
November 28-30, 2012
Portola Hotel & Spa
Monterey, CA
California Educational Research Association

2012 Annual Conference Program


November 28-30, 2012
Portola Hotel & Spa
Monterey, CA

California Educational Research Association
www.cera-web.org
Dear CERA Members:

Welcome to Monterey for the 91st annual meeting of the California Educational Research Association (CERA)!

On behalf of the CERA Executive Board, I would like to thank you for your support of and participation in the organization. I want to recognize our many sponsors and exhibitors—we are so glad to have your support! I want to give special thanks to this year’s Platinum sponsors: ETS, CTB, Eagle Software, Illuminate Education, Key Data Systems, Pearson, Renaissance Learning, Riverside Publishing, SchoolCity Inc., and Wireless Generation. Your support makes it possible for us to put on a fine conference!

This year’s conference addresses the theme of “Innovation and Expectation: New Standards, Technologies, and Approaches That Propel Learning.” We kick off the conference with three wonderful FREE preconference sessions on Wednesday, November 28. The sessions are: Best Practices for Test Coordinators and the ABC’s of Accountability, Basics of Program Evaluation, and How Clean is Your Data OR How Data Determines AYP/API/AMAO Results. Your attendance at these sessions is included with your registration, so please join us.

I am thrilled that the conference will feature three dynamic keynotes speakers who will address issues of importance to researchers and practitioners. On Thursday, November 29, Deborah V.H. Sigman, Deputy Superintendent, District, School & Innovation Branch, California Department of Education, will speak on “Next Generation Standards, Assessment, and Accountability in California.” Dr. Stanley Rabinowitz, Director of Assessment & Standards Development Services, WestEd; and WestEd Project Director of the Smarter Balanced Assessment Consortium, will speak on “Assessment Implications of the Common Core State Standards.” And on Friday, November 30, Dr. Kathleen Scalise will speak on “Innovative Item Types: Why Educators Care about the Future of Technology-Enhanced Assessment.” I’m really looking forward to these keynote addresses.

At Friday’s luncheon, we will be presenting the CERA Lifetime Achievement Award to an education researcher who has made significant contributions over the span of a long and distinguished career. This year’s honored recipient is Dr. Brian Stecher. Dr. Stecher is a Senior Social Scientist and Associate Director of RAND Education, and a Professor at the Pardee RAND Graduate School. I hope you will join us at Friday’s lunch when Dr. Stecher will be honored. In addition, CERA honors Tracy Bennett for authoring the 2012 CERA Outstanding Paper; Ms. Bennett will share her results with us and will also represent CERA next spring at the annual American Educational Research Association (AERA) conference in San Francisco.

I am confident you will find many thoughtful and provocative sessions during this year’s conference. I look forward to visiting with you at the annual President’s Reception on Thursday evening, to be held just steps away from the Portola Hotel at the Memory Garden at Custom House Plaza. (Please note that high heels are not recommended at the Memory Garden due to the crushed, compacted granite that makes up the Garden’s floor.) At the close of the conference, I hope you will share your ideas for improving CERA and the conference by completing the conference evaluation.

Have a fun and productive conference!

Eric W. Crane
2012 President,
California Educational Research Association
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<tr>
<th>Year</th>
<th>President</th>
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<tbody>
<tr>
<td>1938</td>
<td>Jose Burkman</td>
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<td>Dan Reed</td>
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<td>R. Chris Westphal, Jr.</td>
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<td>Thomas Barrett</td>
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<td>Mary Tribbey</td>
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<td>2010</td>
<td>Paula Carroll</td>
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<tr>
<td>2011</td>
<td>Roger Yoho</td>
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2012 CERA Board Members

**Executive Officers**

Eric W. Crane, *President*
WestEd

Wendell Callahan, *Vice President*
San Diego County Office of Education

Shannon E. Coulter, *Secretary*
San Diego County Office of Education

Don Dixon, *Treasurer*
Sonoma State University

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

**At-Large Board Members**

Kate Esposito
California State University, Dominguez Hills

Donna O’Neil
San Juan Unified School District

Rachel L. Perry
Sacramento County Office of Education

Alicia Henderson
Bellevue Union School District

**Graduate Student Representative**

Jessica Rigby
University of California, Berkeley
Keynote Presenters

DEBORAH (DEB) SIGMAN serves as the Deputy Superintendent of the District, School & Innovation Branch for the California Department of Education (CDE). She oversees student assessment, school and district intervention, federally funded educational programs, state and federal accountability, educational data, and charter schools. Sigman is an elected member of the Smarter Balanced Assessment Consortium Executive Committee and also services as the vice-chair of the National Assessment Governing Board-Council of Chief State School Officers Policy Task Force.

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 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.

STANLEY RABINOWITZ directs WestEd’s Assessment and Standards Development Services. As Program Director, Rabinowitz oversees program activities, directs assessment development for the Kentucky and Nevada statewide assessment programs, and consults extensively with policymakers and assessment staff at the national, regional, and state levels. Rabinowitz directs the WestEd/CRESST Assessment and Accountability Comprehensive Center. He has authored a number of published papers on issues related to the use of integrated standards and assessment systems in high-stakes state programs and worker-training initiatives. Previously, Rabinowitz directed the statewide assessment program for the New Jersey Department of Education.

He received a BA in psychology from Brooklyn College, and an MS and a PhD in educational psychology and statistics from State University of New York at Albany.
Keynote Presenters (continued)

KATHLEEN SCALISE (Ph.D. UC Berkeley) works in the area of e-learning and assessment. She is interested in analysis of student learning trajectories with item response models, computer-adaptive approaches for assessment, dynamic delivery of content, and modifications and innovative instructional design practices in e-learning. She also is engaged in equity studies and is interested in policy considerations of equity, opportunity and access in education. Scalise recently served with the Curriculum Frameworks and Instructional Resources Division of the California Department of Education for the 2002 California Science Framework for K-12 Public Schools, on the ChemQuery (NSF) project for Smart Homework: Personalization and Customization of Multimedia Content with Embedded Measurement Models, and as Chancellor’s speechwriter for policy statements and presentations of the University of California, Berkeley.

Lifetime Achievement Award

BRIAN STECHER (Ph.D. Education, UCLA) is a Senior Social Scientist and the Associate Director of RAND Education. Dr. Stecher’s research focuses on measuring educational quality and evaluating education reforms, with particular emphases on assessment, accountability and teacher effectiveness. During his more than 20 years at RAND, he has directed prominent national and state evaluations of No Child Left Behind, Mathematics and Science Systemic Reforms, and Class Size Reduction, and he currently directs the evaluation of the Bill and Melinda Gates Foundation’s Intensive Partnership Sites for Empowering Effective Teachers, a six-year effort to implement measures of teacher and school leader effectiveness in four sites and use them to strategically manage district human resources. He has provided consulting and technical assistance at the state and national levels, serving for more than 10 years on the Technical Design Group, advising the California Department of Education on its accountability policies. He is also currently a member of the National Research Council’s Board on Testing and Assessment as well as the Advisory Council for the newly formed Center for Education Statistics and Evaluation in New South Wales, Australia. Stecher has also served on expert consensus panels relating to standards, assessments, and accountability for the National Academies. His recent publications include Organizational Improvement and Accountability: Lessons for Education from Other Sectors, and Toward a Culture of Consequences: Performance-Based Accountability Systems for Public Services. He has published widely in professional journals and served on many editorial boards.
Lifetime Achievement Award

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

Selection Criteria

**Primary Considerations:**

- Outstanding Work in Educational Research. This work may include:
  - conducting educational research studies, or
  - administering program that affect educational research (e.g., 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 (i.e., the award is not limited to someone working in one or more or only a few spheres in education—any sphere of work in the field of education is acceptable.

**Lifetime Achievement Award Recipients**

<table>
<thead>
<tr>
<th>Year</th>
<th>Honoree</th>
<th>Year</th>
<th>Honoree</th>
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<td>1997</td>
<td>Jim Popham</td>
<td>2005</td>
<td>Bill Padia</td>
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<td>1998</td>
<td>Eva Baker</td>
<td>2006</td>
<td>Jeannie Oakes</td>
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<tr>
<td>1999</td>
<td>Alex Law</td>
<td>2007</td>
<td>Edward Haertel</td>
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<tr>
<td>2000</td>
<td>John Martois</td>
<td>2008</td>
<td>Jamal Abedi</td>
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<tr>
<td>2001</td>
<td>Tej Pandy</td>
<td>2009</td>
<td>Wendy M. Yen</td>
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<tr>
<td>2002</td>
<td>Ted Bartell</td>
<td>2010</td>
<td>Pat McCabe</td>
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<tr>
<td>2003</td>
<td>Dale Carlson</td>
<td>2011</td>
<td>Linda Darling-Hammond</td>
</tr>
<tr>
<td>2004</td>
<td>Richard Shavelson</td>
<td>2012</td>
<td>Brian Stecher</td>
</tr>
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</table>
Outstanding Paper Award Winners

Authors of original, unpublished articles are cordially invited to submit their papers for consideration as the CERA’s “Outstanding Paper Award.” As a state affiliate, CERA has one automatic paper presentation opening at the 2011 American Educational Research Association’s (AERA) Annual Convention and Exhibition to be held in April 2013 in San Francisco, California. When appropriate, CERA selects its “Outstanding Paper Award” winners through a competitive award process. Congratulations to all winners.

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Author(s)</th>
<th>Affiliation(s)</th>
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<tbody>
<tr>
<td>2012</td>
<td>“Seeing Eye-to-Eye: A Study of Afterschool Alignment and Academic Achievement”</td>
<td>Tracy Bennett</td>
<td>University of California, Irvine</td>
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<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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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<tr>
<td>2007</td>
<td>“Effects of Principal’s Pay and Pay Satisfaction for Student Achievement at the Elementary School Level”</td>
<td>I. Phillip Young</td>
<td>UC Davis</td>
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<td>2006</td>
<td>“Color of Money Compared to Color of Principals: An Assessment of Pay for Male Elementary School Principals Varying in Surname (Hispanic vs. Non-Hispanic)”</td>
<td>I. Phillip Young</td>
<td>UC Davis</td>
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<td>2005</td>
<td>“A Collective Inquiry Response to High-Stakes Accountability”</td>
<td>Nazanin Zararpour</td>
<td>Claremont Graduate University</td>
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Pre-Conference Sessions

Best Practices for Test Coordinators and the ABC’s of Accountability

ROOM: IRONWOOD I & II

This popular workshop has been expanded to cover the ABC’s of California’s state and federal accountability systems as well as the logistical issues related to coordinating a district testing program. The first part of the workshop 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) completing required forms, (5) handling returned data, (6) and other basics that will help ensure compliance with state testing regulations and optimize district resources. This part of the workshop is designed to complement, not duplicate, the test contractor’s pre & post-test workshops. The second part of the workshop will focus on providing new accountability coordinators with basic information about the state Academic Performance Index (or API) and the federal Adequate Yearly Progress (or AYP) measures, similarities and differences between the two systems, and appropriate ways to present data from each system for school and district administrators and school boards.

Presenters: Kelle Nelson, Assessment Coordinator, Yuba City USD, Jenny Singh, Administrator, Academic Accountability Unit, California Department of Education

Basics of Program Evaluation

ROOM: COTTONWOOD I & II

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.

Presenters: Tom Barrett, Educational Consultant and former Director of Educational Accountability in 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, and 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

ROOM: REDWOOD I & II

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.

Presenter: Wes Scott, Director of Accountability, Key Data Systems.
## Conference at a Glance

### Pre Conference  Wednesday, November 28, 2012

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<th>Time</th>
<th>Event</th>
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<tr>
<td>2:00pm to 8:00pm</td>
<td>Registration</td>
<td>DeAnza Foyer</td>
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<td>2:30pm to 3:00pm</td>
<td>CERA Annual Business Meeting</td>
<td>Bonsai I</td>
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<td>3:00pm to 7:00pm</td>
<td>Exhibitors’ Set-up</td>
<td>DeAnza Foyer</td>
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<td>3:30pm to 6:00pm</td>
<td>Pre-Conference Sessions</td>
<td>Breakout Rooms</td>
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### DAY 1  Thursday, November 29, 2012

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<td>Registration</td>
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<td>Exhibit Hall Open</td>
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<td>8:30am to 9:30am</td>
<td>Breakfast &amp; Keynote Address: Deb Sigman</td>
<td>DeAnza (A, B, &amp; C)</td>
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<td>9:30am to 10:00am</td>
<td>Outstanding Paper Award, CERA Board Election</td>
<td>DeAnza (A, B, &amp; C)</td>
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<td>Day 1, Session 1</td>
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<td>12:00pm to 1:45pm</td>
<td>Lunch &amp; Keynote Address: Stanley Rabinowitz</td>
<td>DeAnza (A, B, &amp; C)</td>
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<td>Day 1, Session 2</td>
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<td>Afternoon Refreshment Break</td>
<td>DeAnza and Steinbeck Foyers</td>
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<td>Day 1, Session 3</td>
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<td>5:45pm to 7:45pm</td>
<td>President’s Reception</td>
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### DAY 2  Friday, November 30, 2012

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<td>Registration</td>
<td>DeAnza Foyer</td>
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<td>7:30am to 12:30pm</td>
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<tr>
<td>8:30am to 10:00am</td>
<td>Breakfast &amp; Keynote Address: Kathleen Scalise</td>
<td>DeAnza (A, B, &amp; C)</td>
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<td>10:00am to 10:15am</td>
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<td>11:45am to 12:00pm</td>
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<td>12:00pm to 2:00pm</td>
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COLTON I

Presenter(s): Ronald Dietel  
Strand: Use of Research Findings  

Developing an Accountability Plan for the Consortia-based Assessments: Drawing from the Research

To measure the Common Core State Standards, forty-five states are participating in one or both assessment consortia, the Smarter Balanced Assessment Consortium and/or the Partnership for Assessment of Readiness of College and Careers. This presentation will increase participants’ knowledge of the research behind the forthcoming assessments; add to their understanding of the challenges and key issues ahead; and help attendees develop an accountability plan to transition to the CCSS and the new consortia assessments. Participants will receive a guidebook of useful resources including recent articles published by the presenter in Kappan magazine and the Kappa Delta Pi Record journal.

COLTON II

Presenter(s): Carrie Ann Blackaller, Belinda Karge, Shirley Lal  
Strand: Use of Research Findings  

Developing a Mentoring Training Program: Supporting Special Education Novice Teachers and their Mentors during Induction

The focus of this paper is the development of a mentoring system based on the results from a 4-year exploratory study of a mentoring process for novice Special Education intern teachers. As a result of the study, the university re-examined its mentoring process and developed a focused mentoring system offering multifaceted training for mentors and mentees. The benefits of developing a systematic approach to mentoring are far reaching: using research and assessment results for program development and improvement, enhancing collaboration between the university and schools, and providing essential skills for mentors and mentees.

COLTON III

Presenter(s): Rebecca Buschang, Terry Vendlinski  
Strand: Teacher Effectiveness  

Designing Professional Development for Teachers Using Instructional Math Video Games in their Classroom

The use of instructional video games in classrooms has gained support in recent years. However, many teachers are not familiar with or comfortable using video games in their classrooms. Professional development, if designed effectively, can help teachers gain the skills and knowledge needed to effectively use technology in their classrooms.

In this session, the research literature on professional development and the use of technology in classrooms will be described. An example of a professional development program related to mathematics video games on rational numbers and solving equations will be also be described.
FERRANTE I

Presenter(s): Brad Allison  
Strand: School Organization and Leadership

Teacher Dismissal for Cause

This session will explore an actual case of teacher dismissal based on violation of school policy that endangered the lives of high school students. An examination of the decision process pursued by a principal using current research. Finally, we will examine the “sandwich” dilemma of principals.

FERRANTE II

Presenter(s): Brent Duckor, Daniel Perlstein  
Strand: Common School and Classroom Assessments

Designing Assessment for Learning: National lessons from a model school

This session focuses on the articulation of the logic of assessment (NRC, 2001) with an empirical case study of a leading national secondary school, which pioneered portfolio assessment. The case exemplifies a school-based accountability system in which teachers produced, used and evaluated assessment data aligned with the Habits of Mind. This session revolves around how to integrate the visions of the logic of assessment with current assessment practices available to pre-service and in-service teachers. Tools and evidence for the “classroom assessment triangle” approach are explored in the context of teacher educators’ work California standards-based preparation in assessment for student learning.

FERRANTE III

Presenter(s): Marion Miller, Sharen Bertrando  
Strand: Considerations for Special Populations

Districts Identify Effective Practices for Students with Disabilities Learning in the Least Restrictive Environment (LRE)

The US Department of Education is in the process of revamping the way it monitors how states close the achievement gap between students with disabilities and their peers. Thus, it is important to examine a major tenet of the Individuals with Disabilities Education Act (IDEA), the least restrictive environment (LRE), as it contributes to high academic performance for students with disabilities. During this presentation, the participants will learn about the preliminary findings from an ongoing technical assistance project that identifies replicable practices in local education agencies (LEAs) that meet or exceed the State Performance Plan targets for the least restrictive environment (LRE).
IRONWOOD I

Presenter(s): Ying Jiang  
Strand: Measuring College and Career Readiness

School Demographic Characteristics and Secondary Education Preparation in California Public High School Students

The current session examines the relationship between school demographic characteristics and secondary education preparation for California public high schools. The school demographic characteristics include percent of students participating in the free or reduced price meal program, percent of students in gifted and talented education programs, percent of participants who are designated as English learners, percent of reclassified fluent-English-proficient students, and average parent education level. The secondary education preparation is operationally defined as school level average school level average ACT composite scores, AP passing rate, average SAT critical reading scores, mathematics scores, and writing scores.

REDWOOD II

Presenter(s): Justin Sargeant  
Strand: Use of Research Findings

Impact of Metacognitive Prompting on Reading Comprehension for Junior High School Readers

This presentation will discuss the findings of an action research study aimed at utilizing metacognitive prompting to assess silent reading comprehension. The study utilized reflection and prompting as a necessary tool for English learners to be able to self-monitor their silent reading. The presentation depicts data from an action research study that incorporates student achievement data and student responses to metacognitive prompting. Strategies to support teachers in assessing silent reading comprehension and to support students in progress monitoring will be shared.

REDWOOD I

Presenter(s): Joel Knudson  
Strand: School Organization and Leadership

Mentorship for System Improvement: Lessons from an Emerging District Partnership

As school districts look to collaboration as a means of increasing efficiencies and building capacity, mentoring relationships represent one model for effective district learning. An emerging partnership between two California districts—Garden Grove and Oakland—provides a potential model of an effective mentoring partnership. Drawing on the strengths of a well-established and coherent approach to human capital development in Garden Grove, district leaders work together to apply the best practices from one context to a completely different environment. This presentation shares the early work of the partnership and identifies some of the conditions that have enabled it to gain traction.
COLTON I

Presenter(s): Ellen Osmundson  
Strand: Use of Research Findings

Building Teachers’ Assessment Capacity: Lessons from the Field

The second presentation will build on information presented in the first session on the Common Core State Standards, and will present recent studies of teachers’ assessment knowledge and practices. The session will focus on understanding how to build teachers’ assessment capacity to successfully implement the Common Core State Standards and accompanying assessments.

COLTON II

Presenter(s): Amanda Leimer  
Strand: School Improvement

Research Self-Efficacy in Graduate Students

This paper proposal was crafted to fulfill the following session objectives:

Objective #1: To provide empirical grounds for a conversation that examines graduate student development, and highlights the role of mentors, department climates, and required ethics training.

Objective #2: To discuss Responsible Conduct of Research practices associated with graduate student development and propose methods on how to incorporate ethical training as part of the graduate curriculum.

Objective #3: Share practical recommendations for increasing research self-efficacy through the role of mentorship, department climate, and ethics training.

FERRANTE I

Presenter(s): David Colachico, Linda Chiang  
Strand: Changing Paradigms of Instruction

Faculty Decisions Regarding Applications for Internal College/University Grants

This presentation will share the results of research conducted to ascertain trends of the use of an internal grant titled the Creative Teaching Grant at one university in Southern California. Participants will design a draft proposal to bring back to their campuses to share regarding raising local interest in applying for internal grants.
IRONWOOD I

Presenter(s): William Fitzgerald, Michael Horton
Strand: Measuring College and Career Readiness

A Longitudinal Comparison of AVID and Non-AVID Students in an Urban School District

We will present a case study that compares measurable outcomes for high school students with long term AVID program enrollment to a comparable set of non-AVID students in an urban school district. We will begin by discussing the scope of the AVID program in the district and schools chosen for this study. We will then consider AVID objectives and their fit to measurable outcomes. We will cover the overall study design and sampling issues, and present our findings. We will conclude with a discussion of academic and financial policy implications, and discuss critical data issues identified during the study.
A New Era: Transitioning to the Common Core State Standards and Assessments

In a new era of educational assessment, educators are looking for information about what this means for students, schools, and districts. California has adopted the new Common Core State Standards (CCSS), and many questions about curriculum, instruction and assessment remain. In anticipation of a new Common Core assessment in 2014, many districts are interested in understanding and predicting how students might perform. CTB/McGraw-Hill has been selected as a lead content developer and item writer for the Smarter-Balanced Consortium (SBAC), and has already completed development, standardization, and norming of a new Common Core assessment available for school use now! This workshop will share information about the similarities, differences, and nuances in the Common Core standards, discuss available resources and tools available for school and classroom use, and provide relevant assessment information.

The Implementation and Evaluation of a Performance Based System in a Rural California Central Valley District

This session will explore the ongoing implementation and evaluation of a performance based system (PBS) of education at Lindsay Unified School District (LUSD), a rural school district in the CA Central Valley. The system can be broadly defined as an educational system in which students progress through curriculum based on demonstrated mastery of established standards or learning targets. LUSD implemented the PBS framework district-wide in 2011-2012 in which students were assigned to content levels based on instructional needs, not age. The session will explore the experiences of the district with the implementation of the system and emerging evaluation research situated in a district-university partnership.

Elementary School-wide Implementation of Response to Intervention

Response to Intervention has emerged as a potential system for supporting all students through systematically responding in differing levels of support. Given this relatively new phenomenon, the problem is a lack of understanding about how RTI functions organizationally. This presentation will include findings from a qualitative study regarding school-wide implementation of Response to Intervention (RTI) in an elementary school. Ways to support systemic change and the components of RTI will be addressed. Identifying the need to provide early intervention to support the academic success of all students is the presentation's goal.
Operationalizing Academic Language in English Language Proficiency Assessments

Academic language is those aspects of a language which students need to know in order to effectively engage with academic content. This paper will consider several factors important in operationalizing the construct of academic language in English language proficiency (ELP) assessments in order to obtain a valid measure of students' language knowledge and skills. These factors include covering both content-general and content-area-specific academic language, and avoiding the conflation of academic language with academic content, among others.

Building Quality Assessments

Is your district administering assessments that are both reliable and valid? There is a science to developing sound assessments. This introductory session covers the criteria of high quality assessments and their impact on data reliability. Participants will identify the purpose of an assessment and match the test design to the desired learning outcomes. Administrators and teachers will begin to understand the process of developing assessments which accurately assess student learning.

Evaluation of Computer Adaptive Testing (CAT) for Formative Assessments at Val Verde Unified School District

Val Verde Unified School District conducted an action research project between May and November 2012 to evaluate the efficacy of using Computer Adaptive Testing (CAT) techniques for formative assessment. Three types of formative assessment approaches were evaluated by teachers across all grade spans—Non-CAT assessments using traditional selected-response items, CAT assessments using improved (i.e., SBAC-like) selected-response items, and Enhanced CAT assessments (CAT with additional capability of tracking pre-requisite skills for measured standards). Effectiveness of the various methods was measured with observation and survey. This session reviews the design, execution, and results of the project.
COLTON I

*Presenter(s): Theresa Slaman, Marianne Splenda*
*Strand: Use of Research Findings*

**Teaching for Learning, Learning to Assess: One School’s Journey**

The third presentation will build on information presented in two previous sessions on the Common Core State Standards, and will provide examples from the past three years as teachers in a large, suburban school district in Northern California have worked to improve the quality of teaching and learning in their schools through the use of a comprehensive data system. Presenters will discuss lessons learned, and how that information will be used in their implementation of the CCSS and accompanying assessments. A question and answer session will follow.

IRONWOOD I

*Presenter(s): Katie McClarty, Mathew Gaertner*
*Strand: Measuring College and Career Readiness*

**Evidence Based Standard Setting: Using Empirical Evidence to Set College Ready Cut Scores**

Performance standards are a powerful way to communicate K-12 student achievement (*e.g.*, *proficiency*) and are the cornerstone of standards-based reform. As education reform shifts the focus to college and career readiness, approaches for setting performance standards must change. The focus on assessing student readiness can move performance standards toward an increasingly empirical grounding, leading to more meaningful and understandable standards for student achievement and better guide posts for instructional improvement. This session will describe the Evidence Based Standard Setting approach to setting college readiness cut scores using examples from Texas and from the American Diploma Project Algebra II Exam.
FERRANTE II

Presenter(s): Changhua Rich
Strand: Common School and Classroom Assessments

Applying Artificial Intelligence Scoring to Speaking Assessment

For districts and states across the nation, English language proficiency assessment faces challenge of one-to-one assessment of speaking. With more and more assessments moving to an online platform, how can artificial intelligence technology be used to measure speaking skills? What are the benefits and constraints to both teachers and students in an online summative or formative assessment environment? This session will introduce application of artificial intelligence scoring for speaking items in the English Online System currently being used in the middle schools in China.

BONSAI I

Presenter(s): Camden Iliff
Strand: Vendor (Eagle Software)

Aeries Analytics - Merging Student and Assessment Systems For Superior Data Analysis

Aeries Analytics finally bridges the gap between Assessment and Student Data Systems; bringing rich new features never before available in either an Assessment System or a fully featured Student Information System. This powerful combination provides many advantages and allows unparalleled opportunity for data analysis and at-risk student identification and tracking.

REDWOOD I

Presenter(s): Marcy Guthrie
Strand: School Improvement

A Two Goal Focus: 1) Moving every student up one band on the CST, 2) Advancing each EL one level on the CELDT

Driven by the belief that all students can learn, every decision in Kings Canyon Unified School District must propel students towards improved student achievement. Easy to say, but how is such a statement quantified? Through two clear and concise goals. We will share how our district accomplished such a feat and has maintained this singular focus.
Pre-service Special Education Teachers’ Perceived Readiness to Teach Students With Autism Spectrum Disorders: A California-Based Study

This session will discuss the findings of a survey that was designed and administered to 250 pre-service teachers in the spring and summer of 2012 to determine pre-service teachers’ perceived knowledge and ability to apply established treatments identified by the National Standards Project for the teaching of students with Autism Spectrum Disorder. The findings showed that pre-service teachers exhibited overall confidence in carrying out evidence-based practices, but reported significantly lower confidence in their ability to carry out some of the established treatments as identified by the National Standards Project. This session will involve a brief description of the National Standards Project and the new California teacher preparation standards for the Added Authorization for teaching students with ASD, plus the findings of the survey study. A question and answer session will follow the report of findings.

Response to Intervention and Coherent, Content-Rich Curriculum to Reduce Grade Level Retentions in Urban School Districts

This session focuses on the findings from a USC study that investigated the intersection between retention and academic performance specifically with English Language Learners and low socioeconomic populations in urban settings. The results have implications for educators and policy makers working to ensure students are prepared for college and career. This discussion will highlight three key implications: (a) the need for monitoring and implementing retention policies, (b) the need for district-wide initiatives focusing on 21st Century Learning, and (c) the need for full implementation of Response to Intervention. The incorporation of these key recommendations will transform urban classrooms.

Closing the Achievement Gap Write Now: Using an Innovative Literacy Program to Strengthen Teacher Pedagogy

As a call to action, this presentation will demonstrate on-the-ground tools that actually work to transform teacher practice and student achievement. Accordingly, the objective of our session is threefold: (1) Present findings on an innovative approach to professional development (PD) that involves teachers writing and performing spoken word poetry as a way to understand their own practice and further connect with their students; (2) allow teachers and poet-mentors to showcase their poetry pieces and discuss the impact
it has had on their lives and classroom pedagogy; and (3) provide recommendations for teacher PD in
general and the type of teacher training needed for urban educators in particular.
Our interactive presentation will focus, in particular, on the spoken word poetry created by 28 teachers and
their students in English and Special Education classes at three low-performing urban schools (1 middle, 1
high, 1 continuation) in the Sacramento region. The session will be a mixture of spoken word performance
poetry demonstrations, a writing activity for participants, and a discussion about how involving teachers in
spoken word is impacting student achievement at three schools in Sacramento.

FERRANTE I

Presenter(s): Hui-Ju Huang, Kirk Lin
Strand: Changing Paradigms of Instruction

Analysis of Students’ Scientific Arguments

The study examined the components and quality of students’ arguments and to compare the differences
of their arguments on varied science topics. The results show that most arguments contained reasoning
and grounds to substantiate its claims, and there are significant differences of the quality of arguments
between different topics: A. ecocide, B. introducing species, and C. business development verse conserv-
ation (chi-square = 79.8, p < 0.0001 between A & B; chi-square = 46.0, p < 0.0001 between A & C; chi-
square = 17.2, p < 0.002 between B & C). The curricula and pedagogical implications are also discussed
in the paper.

FERRANTE III

Presenter(s): Michele Berke
Strand: Considerations for Special Populations

Shared Reading Experiences: What can we learn from deaf
mothers reading with their deaf children?

This session will discuss the findings of a research study that compared ten deaf mothers reading books
with their deaf children and ten hearing mothers reading books with their similarly-age-matched hearing
children. A comparison of the reading techniques used when reading unfamiliar books will be discussed
as will the specific techniques that deaf mothers use to mediate between American Sign Language and
English in its written form.
IRONWOOD I

Presenter(s): Jennifer Orlick
Strand: School Improvement

Conversion Charter Schools in California: Trends in Performance and Demographics

Conversion charter schools have a strong presence in California’s educational landscape, represent a unique school reform strategy, and have maintained a steady growth in numbers since 1993. But what are the outcomes of these schools after conversion? Conversion charter schools have achieved high levels of academic performance after conversion and those that are fully autonomous from their local school districts are making rapid academic gains with underserved students and have increased their student diversity over time. This session will explore the growth of conversion charters and their lasting impacts on student outcomes.

BONSAI II

Presenter(s): Deb Sigman
Strand: Vendor (CDE/ETS)

Fulfilling the Promise of Improved Assessment Through Innovation and Technology: The California Science Experience

The CDE and an interdisciplinary team of assessment designers will discuss the development and use of technology enhanced items to assess science standards. The presentation will include a demonstration of new items that were included in the try-out activities in volunteer schools this year. Panelists will describe the challenges and the potential future applications of technology and innovation assessment in the K-12 setting.

COLTON II

Presenter(s): Ronald Dietel
Strand: Use of Research Findings

Communicating Research and Information for Results: from Copyright to Public Speaking

This presentation will help participants: 1) adapt their writing for different media, including academic journals, education magazines, books, and newspapers; 2) increase their understanding of basic copyright law related to publications; 3) improve their presentation skills by following some simple guidelines, and 4) work effectively with the media to deliver news, research, or general information. Several short in-class activities will provide important learning opportunities while supporting communication of research goals.
The CORE Partnership: A New Theory of Action for Implementing Educational Reforms

As school districts face the challenge of developing and implementing ambitious educational reforms, new and innovative approaches must be considered. One innovative model currently being tested is the California Office to Reform Education (CORE), a collection of eight California school districts partnering to leverage human, financial, and social capital to develop solutions to common challenges. This presentation will describe the ways in which this novel approach to education reform is being implemented among the CORE districts, district administrators’ perceptions of and satisfaction with the CORE partnership, and the impact of the partnership on the districts’ goals.

Teachers’ Ability to Use CELDT Data to Improve Instruction of English Learners with Disabilities

This session will provide participants with preliminary data collected to understand California teachers’ ability to use CELDT data. A survey was conducted with elementary and secondary school special education teachers serving EL learners with disabilities. The survey was used to determine teachers’ perceived ability to use the CELDT data to inform lesson planning, IEP development, and instruction for EL learners with disabilities. Ways to improve the use of CELDT data by teachers and the need for improved education of the Common Core Standards for EL learners with disabilities will also be discussed.

Cross-Age Mentoring in Math: Design, Implementation, and Outcomes

This session will first briefly review the best practices in peer and cross-age mentoring programs in mathematics and how it could be used to improve not only student academic achievement but attitudinal and socio-emotional outcomes. It will later describe a case study from an inner city middle school in Los Angeles. Based on student, teacher, and administrator interview results, how a six week cross-age mentoring program molded students academically, attitudinally, and socially. We will also present the growth scores in mathematics and English for mentors and mentees.
FERRANTE I

Presenter(s): Jason Atwood, Leo White
Strand: Changing Paradigms of Instruction

Personal Epistemology as a Predictor of Academic Achievement at a High-Poverty, High-Minority High School

This interactive workshop is for educators who are especially interested in the intersection of psychology and philosophy, and who desire to engage in conversation about the influence of non-cognitive factors of students’ intellectual and academic trajectories. The first half of the workshop is lecture-based, and presents the findings from a case study of students’ personal epistemology at a high-poverty, high-minority high school in southern California. The second half of the workshop is an interactive group “mind storm” intended to provide teachers with the language, tools, and intervention strategies to help students develop more sophisticated and mature personal epistemologies.

IRONWOOD I

Presenter(s): Michelle Le Patner
Strand: School Improvement

What Does It Take To Turn Around a Low-Performing School?

The goal of school reform is to improve student learning. However, there is limited guidance as to how to identify priorities, particularly because school culture is critical. This session will provide an overview of a high school reform analysis conducted in Santa Ana USD. This session will support school and district leaders who are responsible for leading transformational reform, in an effort to identify key strategies that improve student learning.

FERRANTE II

Presenter(s): Ahmet Uludag
Strand: Common School and Classroom Assessments

How Teachers Use Data: Organizational and Political Conditions at Schools

In this session, we will share teacher practices on data use. We interviewed over 150 teachers on data-driven instruction practices in the past school year. We will demonstrate some of the practices that teachers reported to impact student achievement. The participants will have an opportunity to discuss data use practices that teachers report in 10 minute question and answer part.
**Raising California: How Teacher Preparation Can Affect P-12 Student Outcomes**

This session will identify multiple factors that impact P-12 student outcomes and the degree to which teachers can influence non-classroom factors. Results of surveys and interviews documenting teacher beliefs about student outcomes will be reviewed and participants will consider multiple ways to improve teacher preparation in this era of heightened accountability for both P-12 teachers and preparation programs. This discussion will inform a “toolkit” of self-assessment strategies to be used in program evaluation and accreditation.

**Review and Application of Intervention Research for English Language Learner who are Struggling Readers**

This session presents a review of current research on interventions for English language learners with reading difficulties. Through this review, participants will build knowledge of effective components of interventions for ELL. In addition, participants will become aware of characteristics of students that might mitigate the effectiveness of interventions. Moreover, based on the knowledge form this session, participants will apply insights gained to develop plans for interventions to remediate reading difficulties for English language learners.

**Learning Trajectories in Mathematics – Using Research and Innovative Technology to Improve Teaching and Learning**

Researchers are assessing, synthesizing, and disseminating findings on learning progressions/trajectories and promoting further research on their use and effects, particularly as tools for improving teaching and learning. This presentation will discuss how the Common Core State Standards in Mathematics (CCSSM) can be used to improve instruction employing the concept of research-conjectured learning trajectories or progressions (see Turnonccmath.net).
COLTON I

Presenter(s): Ali Korkmaz, Nilufer Korkmaz
Strand: Use of Research Findings

Ambitious Instructional Practices in Mathematics: Do They Matter in Outcomes?

University of Chicago Consortium on Chicago School Research (CCSR) student and teacher surveys have been used widely for the past decade especially in Chicago Public Schools. These surveys inform the teachers, administrators, and parents much deeper than any other observation or tool. These surveys deeply ask about different dimensions of ambitious instructional practices. As students are the constant recipient of instruction daily, their reports of what goes in the classroom would reveal a more realistic picture of instruction at the classroom. This study looks at how ambitious instructional practices are related to gains in mathematics academic achievement as measured by NWEA MAP tests.

FERRANTE I

Presenter(s): Pamela M. Christian, Michael Richards
Strand: Changing Paradigms of Instruction

Ethical and Moral Development in Digital Contexts

This presentation will identify challenges to the development of ethical and moral citizenship among adolescents. Utilizing the foundations of Positive Youth Development, Relational Cultural Theory, and Social Informatics Theory, this interactive session will encourage educators to engage students in the digital arena of the current generation. Strategies for developing ethical citizenship in various digital contexts will be provided.

IRONWOOD I

Presenter(s): Josh Emmett
Strand: School Improvement

Glimmers of Hope: When Mastery Learning Is Not Enough

This presentation will portray a multi-case study of four historically low-performing 7th grade math students who each demonstrated instances of mastery learning in math but were unable to transfer these experiences to other learning experiences and thus maintained a low self-efficacy for math. Using Bandura’s Social Cognitive Theory and the component of self-efficacy as a theoretical framework, this session seeks to engage educators and researchers in exploring ways to frame strategic discussions of low-performing students around the complexities involved in changing their self-efficacy. From such aptly framed discussions, solutions for effectively serving these students may emerge.
REDWOOD I

Presenter(s): Helen Duffy
Strand: School Organization and Leadership

Building Capacity for Accelerated Reform: The Fresno-Long Beach Learning Partnership

The Fresno-Long Beach Learning Partnership is designed to build system-wide capacity for the challenging work of preparing students for higher education and careers. The Partnership, a unique collaboration between two of California’s largest urban school districts, is a joint effort to pursue common goals, measure student achievement, and share professional knowledge that targets four key areas for improvement: mathematics instruction, improved outcomes for English learners, leadership at the school and district levels, and college and career readiness. This presentation reports findings from a three-year documentation of the Partnership and explores implications for multiple stakeholders, including practitioners, policymakers, funders and researchers.

REDWOOD II

Presenter(s): Claudia von Vacano
Strand: Considerations for Special Populations

The Subjects Matter for Teacher Professional Development Focused on English Learners

This session introduces participants to the complexities of designing and sustaining a cross-subject professional development program at the secondary school level focused on the enhanced achievement of English Learners. The session begins with a presentation of a recent qualitative case study of a cross-subject teacher professional development program at an urban middle school. Participants share their own experiences in improving teacher knowledge and practice, placing special emphasis on subject area pedagogical differences and how these can be overcome. Participants reflect on recommendations from the study along with their own experiences in a writing exercise.
Communicating Research and Information for Results: Using Traditional and Social Media to Connect with Stakeholders

How can communicators and researchers effectively reach wide-ranging and sophisticated audiences — from parents and administrators to researchers and the media? And how can we intelligently choose from the plethora of social media and communications tools out there?

This session will address key communications concepts — audience, messaging, and outreach — and dig deep into the latter, looking at effective ways to get your messages out to stakeholders. Among the options we’ll explore: email marketing services, Facebook, Twitter, and media outreach through press releases, op-eds, and blogs.

This session is very hands on, with time for participants to develop a communications plan.

Using Research to Propel a Results-Oriented Afterschool Culture: THINKing Together at California’s Largest Afterschool Provider

This session will review research and evaluation practices used by THINK Together that have propelled a data-driven, results-oriented culture. Participants will learn about: 1) research findings that drove the development and integration of academic alignment practices between school and afterschool, and 2) evaluation outcomes that propelled systemic and data-driven goal setting across various program types (e.g. elementary, middle school, high school).

The Effect of Critical Thinking and Reflective Writing on Teachers’ Action Research Project

Presenter designed a rubric for teachers to follow when engaging in an action research. The process of conducting action research projects in the classroom will be explained. Teachers develop understanding of how to do action research. Teachers learn how take more proactive leadership roles, improve their action research in the future, and change their instructional practices. Engaging in reflective writing enables teachers to think critically about their students, curriculum, school and district mandates, and their actual practices. Teachers who are leaders influence the progress of their students and have great success in their schools.
FERRANTE I

Presenter(s): Laura Lara-Brady, Debra Benitez
Strand: Changing Paradigms of Instruction

Evaluating an Interactive Online Professional Development Course Series

Session will start by describing the purpose for the professional development program, its components, and how data is being collected. Presenters will focus on the technology usage, its capabilities, and its limitations. Particular focus will be given to how to best collect data from online sources to inform an online course series. Participants will be given printed materials and a chance to interact with presenters to better understand all the pieces necessary for the evaluation of an online course series.

FERRANTE II

Presenter(s): Lixiong Gu, Ying Lu
Strand: Common School and Classroom Assessments

Ensuring Comparable Scores for Standardized Testing and Reporting (STAR) Across Years

This presentation will provide an overview of the rigorous procedures before and after test administration that Standardized Testing and Reporting (STAR) uses to ensure that student scores on different forms are comparable for a given grade level and subject. These procedures include the satisfaction of form construction guidelines, the quality control steps during test equating as well as year-to-year score comparison for reasonableness check. These procedures ensure the validity of the STAR equating results.

FERRANTE III

Presenter(s): Sarah Wheeler, Jason Atwood, Leo White
Strand: School Improvement

Evaluation and Intervention of Non-Cognitive Factors in Schools: A New Approach

We begin by asking participants to examine their own schooling experiences and how non-cognitive factors (e.g., motivation, engagement) played a role in their success. We will share recent research about the predictive nature of climate and culture on academic achievement. We will critique existing approaches to climate and culture evaluation, and introduce our own model. Finally, we will share results from our school evaluations and what these results tell us about the potential of climate and culture work in improving practice and academic discourse. We will also share valuable tools that can be used by session participants in the field.
REDWOOD I

Presenter(s): Tess Dawber, Jim Pisano
Strand: Considerations for Special Populations

CAHSEE Item Review and Analyses Procedures to Ensure Test Fairness

One of the goals of testing programs is to assemble a set of items that provides an estimate of student achievement that is fair and accurate for all groups of students (e.g., gender, ethnicity, English proficiency). The presenters will describe the processes designed to promote fairness, including committee reviews and statistical methods. Item analyses are used to determine whether groups of students perform differently on the individual items. The flagged items undergo a content review to interpret the differences.

BONSAI I

Presenter(s): Shannon Wells
Strand: Vendor (Key Data Systems)

Using Data to Guide Instruction

Understand the power of formative assessments and how to analyze data to provide targeted, data-driven instruction. Join us as we walk through the process of analyzing data and using well-written, standards-based items in your instruction.

IRONWOOD I

Presenter(s): Josh Emmett
Strand: School Improvement

In ’n Out: Four Years of a Freshman Academy for Underprepared 9th Grade Students

This presentation will depict a four-year study of a Freshman Academy implemented at one urban comprehensive high school. An initial study was conducted after two years of implementation and this follow-up study, after four years, revisits the critical attributes of the intervention program. Changes to the structure occurred during the four-year period that impacted teacher practice and service to students. Multiple measures of student outcomes over four years were analyzed as part of the study. A discussion of the challenges faced in sustaining this form of intervention will occur as part of this presentation.
Top Ten Ways for Better Reporting for English Learners

Test score reports are the vehicle for communicating the value of assessments to students, parents, and educators. They help engage parents in their child’s school success. Despite the multitude of issues surrounding testing and reporting for English learners, relatively little attention has been given to understanding how best to report test scores specifically for this population. Current methods fall short, especially when we consider that parents of English learners are often English learners too. As an example, consider how we report a reading and writing performance level (e.g., Proficient) for ELs on English proficiency just months before we report a reading and writing performance level for these same students in academic content a few months later in most cases. How is a parent to understand why her child was proficient on one of the reports and not proficient on the other when both are called reading? This presentation will focuses on precisely these sorts of issues. We will share current research on optimal reporting methods and explain how those methods apply specifically to English learners. We will summarize how states and organizations are currently reporting assessment results for English learners and share the top ten recommendations for improving reporting test results for this population of students. We will describe methods for combining information from English proficiency and academic assessments in ways to enrich our understanding of where our ELs are in their progress to learning English and academic content. We will discuss opportunities for improving reporting of score information to ELs due to technology. Technology offers new innovations for achieving these goals. In an online reporting system, results can be displayed in layers with the most important information about the student’s performance presented first. Successive layers would contain more details and in-depth explanations. Such a structure would reduce clutter and facilitate comprehension by allowing parents to focus on one piece of information at a time. In addition, parents can choose the level of detail they want to view about their child’s performance. Everyone would see in the first layer an overview of the scores and a brief explanation of the data. Those who are interested in learning more can open successive layers to find more details about the student’s performance and further information about the assessment. Research is needed to determine the optimal number of layers and how best to organize information for each audience, as well as learn what functionality is intuitive and helpful to the widest range of users.
COLTON I

Presenter(s): Carrie Ann Blackaller, Belinda Karge, Shirley Lal
Strand: Use of Research Findings

Developing a Mentoring Training Program: Supporting Special Education Novice Teachers and their Mentors during Induction

The focus of this paper is the development of the mentoring system based on the results from a 4-year exploratory study of a mentoring process for novice Special Education intern teachers. As a result of the study, the university re-examined its mentoring process and developed a focused mentoring system offering multi-faceted training for mentors and mentees. The benefits of developing a systematic approach to mentoring are far reaching: using research and assessment results for program development and improvement, enhancing collaboration between the university and schools, and providing essential skills for mentors and mentees.

COLTON I

Presenter(s): Shirley Lal, Carrie Ann Blackaller
Strand: Use of Research Findings

Examining the Benefits of Supporting Special Education Novice Teachers during Induction

This four-year exploratory study examined a special education intern credential program mentoring process designed to assist novice teachers during induction. University and school collaboration on pedagogy and teacher practice was essential in supporting novice teachers. The study also sought to discover benefits of the mentoring process. A mixed method approach to the collection and analysis of formative and summative data from multiple data sources was employed. Initial results indicate that intern teachers’ perceived their teaching abilities improved during the course of the program on most teaching standards. Mentors and interns indicated that they valued the mentoring support they received.
IRONWOOD I

Presenter(s): Ahmet Uludag  
Strand: School Improvement

Middle Schools Respond to Accountability Pressures through RTI

This study investigated Response to Intervention practices in Los Angeles Unified School District middle schools. In this qualitative case study, we focus on how middle schools attempt to stay ahead of the external accountability curve by creating a culture of Response to Intervention (RTI) that leads to strong internal accountability. Presenters will share how middle schools develop RTI practices in a bid to improve student academic achievement for all students to survive the accountability pressures.

REDWOOD II

Presenter(s): Daeryong Seo, Husein Taherbhai  
Strand: Considerations for Special Populations

Student Growth Percentiles as a Formative Tool in Assessing English Learners’ Progress in Language Acquisition

Assessing language adequacy can be enhanced by an ongoing examination of student performance in the classroom. However, such assessment must provide realistic feedback that would direct instructional resources in the most efficient manner. The current study extends Betebenner’s (2009) quantile regression model to provide a method by which student progress can be monitored in a fair manner based on their propensity in achieving proficiency. This study provides diagnostic growth information for helping ELLs acquire language proficiency through their prior total and four modality scores in English language proficiency (ELP) tests using 7195 students with five consecutive ELP scores.

FERRANTE I

Presenter(s): Barbara Richardson  
Strand: Changing Paradigms of Instruction

Data, Documents and Details of a Large Scale 1 to 1 iPad Implementation

Is your district moving in the direction of 1to1 deployment of iOS devices? Come and learn alongside a large urban school district as they share the data and details of their year one implementation of an iPad initiative across elementary, middle school and high school campuses. Model classrooms with 1 to 1 iPad deployment worked throughout the year to develop higher levels of student engagement, integration of technology and 21st Century Learning for elementary, middle school and high school students. Structures of the project, professional development, evaluation results and resources developed to use in expanding the initiative will all be shared.
GIS: A New Approach to Old Problems in Education

Geographic Information Science (GIS) offers new methods to educators for analysis and developing insight into the challenges facing our students, schools and communities. Participants in this session will be introduced to fundamental GIS concepts and will be shown several map-based examples that demonstrate how geo-visualization can be used to make data more meaningful. Finally, focusing on the specific problem of student suspensions in a large urban school district, participants will be lead through a typical spatial analysis workflow to identify suspension “hotspots”, trends in student suspensions, and to develop a predictive model for suspension incidents.

Update on Early Literacy Assessments on the California English Language Development Test

The California Department of Education (CDE) will present the factors that will result in the next generation California English language proficiency assessments. The session will focus on the impact of the new ELD Standards on the CELDT and the research, findings, and recommendations that will result in changes to the kindergarten and grade one (K–1) early literacy assessment components of the CELDT by 2015–16.
COLTON I

Presenter(s): Karen Volz Bachofer, Andrew Zau, Bruce Arnold, Julian Betts
Strand: Use of Research Findings

The CAHSEE: Predicting Success, Providing Support, Preventing Failure

This session will showcase two studies focused on the CAHSEE that explore the characteristics that predict exam performance and the impact of state and local programs to support students who fail the exam. Presenters will also discuss the CAHSEE Early Warning Model, a tool that districts can use to identify students likely to fail the CAHSEE well before they first take the exam in Grade 10. Finally, participants will learn about the MDTP CAHSEE Preparatory Diagnostic Test, a formative test designed help teachers identify student misunderstanding of the concepts and skills tested on the math portion of the CAHSEE. The session will also include time for Q and A.

COLTON II

Presenter(s): Silvia Swigert
Strand: Use of Research Findings

Using Multiple Methods as a Strategy for Conducting Rigorous Evaluation Of Voluntary After-school Programs

Three rigorous evaluation designs - random assignment, matched-control, and a propensity score method - will be discussed with the results from the same dataset, based on an evaluation of a voluntary middle school mathematics outreach program conducted on Saturdays. A long-standing program in these schools, the funder wished to evaluate the program more rigorously using random assignment, and with a different target population. Pitfalls experienced with each design will be illustrated briefly, followed by audience participation about the value of the findings.

COLTON III

Presenter(s): Julie Monet, Michael Kotar, Karen Hackett-Villalobos
Strand: Teacher Effectiveness

Teacher-driven Professional Development Through the Lens of Action Research

This session will examine an innovative approach to teacher driven professional development that promotes the growth of teacher knowledge through the lens of action research into classroom practices. Essential components of this model will be discussed including how teachers identify questions or problems based on the needs of students to select professional development, and the role of teacher as researcher who supports the implementation of steps toward educational improvement through data and evidence. Examples of action research conducted by teacher teams in the Teachers’ PD INC Improving Teacher Quality project will be shared.
FERRANTE II

Presenter(s): Eric Zilbert, Lixiong Gu, Daniel Stanley
Strand: Common School and Classroom Assessments

Standardized Testing and Reporting (STAR) Assessment Development and Psychometrics Update

CDE and Educational Testing Service (ETS) will present a review of several recent initiatives in test development and data analysis. The presentation will provide information on the Computer Based Testing tryout in science conducted in October, 2012. The presentation will also review the procedures used by CDE and ETS to determine the impact of security breaches on the validity of STAR assessments, including example analyses and results. Finally, the presentation will share the results of analyses of response patterns as an indicator of student engagement in the testing process.

BONSAI II

Presenter(s): Robyn Miller
Strand: Vendor (School City)

High Fidelity: Getting Teachers Onboard with Assessment and Common Core State Standards Technology

Teachers and kids must realize the transformative power of smart assessment together, through mutual understanding and in-classroom use of available technology. This multi-media presentation addresses the role and importance of all teachers using assessment technology in preparing kids for the demands of the CCSS. SchoolCity’s success in driving high rates of teacher technology adoption has yielded outstanding results. Some of these results, as well as the strategy and techniques used to get them, will be presented and discussed.

BONSAI I

Presenter(s): Eric Stickney
Strand: Vendor (Renaissance Learning)

Understanding Patterns of Reading and Mathematics Achievement Growth for Special Education and General Education Students as well as English Language Learners and Non-ELLs: Implications for Educator Evaluation and Instructional Practice

New accountability and educator evaluation systems are placing a strong emphasis on student growth. Expectations regarding what constitutes typical or expected growth are becoming part of the basis for drawing conclusions about school and teacher effectiveness as well as for making instructional decisions about students. A popular method for characterizing student growth is Student Growth Percentiles. Developed for states as a way to characterize year-to-year growth on state assessments, the SGP approach has
recently been applied to Renaissance Learning’s interim STAR assessments to report within-year growth. STAR SGP scores compare a student’s growth over a year or semester to that of his or her academic peers nationwide. Using a large national sample, the presenters have analyzed patterns of growth for different populations of students including those classified as receiving Special Education services and those classified as English Language Learners. These findings shed light on what constitutes typical growth for these populations, and have implications for state and district policies related to accountability and educator evaluation.

FERRANTE I

Presenter(s): Ahmet Uludag
Strand: Changing Paradigms of Instruction

Blended Learning Model: Case Study of Khan Academy to Personalize Math Instruction

This session will explore how schools are implementing technology-supported Khan Academy to personalize math instruction. We will profile multiple schools through case studies. Each school site will describe how Khan Academy model of personalizing math instruction changes learning from an instructional point of view. Describing challenges to blend learning with traditional teacher led instruction will be specially shared for the benefit of the participant who will have plans to utilize blended learning to personalize instruction. The session will end with a discussion on why and how to utilize blended learning to personalize math learning.

FERRANTE III

Presenter(s): Jessica English
Strand: Considerations for Special Populations

Stop and Think!: A strategy to promote acquisition of social skills and minimize disciplinary concerns

My presentation will offer an alternative to the generally ineffective methods of classroom management by demonstrating a strategy that provides students with an innovative opportunity to choose more appropriate behavior and helps prevent further disciplinary procedures. Various sources of data collected during an action research study will reveal that the infusion of art therapy, written expression, and collaborative dialogue with an educator offers an effective means of facilitating students to reflect and redirect their own behavior. The presentation will elucidate the Stop and Think! strategy to meet the needs of diverse students in fostering social skills while minimizing disciplinary concerns.
IRONWOOD I

Presenter(s): Jason Willoughby, Kelly Smith
Strand: School Improvement

Direct Interactive Instruction: Making Whole Class Instruction as Powerful as One-on-One!

In this session, participants will discuss how educators can take the available time they have for instruction and allocate their time in a way that maximizes student engagement on all levels and creates the greatest opportunity for student success. The Direct Interactive Instruction coaching cycle has proven to have a dramatically significant affect on student achievement gains.

REDWOOD I

Presenter(s): William Conrad, Robert Ibarra, Debora Abello
Strand: Considerations for Special Populations

The Role of Formative Assessment in a Summer School Migrant System

This presentation will engage participants in learning how a formative evaluation system aligned to a powerful logic model and theory of action can improve the implementation of a migrant education summer school system designed to improve student readiness for Algebra 1, English Language acquisition, and developmental assets.
COLTON I

Presenter(s): Jonathan Mathis, Ref Rodriguez
Strand: School Organization and Leadership

Strategy, Structure, and Outcomes: Lessons Learned from 10 years as an Early College High School

Presenters begin with an overview of ECHSs, sharing literature informing the implementation of the model. This introduction then leads to a discussion of participants’ perception regarding the opportunities and challenges associated with college participation. Next, presenters will highlight literature defining organizational strategy and its applicability to efforts in ECHSs. Strategy serves as a guiding construct for the session, supporting further analysis of data and efforts not only in ECHSs, but school models serving similar student populations.

COLTON II

Presenter(s): Rebecca Cheung, Kristin Alvarez, Kristen Bijur
Strand: School Organization and Leadership

From Skeptics to Believers: Creating an online learning environment for leadership development

Lured by the efficiency of web-based support for busy school leaders, but wary of technological pitfalls and limitations to building community online, this session focuses on the question, “What does effective professional support for school leaders look like in an online environment?” The presenters will describe how UC Berkeley is experimenting in this area as it transitions elements of its Leadership Support Program from a brick and mortar to web-based program. Participants will consider reasons to use Web 2.0 tools, discuss findings from a pilot program for school leaders, and explore promising practices and future directions for online leadership support.

COLTON III

Presenter(s): Heather Hough
Strand: Teacher Effectiveness

Salary Incentives and Teacher Quality: The Effect of a Compensation Increase on Teacher Recruitment in San Francisco

This study assesses the effect of a teacher compensation increase on improving teacher recruitment in an urban school district. The Quality Teacher and Education Act in San Francisco Unified introduced an overall salary increase, bonuses for teaching in a hard-to-staff school or subject, and retention bonuses in targeted years. Results indicate that QTEA’s salary increase improved San Francisco Unified’s attractiveness within the local teacher labor market and increased both the size and quality of the teacher applicant pool. Furthermore, such changes to the applicant pool led to moderate improvements in the quality of new-hires.
FERRANTE I

Presenter(s): Patrick Traynor
Strand: Common School and Classroom Assessment

Reauthorization and Transition to the Next Generation of California Assessments

The California Department of Education will present the latest factors influencing the transition to a new system of student assessments. Four types of assessments, diagnostic, formative, interim, and summative will be discussed as they pertain to assessment at the individual, classroom, school, district, and state levels. Included in this presentation will be the Smarter Balanced Assessment Consortium's resources that will be available for teachers as well as California's tools being developed with Educational Testing Services (ETS).

FERRANTE II

Presenter(s): Tom Barrett
Strand: Common School and Classroom Assessments

Maximizing the Predictive Validity of Benchmark Assessments

This session will address what should be expected from benchmarks in terms of test reliability and validity and the rationale and methodology of equipercentile equating for establishing performance level cutoffs for district benchmark assessments.

FERRANTE III

Presenter(s): Jill Hamilton-Bunch
Strand: School Organization and Leadership

Teaching Matters: How Specific Pedagogy and Program Design Proved Its Point in a Summer School Intervention Program

This presentation will describe a 4-week, full day, summer school intervention program designed to provide English language acquisition and literacy skills to sixty (60) kindergarten students who were considered far below grade level at the end of their kindergarten year. The study was conducted to determine the efficacy of the program as part of one-time grant. Design features, specific pedagogies and stances for teaching and learning, as well as outcomes, will be discussed. A discussion of the challenges and successes in replicating the program design will be included.
IRONWOOD I

Presenter(s): Dawn Berlin
Strand: School Improvement

There is No “I” in School: The Role of Teachers in School Improvement

This session will identify and describe NCLB mandates that directly influence daily practice in schools and classrooms. Results of surveys and interviews documenting teacher experiences of mismatch between mandates and best-practice will be reviewed. Participants will constructively critique policies implemented by states and districts in an effort to comply with the law and will brainstorm ways of reconciling these efforts with research-based best practice. The group will begin building a “toolkit” of reflective strategies that can be incorporated into daily classroom instructional activities and assessments.

REDWOOD I

Presenter(s): Shyrea Roberson, Ronald Morgan
Strand: Considerations for Special Populations

Learning Barriers: Achievement Gap Disparities Related To African American Students

Through an interactive PowerPoint, participants will receive information that addresses the experiences of many African American students in comprehensive K-12 education which results in their exit and entrance into a continuation school. Further, practices of site administrators at continuation schools will be reviewed related to how these administrators engage their African American students and whether the use of a CRT framework is employed. Take away information will be provided in the form of brochures and handouts related to Kumashiro’s (2000) four approaches to Anti-Oppressive Education and how educators can assess their sites for practices that may marginalize some students.

REDWOOD II

Presenter(s): Cathi Draper Rodriguez, Therese Cumming
Strand: Considerations for Special Populations

Using iPads to Increase the Language Skills of Students with Language Based Disabilities

Educators are just beginning to explore the iPad’s potential as a pedagogical device. Aside from anecdotal evidence, there exists little evidence of its efficacy as educational technology for students with disabilities. This session will provide participants with preliminary data collected to determine the impact of using iPads in special education classrooms. A pretest/posttest control group design was used to determine the impact of a language building application on the expressive and receptive language skills of young children (6 – 9 years) with language based disabilities. Implications for incorporating iPads into the classroom and future research recommendations will also be discussed.
COLTON I

Presenter(s): Jenny Scala, Lindsay Poland
Strand: School Organization and Leadership

Student Transitions in California: Themes from Two Studies Investigating Transitions from Elementary through High School

Participants will hear researchers explain two recent studies which focused on student transition and graduation rates for students within California. During this session, the authors will explain the methodology, key themes and implications for both studies. The session will also highlight transition strategies and examples used by elementary, middle grades, and high schools. This work was completed by the American Institutes for Research as a partner in the California Comprehensive Center, working with the California Department of Education.

COLTON III

Presenter(s): Brent Duckor, Nick Honda, Marie Pink, Diane Wilmot, Mark Wilson
Strand: Teacher Effectiveness

Constructing measures of teachers’ use of formative assessment: An empirical case study of novice science teachers in the California middle and high school classroom

Our symposium explores quantitative and qualitative approaches to constructing psychometrically sound measures of teacher quality based on the notion of teacher learning progressions. Guided by professional Standards (CCTC, 1999) and the constructing measures framework (Wilson, 2005), we present an empirical study of pre-service teachers’ use of formative assessment. Tools and evidence for the learning progression approach are explored in the context of shared work between stakeholders at SJSU’s single subject credential preparation program, the Berkeley Evaluation Assessment and Research center and the Assessment Division of Palo Alto Unified School District.

FERRANTE I

Presenter(s): Jason Willoughby, Kelly Smith
Strand: Changing Paradigms of Instruction

Be a Leader in the Era of The Common Core

In this interactive session, participants will engage in rich conversations about the justification for the CCSS with a focus on the impact that the CCSS will have on instruction. Particular emphasis will be given to the role of the district and/or site leader in implementing the CCSS effectively.
FERRANTE II

Presenter(s): Jason C. Immekus
Strand: Common School and Classroom Assessments

The Use of Interim Assessment Total and Sub-Scale Scores in Educational Practice and Research

This session examines the use of interim test scores in educational practice and research. The session begins with an overview of interim assessments in the context of school- and district-level progress monitoring and action planning. The use of factor analytic research to assess the dimensionality of interim test scores is presented to explore the issues surrounding the reporting and use of total and/or sub-scale scores. The predictive validity of interim test scores to determine end-of-grade test performance is used to examine the uses of sub-scale scores in applied research. Implications to educational practice, research, and policy are discussed.

FERRANTE III

Presenter(s): Christopher Quinn, Lewis Bonney
Strand: Use of Research Findings

How Successful Ementary School Principals Innovate to Improve Student Achievement

As the requirements of NCLB compel schools to increase the percentage of students scoring proficient and advanced, educators continue to search for research-based ideas that apply to their schools. This session will assist educators in understanding how tacit knowledge was used to make successful reform decisions and how tacit knowledge may be personally acknowledge and used to successfully reform schools.

IRONWOOD I

Presenter(s): Mette Huberman, Raquel Gonzalez
Strand: School Improvement

High Performing Districts in California: Selection and Profiling of Six Unified Districts

The American Institutes for Research, as a partner in the California Comprehensive Center at WestEd, has developed a process to define and select high performing districts. We will share our methodology for defining, selecting, and interviewing 24 districts and school leaders in 6 unified school districts. In addition, we will present the strategies most often cited as contributing to their district and school success (e.g., a clear vision and focus on instructional improvement, strong district and school leadership characterized by a loose-tight leadership model, structures and processes for dealing with staff not meeting performance expectations).
REDWOOD II

Presenter(s): Sharen Bertrando, Meredith Cathcart
Strand: Considerations for Special Populations

Guaranteeing Access to the Common Core Standards for All Students

Participants will learn 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 individual 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 participants will have the opportunity to ask questions and provide comments.
COLTON II

Presenter(s): Karen Lafferty
Strand: Use of Research Findings

Using Circulation Analysis to Drive Core Literature Reform: Preparing for the Common Core

High school English teachers often organize courses around core literature, or a list of approved texts. While the Common Core encourages a diversity of perspectives, these lists have remained largely the same. This study begins the process of reforming the literature curriculum in a large suburban district as implementation of the Common Core nears. Participants will learn how an analysis of textbook checkouts and library fiction circulations is being used to drive reform. The presentation will include a description of the study’s methodology, results, and how the findings will inform the next steps in the reform process.

REDWOOD I

Presenter(s): Virginia Loh-Hagan
Strand: Changing Paradigms of Instruction

Asian-American Children and YA Literature: A Qualitative Study of Cultural Authenticity

Research was conducted to examine the cultural authenticity of Asian-American children’s and YA literature. Using a critical literacy framework, issues of power, privilege, and perspective were deconstructed. A major finding was that teachers need more exposure and training on how to use these books in the 21st century classroom. In addition to learning about the research study, participants will learn how to analyze these books for cultural authenticity and how to promote these books using web tools and Common Core alignment.
COLTON I

Presenter(s): Michael L. Richards, Jr., Pamela Christian
Strand: School Organization and Leadership

Disciplinary Discrimination: A Devastating Dilemma

COLTON III

Presenter(s): Tracy Bennett
Strand: Teacher Effectiveness

Seeing Eye-to-Eye: A Study of Afterschool Alignment and Academic Achievement

This presentation will also share a technology-based innovation which is the product of collaboration among mathematics education researchers, assessment experts, cognitive scientists, curriculum and assessment developers, and classroom teachers. This groundbreaking approach allows teachers to visualize these learning trajectories, track student progress, and inform instructional next steps in the context of the CCS standards. The interactive learning map enables teachers to map paths to mastery at the individual and class level and to adapt instruction and provide more personalized learning opportunities for students and uses the knowledge gained through research to improve teaching and learning.

FERRANTE I

Presenter(s): Deirdre Kerr
Strand: Changing Paradigms of Instruction

Identifying the Denominator: Lessons from Save Patch

One of the most important mathematical concepts for students to master in earlier grades is the meaning of rational numbers. Unfortunately, this is a very difficult concept to teach and students often develop misunderstandings about the meaning of fractions.

In this session, the results of an analysis of student actions in an educational video game designed to teach the identification of fractions will be presented. Common misconceptions will be identified recommendations for instruction will be presented.
FERRANTE II

Presenter(s): Ying Lu, Bihua Xiang, Vanessa Lall
Strand: Common School and Classroom Assessments

Review of Score Aggregation Methods

New trends in educational measurement advocate that more than a single assessment be given within a time period or test scores be reported based on multiple dimensions or content strands of a single assessment. Under either situation, there is often need to create an aggregate score that summarizes student performance. This paper will review methods available for score aggregation and also survey and compare score aggregation methods used by testing programs that currently report aggregate scores.

FERRANTE III

Presenter(s): Eric J Banatao
Strand: School Organization and Leadership

School Culture and School Improvement: Exploring students’ sense of school connectedness and participation to student achievement

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 school meaningful participation when addressing student achievement and school reform.

IRONWOOD I

Presenter(s): Mary Tribbey
Strand: School Improvement

A Practical Strategy for Effective School and District Improvement: Implementation Science

Leaving aside the question of whether implementation science should be considered a science or not, the explicit application of its components can be of considerable value when applied to the work of school/district improvement. This session provides an analysis of the steps involved in rolling out a new mathematics curriculum to K-6 classrooms in 12 schools, will map those steps to implementation science components, and will consider how the conscious use of these components can facilitate other school/district improvement efforts. The implementation science model discussed is based on the work of Dean Fixsen and the National Implementation Research Network.
REDWOOD II

Presenter(s): Erik Conklin
Strand: Changing Paradigms of Instruction

What Do We Measure? Using data with physical activity to enhance school connections.

This session will present a study which investigated after-school physical activities and the how school personnel measured the benefits in the academic performance of at-risk students. Data-based decision-making will be reviewed. Additionally, a theoretical framework will be presented which allows a complex view of students to be attained, focusing on the ability to build both resiliency and connections to school through physical activity. Finally, ramifications for site and district personnel will be presented with specific recommendations for teachers, site leaders, district leaders, and policy-makers.
Notes
## Directory of 2012 Exhibitors

CERA invites all conference attendees to visit the Exhibit Area located near the Portola Lobby. The Exhibit Area is an opportunity to learn about new products and services related to educational testing, data warehousing, and other educational topics. CERA appreciates all the 2012 exhibitors for partnering with the association to make the conference a success.

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CERA Exhibit Area
Directory of 2012 CERA Sponsors

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Wednesday, December 4th through Friday, December 6th
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<th>Session 1</th>
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<td>Room Name</td>
<td>Bonsai I</td>
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<tr>
<td>Topic</td>
<td>Room Name: Building the Accountability Plan for the English Learner in California: How Robert Dardel is Using ELA and EL Engagement to Improve Student Outcomes</td>
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<td>Building Quality Assessments</td>
<td>Creating a Quality Reading and Language Program in a High School Setting: How the Literature School with Castor, and the English Language Learner Program at the University of California Merced, Robert Dardel is Using ELA and EL Engagement to Improve Student Outcomes</td>
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<td>Session 2</td>
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<td>Room Name</td>
<td>Bonsai I</td>
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<td>Topic</td>
<td>Teacher Qualitative Learning: Shared Governance and the Development of a New School Model in High School Setting: How the Literature School with Castor, and the English Language Learner Program at the University of California Merced, Robert Dardel is Using ELA and EL Engagement to Improve Student Outcomes</td>
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<td>Learning Quality Assessments</td>
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<td>4:00-5:30</td>
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<td>Using Data to Guide Instruction: Sharing Wells Key Data Systems</td>
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### President's Reception, 5:45-7:45 Memory Garden

Fresno State University, 501 E. San Jose Ave, Fresno, CA 93710

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**Lifelong Achievement Award, Brian Stecher, 12:00-2:00 Delancey Ballroom**