching
- Thinking Beyond School: Social Class and Student Achievement
- Students before Content: Experiences of an Ethnic Minority Teacher in Professional Development for History Teachers
- The Adult-Child Relationship’s Influence on Task-Related Motivation and Participation
- Giving Voice to Parents: The Power of a Few--An Exploratory Case Study of an Urban School District through One Critical Event
Improving Middle School Math Instruction: Formative Assessment, Professional Development and Big Ideas
12/1/11 4:00–5:30 pm  Castle A

Description: This session describes the process used to identify some key ideas likely to help middle school students master algebra in the future. It briefly describes how these ideas were used to develop formative assessments of middle school students’ understanding. This session focuses on how teachers learned to use these ideas and data from the formative assessments to build instructional interventions that significantly improved student achievement in math as measured by researcher developed tests and the CST. This session also describes how teachers developed more expert-like conceptualizations of middle school math and an ability to connect classroom problems with specific concepts.

Modeling Predictive Relationship of 8th Grade Mathematics Achievement for General and Hispanic Population
12/1/11 4:00–5:30 pm  Castle A

Description: Using the database of the Early Childhood Longitudinal Study, Kindergarten Class of 1998–1999 (ECLS-K), sponsored by the National Center of Education Statistics (NCES), this study explores the relative contributions of student aspiration, and school and family factors to the prediction of 8th graders’ mathematics achievement. The hierarchical multiple regressions indicate that teacher factors are the strongest predictors in both the general and Hispanic populations. The path analyses further reveal the direct or indirect effects of various variables on student aspiration and achievement.

Supporting Special Education Teachers during Induction: Using Multiple Data Sources to Assess a Mentoring Process
12/1/11 4:00–5:30 pm  Castle B

Description: This study explores the perceptions of intern teachers, university faculty, and school site mentors regarding a special education mentoring program’s effectiveness to prepare novice teachers to use state teaching competencies during induction. A mixed-method approach used triangulated formative and summative data from multiple sources: needs assessment survey, mentoring activity logs, field evaluations, and state exit surveys. Study results highlight the need for multiple assessments that can be used in concert. Assessing specific aspects of a teacher preparation program can give direction for decision making and can focus efforts to determine program effectiveness.
**Investigating Pre-service Teacher Development to Learn from Teaching**

12/1/11 ■ 4:00–5:30 pm ■ Castle B

**Teacher Effectiveness**

**Presenter(s):** Janette Jovel  
Cathery Yeh  
Rossella Santagata

**Description:** Many teacher preparation programs are beginning to develop video-based programs to support teacher learning. Video can provide vivid images of practice for reflection and analysis. It slows down the teaching process to highlight student thinking, mathematical ideas, and the relationship between teacher decisions and student learning. This session investigates pre-service teacher discussions of lesson analysis during a video-enhanced intervention focused on developing the disposition, knowledge, and skill to analyze teaching. Participants will learn about the study findings, the project design and gain insight into ways in which teacher preparation programs can provide opportunities for pre-service teachers to develop analysis skills to learn from teaching.

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**Effective Pedagogical Practices for Fragile Learners**

12/1/11 ■ 4:00–5:30 pm ■ Castle C

**Considerations for Special Populations**

**Presenter(s):** Alicia Henderson

**Description:** This session will address a compelling issue in education: how to ensure learning occurs with fragile learners.

This population includes English learners, students with disabilities, and at-risk students who remain in school but have become disengaged for any number of reasons.

The research base underlying robust instruction comes from second language learning, special education motivation, and recent meta-analyses in educational research.

The pedagogical practices introduced will specifically address equity, engagement, and accountability.

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**Connecting Learning Methods to Emerging Practice: A Study of Pre-service Teachers’ Math Instruction**

12/1/11 ■ 4:00–5:30 pm ■ Castle B

**Teacher Effectiveness**

**Presenter(s):** Mollie Appelgate

**Description:** Understanding how and why pre-service teachers use (or don’t use) the teachings of their methods courses is vital to strengthening the connection between university coursework and teacher practice, which is important to reforming educational practice. Using data collected from observations of a year-long secondary math methods course and following six of those teachers in their student teaching classrooms, this session shares findings into the factors that supported and challenged the emergence of reform strategies in secondary math classrooms. In addition we will discuss possible ways universities can support and encourage pre-service teachers to try reform more strategies in their math classrooms.

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**Patterns of Progress of ELLs in Grades K through 7: A Longitudinal Analysis**

12/1/11 ■ 4:00–5:30 pm ■ Castle C

**Considerations for Special Populations**

**Presenter(s):** Eric Haas  
Min Huang

**Description:** Using longitudinal hazard analysis, this session presents data on the actual progress of a district cohort of California ELL students in English proficiency and English Language Arts (ELA) as they grow from Kindergarten through 7th grade. This study then describes how consistently the students were able to maintain the level of Basic or above on the ELA content test (CSTs) after being reclassified as fluent English proficient. Next, the study compares the characteristics of early reclassified ELL students and those students who remained ELLs for 5 or more years. Finally, the session describes how the district studied is using the data for program improvements.
Shifting Paradigms Meets Technology: What a Difference the Data Makes
12/1/11 ■ 4:00–5:30 pm ■ Castle C

Presenter(s): Michele Berke
Robin Zane
Rory Osbrink
Nancy Brill

Description: Deaf students benefit from an American Sign Language (ASL)/English bilingual education program that emphasizes strengthening a student’s primary language, ASL, the natural visual language of deaf adults and children, in order to develop second language English skills. This session will provide a theoretical framework for understanding deaf students as bilingual learners, cover the unique learning needs of deaf students, and share specific teaching strategies that are in use at the California School for the deaf. In addition, the use of educational technology will be addressed as it relates to the following:

1) The application of visual media to enhance an ASL/English bilingual curriculum
2) The introduction of computer-based, self-adjusting assessments to gauge student progress
3) The addition of improved data systems to track, apply and store assessment results

Teachers’ Perspective of Professional Learning Communities as a Reform Initiative to Close the Achievement Gap
12/1/11 ■ 4:00–5:30 pm ■ Columbia

Presenter(s): Henry Jackson

Description: This session discusses how shared values and vision, and collective learning and application within Professional Learning Communities have the potential to influence equitable teaching practices which contribute to closing the achievement gap.

The Impact of Diagnostic Testing on Mathematics Achievement
12/1/11 ■ 4:00–5:30 pm ■ Mississippi

Presenter(s): Julian Betts
Bruce Arnold
Andrew Zau

Description: In spite of a flurry of recent research on the impact of high-stakes testing, less is known about the impact of low-stakes diagnostic testing on student achievement. In this session, speakers will describe the use in San Diego Unified School District of tests produced by the Mathematics Diagnostic Testing Project (MDTP). Using data from San Diego Unified School District we examine the impact on student math achievement of the voluntary use of MDTP by math teachers as well as mandatory MDTP testing in certain grades.
**Linking Research to Classroom Practice: Refining Formative Assessments and Informing Teaching Through MDTP Test Results**

*Common School and Classroom Assessments*

**12/1/11 ■ 4:00–5:30 pm ■ Mississippi*

**Presenter(s):** Bruce Arnold  
Julian Betts  
John Sarli  
Kimberly Samaniego

**Description:** Building upon Julian Betts’ research involving the use of MDTP tests in the San Diego Unified School District over many years, we consider different models of teacher use of these tests in making instructional decisions about their students. How can teachers use MDTP test results data to refine formative assessments of students and inform instructional practices? What are ideal uses? A local teacher will reflect upon her and her department’s uses of MDTP test results data.

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**Tracking Students from High School to College with the Cal-PASS Data System**

*Measuring College and Career Readiness*

**12/1/11 ■ 4:00–5:30 pm ■ Monorail A*

**Presenter(s):** Terrence Willett  
Victor Manchik

**Description:** The California Partnership for Achieving Student Success (Cal-PASS) data system has a new web-based reporting tool that links secondary and post-secondary student course taking. The Standardized Metrics for Analysis, Reporting, and Tracking (SMART) tool gives researchers access to many variables for analysis, including demographics and course titles and grades at both high school and college. This session describes how to access the SMART tool and its applications.

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**The Relationships Between the Student-to-School Counselor Ratio and Students’ Postsecondary Expectations and Application Patterns**

*Measuring College and Career Readiness*

**12/1/11 ■ 4:00–5:30 pm ■ Monorail A*

**Presenter(s):** Chenoa Woods

**Description:** This session presents a quantitative data analysis exploring the impact of the student-school counselor ratio on students’ educational expectations and postsecondary application patterns. The Educational Longitudinal Study: 2002-2006 is used to determine the relationship among the student-school counselor ratio and students’ educational expectations in 10th grade, their educational plans in 12th grade, and whether they have applied to college within two years of high school graduation. Linear and nonlinear relationships reflect students’ differential access to school counselors.

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**Classroom Walk-Throughs: Linking Observations of Student Learning to Powerful Teacher Conversations about Professional Practice**

*School Improvement*

**12/1/11 ■ 4:00–5:30 pm ■ Monorail B*

**Presenter(s):** Barbara Linsley  
Patricia Martínez-Miller  
Barry Tambara

**Description:** Through a collaborative conversation protocol, teachers collect and analyze classroom observational data about student learning and determine purposeful actions at the critical leverage point -- the complex interactions among student, teacher, and content. Through workshop activities and school case study evidence, participants will explore how the non-evaluative walk-through and debrief establish a process to: 1) Observe students at work through the lens of a common focus question; 2) Identify patterns within observed data and frame questions for professional inquiry; and 3) Build consensus around action steps that link practice to results in student achievement, ensuring purposeful organizational change.
Improving Teacher Knowledge and Student Performance Through Synergistic Partnering

12/1/11  ■  4:00–5:30 pm  ■  Monorail B

Changing Paradigms of Instruction

Presenter(s): Karen Cerwin
Terry Vendlinski

Description: This session describes a program of professional development and the protocols, strategies, and tools designed to integrate disparate groups of educators, administrators, and academics to improve educational practices and student math achievement in local districts. While this session describes the process enacted in math education in one district, it will situate this process within the statewide activities of the K–12 alliance in multiple content domains. In addition, it describes positive changes in the belief of students, teachers, administrators, and researchers that resulted from participation in this program.

Using Language Proficiency Assessment in ELD to Determine Students’ Likelihood of Passing CAHSEE.

12/1/11  ■  4:00–5:30 pm  ■  Monorail C

Changing Paradigms of Instruction

Presenter(s): Erin Richison
Christine Nieto

Description: After a year of monitoring language proficiency progress of English learners, the district looked at a student’s likelihood of passing CAHSEE using LAS Links language proficiency scores. Using multiple data sets in a correlational study, the district sought to determine the point at which a student could be successful on CAHSEE based on language proficiency. This presentation will discuss the data, research, and possible relationship among the data sets. If a relationship can be drawn, the instructional implications will allow educators to target instruction and focus on individual student needs to ensure the best chance of success on CAHSEE.

Academic Coaching: Moving Teacher Effectiveness to New Heights Utilizing Professional Learning Communities

12/1/11  ■  4:00–5:30 pm  ■  Monorail B

Changing Paradigms of Instruction

Presenter(s): Judith Henderson
Melanie Brown
Brenda Garcia

Description: Academic coaching is a collaborative model developed to ensure teachers’ continual learning, pedagogical skills, and competencies. The professional learning community model (PLC) promotes teacher collaboration in order to profoundly affect the practices within a school. When combined, academic coaching and PLCs promote teacher development to maximize student performance through lesson design, data-analysis, and acclimation of instructional practices in the classroom. This presentation shows how academic coaching in PLCs provides an opportunity to move schools forward on the basis of being classroom tested and research-informed. Implications for secondary schools will be discussed.

The Effects of a Scheduling Change on 9th Grade High School Performance on Biology Benchmark Exams and the California Standards Test

12/1/11  ■  4:00–5:30 pm  ■  Monorail C

School Improvement

Presenter(s): Marcelo Leonardi

Description: One of the major issues that school districts in California are facing is improving student achievement while managing budget cuts. As a result of these pressures, schools are investigating to incorporate effective programs and strategies into a school schedule. The incorporation of a modified hybrid school schedule, which includes time for tutorial periods, time for teacher collaboration, and more time for learning, may fill a need to improve test scores as a school, teachers, and students continue to meet the proficiency levels and standards set under No Child Left Behind.
Investigating “Think Gold”—A Student Achievement Program to Promote Performance for High-stakes Testing
12/1/11 ■ 4:00–5:30 pm ■ Monorail C

School Improvement

Presenter(s): Joshua Emmett
Dean McGee

Description: Our presentation addresses the critical attributes of the “Think Gold” campaign at West High School, Bakersfield, California. This school-wide effort utilizing extrinsic motivation for students at the large, comprehensive, urban high school has promoted an emerging achievement culture for a student population that includes over 60% living in poverty. Comparative statistical analysis of student achievement (within school and across district) reveals intriguing positive trends for performance growth over time. The presentation depicts data from a larger case study that incorporates multiple stakeholder interviews, student achievement data, and surveys of student attitudes toward high-stakes testing.

Middle Grades Transition Study: Transitions and Graduation Practices From Successful California Schools
12/1/11 ■ 4:00–5:30 pm ■ Wilderness

Use of Research Findings

Presenter(s): Tom Parrish
Lindsay Poland

Description: This session will describe the methods and findings of the Middle Grades Transition Study. Conducted by the American Institutes for Research (AIR), as partner in the California Comprehensive Center, working with the California Department of Education (CDE) Middle Grades Improvement Office, this study was designed to better understand factors contributing to transition and graduation success. We will discuss our methods for selecting successful schools for participation in the study, and share specific examples of programs, policies, and practices currently being implemented in these middle and high schools.

A Balanced Assessment Approach to Support K-12 Student College Readiness
12/1/11 ■ 4:00–5:30 pm ■ Wilderness

Changing Paradigms of Instruction

Presenter(s): William Conrad
Caroline Fahmy
Shannon Potts
David Foster

Description: This session engages K–12 educators in learning how an online selected response and performance assessment system can be used to develop, scan, score, visualize, interpret, and plan for student re-engagement in learning Common Core Standards. This session also demonstrates how this system can build in validity and reliability tests of effectiveness.

Ethical Considerations for Educational Technology
12/1/11 ■ 4:00–5:30 pm ■ Western

School Organization and Leadership

Presenter(s): Pamela Christian
Pamela Maddox
Timothy Steele
Eric Stein

Description: This one-hour session will provide a series of scenarios that depict both benefits and challenges involved with current technologies. Educational administrators from five disparate educational settings within the Southern California region will share case study scenarios. The institutions represented include public and private elementary and secondary schools, as well as a university perspective. Scenarios involve examinations of ethical considerations emerging from social media tools, e-books, presentation software, electronic data resources, and iPads. The format of the presentation will encourage participant involvement.
**Day Two**

**Session 4**

### Professional Learning Communities and Student Achievement

**12/1/11 • 4:00–5:30 pm • Western**

**Use of Research Findings**

**Presenter(s):** Shannon Coulter

**Description:** This presentation summarizes the current state of research regarding professional learning communities (PLCs) and draws conclusions about the impact PLCs have on student achievement. In addition to information about the current state of PLC research, recommendations for future work also will be shared.

### Using COMMON SENSE for Student Improvement: Common Essential Standards, Common Pacing of Instruction & Common Formative Assessments

**12/1/11 • 4:00–5:30 pm • Sleeping Beauty Pavilion**

**School Improvement**

**(Vendor Presentation)**

**Presenter(s):** Kris Corey

**Description:** Through policy changes at the district level, leaders in the Fairfield-Suisun School District united to focus on turning around achievement in its eight program improvement sites. Step one was to ensure that teaching was focused on standards highly assessed on the CST, while still providing a comprehensive curriculum for all students. Next, all teachers, site and district leaders needed to wrap their arms around high expectations and the capacity for all students to excel. Gaining insights about learning was accelerated through the data management platform that permitted quick data review and the ability to drill down to questions and distractor rationales for explanations of wrong answer selections. Fairfield-Suisun is proud of what it has accomplished in the 2010–11 school year. We stumbled on occasion, maintained a steady heading, made minor adjustments along the way, and in the end, reached our destination. Teachers, administrators and most importantly, students, are confident in their academic achievement on this spring’s state assessment.

### School Culture and School Improvement: Exploring Students’ Sense Of School Connectedness and Participation to Achievement

**12/2/11 • 10:15–11:45 am • Castle A**

**School Organization and Leadership**

**Presenter(s):** Eric Banatao

**Description:** Educational resilience constructs, school connectedness findings, and a social justice leadership approach may assist school leaders with the design of optimal school climates to maximize student outcomes. This session presents findings from an investigation of the relationship between California Healthy Kids Survey (CHKS) data and school Academic Performance Index (API). The study utilizes 1.5 million student cases and 2,966 schools to illustrate the predictive relationship between student perceptions and student achievement. The findings support educational leadership approaches and policy development efforts seeking to purposefully bolster school connectedness and meaningful school participation when addressing student achievement and school reform.

### Adolescents’ Skill-Building and Persistence in Youth Programs

**12/2/11 • 10:15–11:45 am • Castle A**

**Use of Research Findings**

**Presenter(s):** Femi Vance

**Description:** After-school programs provide academic and social supports that are critical for promoting college enrollment in disadvantaged students. Yet, without sustained attendance teens will not benefit from the supports offered in this context. Research shows that for ethnic-minority youth, the promise of learning new skills attracts them to programs. This dissertation examines how opportunities for skill-building are implemented and investigates the relationship between skill-building and attendance in a college and career focused program serving predominantly Latino students. Specific research questions include: 1) How do program leaders support skill-building in underrepresented adolescents?; 2) Does...
intensity of program attendance predict content-specific skill-building? 3) Does short-term skill-building predict sustained attendance? This study uses a mixed-methods design employing observations, staff interviews, youth surveys, and attendance records. The findings will inform the practices of program leaders and the strategies to increase the attendance of low-income ethnic-minority adolescents in a critical condition that promotes college attainment.

**Special Education: Balancing Student Achievement with IDEA Compliance**

*12/2/11 ■ 10:15–11:45 am ■ Castle B*

**Considerations for Special Populations**

**Presenter(s):** Pamela McCabe
Patricia Skelton
Marion Miller

**Description:** It is anticipated that the reauthorizations of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) will see a greater emphasis on special education within the context of general education. Since students with disabilities became a subgroup for school accountability, the demand for results-based instruction has increased while the procedural requirements of IDEA remain a drain on precious time and resources. Presenters will pull together relevant California-based research, policy, and practice to help schools balance IDEA compliance and student achievement.

**Bridge to High School - Laying a Foundation for High School, College and Career Success in Underperforming 8th Grade Students**

*12/2/11 ■ 10:15–11:45 am ■ Castle B*

**Changing Paradigms of Instruction**

**Presenter(s):** Jan Stallones
Bebe Wenig

**Description:** Corona Norco Unified School District is in its fourth year of Bridge to High School, a strategic intervention program for low-performing 8th grade students. Bridge to High School combines essential, foundational language arts and math skills with college and career readiness elements to support 8th graders the summer before they enter high school. Based on current research and recommendations from the College Board’s 2008 Coming to our Senses Report, and its 2010 recommendations to states, this unique intervention has been successful in preparing students for the challenges of high school, and for the opportunities beyond in the university and workplace.

**Data-driven Conversations with Special Education Teachers and Administrators to Improve Student Outcomes and State Accountability**

*12/2/11 ■ 10:15–11:45 am ■ Castle C*

**Considerations for Special Populations**

**Presenter(s):** Emily Wolk

**Description:** In this session, participants learn about how Santa Ana Unified School District initiated data conversations among special education teachers and staff, and school and district administrators to improve student outcomes and state accountability. District data reports were re-conceptualized and an action-oriented protocol was developed to promote the examination of district, school, and student-level special education data. These reports and the data discussions included the examination of standardized testing results, the appropriate use of accommodations for testing, language levels, etc. From this process, teachers and administrators were better able to monitor student testing, student growth, and program effectiveness.

**Testing with the Calculator Modification for CAHSEE Mathematics and Reporting for NCLB Adequate Yearly Progress**

*12/2/11 ■ 10:15–11:45 am ■ Castle C*

**Considerations for Special Populations**

**Presenter(s):** Tess Dawber
Jim Pisano

**Description:** The CAHSEE may be administered with test modifications for students with disabilities as specified in their Individualized Education Program. One type of modification is the use of calculators on the CAHSEE mathematics assessment. The presenters describe the procedure established to account for changes in item difficulties resulting from the use of a calculator. When the adjusted scoring tables are applied...
Translating Data Into Action
12/2/11 ■ 10:15–11:45 am ■ Castle C

Use of Research Findings

Presenter(s): Melanie Brown
Dr. Shelly Valdez
Steve Rodecker

Description: This presentation highlights several ways in which we have used data as the driving force from which innovative instructional practices are developed. Working with an inclusive and collaborative model, our regional group of elementary, middle school, high school, community college, and university science educators has created four unique innovations to increase our students' success. Although our district is close to the Mexican border and populated by a large number of ESL students, these innovations can easily be applied to other districts in other regions. This presentation outlines the steps from data to action and back.

Turnaround Schools in California: Definition, Selection, and Reported Turnaround Strategies
12/2/11 ■ 10:15–11:45 am ■ Columbia

School Improvement

Presenter(s): Mette Huberman
Tom Parrish

Description: The American Institutes for Research (AIR), as a partner in the California Comprehensive Center, has developed a rigorous 10-step process to define and select turnaround schools. We will share our methodology for defining, selecting, and interviewing 10 turnaround school principals (4 elementary schools, 3 middle schools, and 3 high schools), as well as the strategies most often cited as contributing to their schools' turnaround success (e.g., an emphasis on standards aligned with specific instructional strategies, regular assessments and analysis of data, and prioritizing teacher collaboration and teamwork).

Planning and Managing the Improvement Process: Lessons from Over Achieving Districts
12/2/11 ■ 10:15–11:45 am ■ Columbia

School Improvement

Presenter(s): Eric Haas
Sharon Tucker
Patti Crotti
Kris Flynn

Description: This session presents results from a study of what over-achieving California districts—those whose student test scores on the California Standards Test exceeded districts with similar demographics—report as how they developed and implemented improvement plans that led to increased student achievement. Of particular focus, is how these districts met state requirements, specifically the Local Educational Agency Plan (LEAP), within their own existing improvement plan process and context. Key elements and strategies are highlighted.

Orange County Principals’ Use of Summative and Formative Assessment Data to Improve Academic Achievement
12/2/11 ■ 10:15–11:45 am ■ Columbia

School Organization and Leadership

Presenter(s): Stephanie Stewart Henry

Description: In this session, the results of a study completed for the doctoral dissertation in Educational Leadership for California State University, Fullerton is presented. The purpose of the three-phase, mixed-methods study of high school principals in Orange County, California was to examine how principals use summative and formative assessment data to improve academic achievement. The study examined the level of preparation for high school principals to use assessment data and where they received their preparation; the value they place on both summative and formative assessment data; the ways principals use assessment data to improve academic achievement; and the supports and barriers to effective data use by school principals. The findings in each of these areas will be presented and implications for school leaders and educational policy makers will be shared.
Moving from State to Common Core Standards-Based Assessments: Is There an Effect on Content Difficulty?
12/2/11 ■ 10:15–11:45 am ■ Mississippi

Measuring College and Career Readiness

Presenter(s): Libbie Miller
Richard Brown
Jackie Gianola-Quinn

Description: The voluntary adoption of the Common Core State Standards by many states prompted increasing alignment of educational curricula and assessments to these standards. For this reason, it is important to examine the effect of moving from state to Common Core standards-based curricula and assessments. In our study, we employed Scantron’s Performance Series (PS) testing system to explore the difference in content difficulty between assessments aligned to various state standards and assessments aligned to Common Core State Standards in reading and math.

Using COMMON SENSE for Student Improvement
12/2/11 ■ 10:15–11:45 am ■ Mississippi

School Improvement (Vendor Presentation)

Presenter(s): Kris Corey
Erika Benadom

Description: Through policy changes at the district level, leaders in the Fairfield-Suisun School District united to focus on turning around achievement in its eight program improvement sites. Step one was to ensure that teaching was focused on standards highly assessed on the CST, while still providing a comprehensive curriculum for all students. Next, all teachers, site and district leaders needed to wrap their arms around high expectations and the capacity for all students to excel. Gaining insights about learning was accelerated through the data management platform that permitted quick data review and the ability to drill down to questions and distractor rationales for explanations of wrong answer selections.

Fairfield-Suisun is proud of what it has accomplished in the 2010–2011 school year. We stumbled on occasion, maintained a steady heading, made minor adjustments along the way, and in the end, reached our destination.

Teachers, administrators and most importantly, students, are confident in their academic achievement on this spring’s state assessment.

Understanding the California Physical Fitness Test (PFT) Dataquest Comparison Table
12/2/11 ■ 10:15–11:45 am ■ Monorail A

Use of Research Findings

Presenter(s): Linda Hooper
Gina Koency

Description: In 2011, the California Department of Education (CDE) is providing a Physical Fitness Test (PFT) comparison report on DataQuest that is designed to help local educational agencies (LEAs) understand the impact on their PFT results of the recent changes the Cooper Institute made to Aerobic Capacity and Body Composition. During this session, sample comparison reports are reviewed, examined, and discussed to ensure participants understand the contents of the report and how the 2010 and 2011 calculations and performance standards were applied to the 2011 results.

Student Accountability of Faith Integration and Learning at a Faith-Based University
12/2/11 ■ 10:15–11:45 am ■ Monorail A

School Organization and Leadership

Presenter(s): Daniel Lawson
Tawny Billings
Hae Seong Park
Faith Ellis

Description: The purpose of this inquiry is to determine a feasible plan to integrate faith in rigorous academic programs at the doctoral level at faith-based universities in a manner that will utilize faculty expertise and require student participation and accountability. As Sorenson (1997) addressed, faith integration is the aspect of faith-based schools that differs from secular programs. Although many non-religious students choose to attend faith-based schools in pursuit of benefitting from their academic programs, it does not mean that the universities must compromise their faith-based mission (Son, 2002). Faith-based programs have strong requirements for the faculty while many programs do not have equal expectations of the students to integrate faith in their course study.
### Direct & Differentiated Instruction: How to Maximize Learning for All Students

**12/2/11 • 10:15–11:45 am • Monorail B**

**Changing Paradigms of Instruction**

**Presenter(s):** Shyrea Roberson  
Lori Collins  
Gregory Minton

**Description:** Participants are provided with the history, theory and successful practices related to direct and differentiated instruction as a model/process for improving achievement for all learners. Through an interactive presentation participants are exposed to information leading to understanding and application of both principles in order to provide success and challenge for academically, culturally, and linguistically diverse learners. Lastly, participants receive take-away information to facilitate effective implementation of principles discussed during this session.

### District Administrators’ Understanding of Response-to-Intervention Models: A Case Study of Four Districts

**12/2/11 • 10:15–11:45 am • Monorail B**

**Changing Paradigms of Instruction**

**Presenter(s):** Susan Porter

**Description:** This session looks at Response-to-Intervention (RTI) through the lens of educational reform frameworks in order to gain insights on how to successfully implement this general education initiative. District administrators of four districts that have partnered with CSU, Chico, to implement a federal teacher quality grant were interviewed regarding their understanding of RTI, their districts’ implementation of RTI models, and their perceptions of district teachers’ attitudes towards RTI. Findings of this qualitative study are reported, along with implications for further research.

### Bridging Response to Intervention Research with the Real-World Classroom

**12/2/11 • 10:15–11:45 am • Monorail B**

**School Organization and Leadership**

**Presenter(s):** Jenny Hitchcock

**Description:** The Bridging Response to Intervention (RTI) with the Real-World Classroom session:

1) Presents a brief overview of key components of RTI.

2) Identifies current challenges of school-wide and classroom implementation.

3) Addresses implementation process such as buy-in with all stakeholders such as administration, teachers, students, and parents.

4) Addresses uses of resources, training, data-analysis, collaboration, and time-line of implementing RTI at the school level or at the classroom level.

5) Presents a backward plan and creates an implementation time-line and map on how to bridge RTI into schools and classrooms at a higher level of implementation.

### Assessing Implementation in a Real-World Evaluation Study

**12/2/11 • 10:15–11:45 am • Monorail C**

**Use of Research Findings**

**Presenter(s):** Jennifer Long  
Teomara Rutherford

**Description:** Multiple perspectives on a program evaluation using a large scale randomized field trial.

### Illustration of Program Evaluation: ST Math Randomized Field Trial

**12/2/11 • 10:15–11:45 am • Monorail C**

**Use of Research Findings**

**Presenter(s):** Teomara Rutherford  
Jennifer Long

**Description:** Multiple perspectives on a program evaluation using a large randomized field trial.
Evaluating Scaffolding in Educational Technology using ST Math  
12/2/11 ■ 10:15–11:45 am ■ Monorail C

Use of Research Findings

Presenter(s): Melissa Kibrick  
Teomara Rutherford

Description: This session describes evaluating the scaffolding available in educational technology. Specifically, I evaluated the ST Math software curriculum to describe the scaffolding present in teaching students the rules of the games versus the mathematical lessons. The session explores traditional classroom and tutoring scaffolding versus those present in educational technology and provides information for educators in evaluating educational technology before implementing it in their classrooms or schools.

Update from the California Office to Reform Education  
12/2/11 ■ 10:15–11:45 am ■ Wilderness

Measuring College and Career Readiness

Presenter(s): Rick Miller  
Jonathan Raymond

Description: Last year, The California Office to Reform Education (CORE) was introduced to the CERA conference. CORE emerged from California’s Federal Race-to-the-Top Round Two Application, which seven district leaders co-authored (Clovis, Fresno, Long Beach, Los Angeles, Sacramento and San Francisco Unified School Districts).

In this presentation, Rick Miller, Executive Director of CORE and Jonathan Raymond, Superintendent of Sacramento City Unified, will offer an update on CORE’s programmatic work focused on the following three outcomes: Common Core Standards Implementation, Talent Development and Strategic Collaboration, and Shared Learning for a new system.

Looking Beyond Proficiency: How a Performance-Based System Can Improve All Students’ Achievement  
12/2/11 ■ 10:15–11:45 am ■ Western

Changing Paradigms of Instruction

Presenter(s): Karin Dixon

Description: This session promotes data analysis models that go beyond tracking simple proficiency levels to ensure that programs and practices are benefitting students across the achievement spectrum. Participants are introduced to the Performance-based System, a comprehensive reform model being implemented at Lindsay Unified School District, and how preliminary achievement results show not only an improvement in proficiency rates, but also academic benefits to low- and high-achieving students. Techniques for measuring more complex indicators of achievement will be demonstrated, and opportunities for sharing best practices in data-analysis provided.

Cultural Implications for High Schools: AVID Students Enrolled in Advanced Placement Courses  
12/2/11 ■ 10:15–11:45 am ■ Western

School Improvement

Presenter(s): David Posthuma

Description: Measurement tools have been developed to rank high schools. One of the most visual of these measurements, Newsweek Magazine’s “The Challenge Index,” places an emphasis on increasing the numbers of students participating in Advanced Placement (AP) courses. Some of these students might be classified as at-risk. This study provides first-person evidence of how one school is adapting to the challenges of academic success for students participating in courses that provide a higher level of rigor.
Unlock Your STAR Potential

12/2/11 ■ 10:15–11:45 am ■ Mark Twain

School Improvement
(Vendor Presentation)

Presenter(s): Holly Wehr
Jim McBride, Ph.D.

Description: With funding for education being trimmed across the country, it’s more important than ever to squeeze every possible advantage out of the tools you have. STAR assessments, have evolved and expanded. In addition to an overview of STAR, details of a research study will be presented that used STAR Math as a platform to collect data on the end-of-year performance of students in grades 1–8.

Building More Technically Sound Classroom and District Assessments

12/2/11 ■ 10:15–11:45 am ■ Mark Twain

Common School and Classroom Assessments
(Vendor Presentation)

Presenter(s): Kelly Powell
Neal Robbins

Description: Schools and districts face ever-increasing stakes related to student achievement. Technically sound and defensible assessment systems will be necessary. Measured Progress, the Nation’s leading non-profit assessment company has developed a set of “shareware” tools and has embedded additional utilities in its data warehouse and assessment management system, DATAWISE. This session highlights some of the new analysis tools, and discusses how districts may better meet the needs of the future.

Practical Considerations in Computerized Testing

12/2/11 ■ 10:15–11:45 am ■ Sleeping Beauty Pavilion

Common School and Classroom Assessments
(Vendor Presentation)

Presenter(s): Tim Davey

Description: Choosing whether to test via computer is the most difficult and consequential decision that those responsible for a testing program can make. The decision is difficult because of the wide range of options available. Designers can choose where and how often the test is made available, how the test is items look and function, how those items are combined into test forms, and how those forms produce scores. The decision is consequential because it can impact every aspect of the testing process, from item development and test assembly, through test delivery and response collection, to the scoring and reporting of results.

This presentation (and the accompanying paper) is intended to assist practitioners grappling with the decisions of whether to test on a computer and how they can best go about doing so. We start by identifying the potential benefits of testing via CBT. The major CBT design options are next described, along with the relative strengths and weaknesses of each approach. Finally, a framework for making informed design decisions is introduced, with practical recommendations for its use.
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