

CREATE Conference 2013 October 10-12 Schedule

October 10, 2013

11:00 am	CREATE Conference 2103 Registration Opens	Commons Area
1:00 pm	Opening Session and Introductions	Focus Room
1:30	James Popham, Keynoter	Focus Room
3:00	Breakout Sessions—I	Industrial 1 to 3, Focus Room
4:15	Breakout Sessions—II	Industrial 1 to 3, Focus Room
5:30	<u>Doctoral Student Poster Session and Reception</u>	Commons Area

October 11, 2013

7:30 am	Conference Registration Open	Commons Area
7:30	Introduction to CREATE Conference	Industrial I
7:30	Continental Breakfast	Restaurant
8:00	Ellen Goldring, Keynoter	Focus Room
9:30	Breakout Sessions—III	Industrial 1 to 4
10:45	Breakout Sessions—IV	Industrial 1 to 4
Noon	Lunch and Millman Award Address, Karin Chenoweth	Focus Room
1:45 pm	Breakout Sessions—V	Industrial 1 to 4
3:00	Breakout Sessions—VI	Industrial 1 to 4
4:15	Breakout Sessions—VII	Industrial 1 to 4

October 12, 2013

7:30 am	Breakfast	Restaurant
8:00	Andy Baxter, Keynoter	Focus Room
9:00	School Success Presentation	Focus Room
9:45	Breakout Sessions and Poster Sessions - VIII	Industrial 1 to 3, Focus Room
11:00	CREATE Business Meeting, Awards, Election	Focus
Room		

CREATE Conference 2013 October 10-12 Session Descriptions

Thursday, October 10, 2013 Concurrent Sessions

Thursday, 3:00 - 4:00 pm

Industry 1

An Evaluation of an Alternative Teacher Induction Program

John Uhn & Paula Egelson, SREB

This 14-month "just in time" teacher induction program was designed to take place during a Career Tech teacher's first year. Participating field-test teachers improved on their instructional competence and self-efficacy and increased their commitment to the profession.

NBCT Perspectives on Using Measures of Student Learning for Teacher Evaluation

Jim McMillan, Virginia Commonwealth University

This presentation uses results from teacher focus groups to develop recommendations for the use of student growth portfolios to provide evidence of students' academic progress. This evidence supports more valid inferences about teacher effectiveness than other assessments that lack sensitivity to what teachers can be responsible for.

Thursday, 3:00 - 4:00 pm

Industry 2

Will Courts Save Unfairly Fired Teachers?

Marguerita DeSander, The George Washington University

James Popham, UCLA

Many teachers believe that if a teacher were to be fired because of a flawed teacher-evaluation process, the unfairly fired teacher would be protected by our courts. After all, a "wrongful termination" is, by definition, wrongful. And aren't our nation's courts intended to rectify wrongs? Maybe not.

Teacher Perceptions to Student Performance Data in Their Evaluations

Paul Hopkins, The College of William & Mary

Teacher buy-in represents a critical feature to the long-term success of any educational initiative. With new state requirements requiring the inclusion of student performance data in teacher evaluations, it is important for instructional leaders and policymakers to recognize how teachers perceive this significant change in their evaluation.

Thursday, 3:00 - 4:00 pm

Industry 3

The Common Core May Not be for the Common Good

John Fischetti, Southeastern Louisiana University

Kathleen Schlichting, UNC Wilmington

June Williams, Southeastern Louisiana University

With tougher assessments looming, we will widen the gaps for children from poverty. We will then blame teachers in the most challenging situations for failing to overcome poverty. Indeed the Common Core may not be for the common good. We propose a new way to assess whole-school improvement for all.

Assessing Relationships between 21st Century Skills, Common Core State Standards, and Theoretical Models with Gifted Education

Bronwyn MacFarlane, University of Arkansas Little Rock

By making connections between theoretical frameworks provided by gifted educational models and systems with the intent of the Framework for 21st Century Learning and the standards initiatives, the implementation of the expectations and differentiation of the standards will be strengthened with the professional articulation of a theoretical undergirding.

Thursday, 3:00 - 4:00 pm

Focus Room

The Relationship Between National Culture and Student Achievement

Zheng Fang, South China Normal University

Leslie Grant, Xianxuan Xu, James H. Stronge, & Thomas J. Ward, The College of William and Mary

This session focuses on the findings from a study that explored connections between national culture and student achievement as measured by the 2009 PISA. Of the cultural dimensions included in the study, the most significant predictor of student achievement was a national culture's focus on long-term orientation that fosters perseverance.

A District-Wide Analysis of the Effects of Cognitive Rigor on Behavioral Engagement with Instruction

David Paige & John Sizemore, Bellarmine University

This presentation will report on the results of a district-wide study involving over 7,900 walk-through observations across 22 schools. The primary measures of interest include thinking level and student engagement. Analytical results suggest that thinking level moderates student behavioral engagement across elementary, middle, and high school.

Thursday, 4:15 - 4:45 pm

Focus Room

Introduction to CREATE Conference

Sandra Horn, SAS EVAAS

Dennis Bunch, University of Mississippi

Leslie Grant, The College of William and Mary

New to the CREATE Conference? Engage in discussion with CREATE Board members about how to get the most out of your experience.

Thursday, 4:15 - 5:15 pm

Industry 1

To Tweet or Not To Tweet: The Effects of Using Social Media with University Education Students

Stacie Pettit, Georgia Regents University

Ryan Niemeyer & Joel Amidon, University of Mississippi

Researchers explored the possibilities and dangers of using social media in a university. The attitudes of students toward the use of social media in classrooms were investigated. Legal issues and suggestions for innovative ways to improve classroom instruction through the use of social media will be discussed.

Alternative Models for Provincial and State Assessment other than School Exit Exams

Todd Rogers, University of Alberta

Given the lack of time to consider annual student assessment results and the lack of reliable subtest results from these assessments, alternative models for conducting annual student assessments to address these two issues are presented and illustrated.

Thursday, 4:15 - 5:15 pm

Industry 2

Will Having Student Growth Measures as a Component In Evaluation Systems Change Teachers' and Principals' Practice?

Suzanne Franco & Jill Lindsey, Wright State University

Ohio's new teacher and principal evaluation systems require that 50% of the evaluation be based on student growth measures. This presentation will present results of statewide research to collect teacher and principal feedback including how having student growth measures as a component in evaluation systems will change their practice.

Analyzing Observation Objectivity and Rater Reliability

Kevin Eakes, Anita Huggins, & Lori Bates, Charleston County School District

This session will examine a walk-through observation instrument which differentiates teaching behavior across 4 categories, providing formative feedback aligned with summative evaluation requirements. Participants will be introduced to a rater reliability protocol and will examine data comparing internal and external observers. Presenters will also discuss applications for walk-through observation data.

Thursday, 4:15 - 5:15 pm

Industry 3

Preparing Effective Principals from a State Policy Prospective

Paula Egelson & Gene Bottoms, SREB

Over the past decade, researchers at SREB studied how states' policies in its 16-state region supported the development of effective principals. Learn which policies have been almost fully enacted and those that have received little support.

The Role of Mixed Methods in the Future of School Effectiveness and School Improvement Research

Mindy Crain-Dorough & Michael D. Richardson, Southeastern Louisiana University

This paper is an illustration of how to utilize mixed methods when conducting several facets of school effectiveness research, including multi-level research and investigating contextual effectiveness. In addition, using mixed methods to conduct school improvement research will also be described in areas such as program evaluation and teacher-level action research.

Thursday, 4:15 - 5:15 pm

Focus Room

Determining an Appropriate Value-Index Model for Career and Technical Education Programs

Sean Owen, Alexis Nordin, & Young Bin Lim, Mississippi State University

Presenters will release pilot findings of a recently implemented statewide value index model for Mississippi's K-12 career and technical education programs. Presenters will offer research findings for state program leaders to develop an appropriate value-index model for programs in their states using the data resources and capabilities available.

Designing an Online Common Assessment System for Career and Technical Education Programs

Sean Owen, Roslyn Miller, & Alexis Nordin, Mississippi State University

Determining an effective mechanism to assess student mastery of subject areas can be a daunting task for statewide educational organizations. Presenters will discuss the findings from the efficacy study of the Mississippi Career Planning Assessment System for Mississippi's secondary and postsecondary career and technical education programs.

Doctoral Student Poster Presentations

Thursday, 5:30 - 7:00 pm

Commons Area

Examining a Response to Intervention Assessment Framework among Preschool Age Children

Kizzy Albritton, Nicole Patton-Terry, & Adrienne Stuckey, Georgia State University

Some children continue to struggle even when provided with high quality preschool education and therefore designing effective approaches for early identification is critical. This session will examine the accuracy of a Response to Intervention assessment framework to identify preschool children who may be at-risk of later academic failure.

A Fidelity of Implementation Evaluation of Principal-Preparation Program Redesign at Gardner-Webb University

Steven Bingham & Heather Benfield, Gardner-Webb University

Affiliates of Gardner-Webb University propose to evaluate the School of Education's principal-preparation program implementation. Mixed-method design is used to examine program adherence, exposure, quality of delivery, participant responsiveness, and differentiation. Evaluators hypothesize that implementation demonstrates a balance of profidelity and adaptation approaches and confirms dynamic social system theory.

Reducing Out-of-School Suspensions (OSS) through Social Emotional Development: A Program Evaluation of Responsive Classrooms

Bloodine Bobb-Semple, The College of William and Mary

This poster session presentation focuses on the history, impact and consequences of OSS in urban settings; and the claim that building social emotional competence in students using Responsive Classroom may reduce the use of OSS. Research questions, a synthesis of current research and plans for data collection and analysis will be shared.

Co-Teaching Practices of High School Special Education Teachers

Millicent Carmouche, L. Juane Heflin, & Adrienne Stuckey, Georgia State University

In response to the trend for more high inclusive education for students with high incidence disabilities, co-teaching has become a common practice in classrooms across the United States. The presenter will discuss the current implementation of co-teaching models and teacher perceptions of their effectiveness.

Determining a Difference in Self-Directed Learning Readiness Using the Survey of Adult Learning Traits

Diana Ezell, Tupelo Public Schools/Delta State University

James T. Harbin, Delta State University

Professional learning is critical to improving teaching and learning. Ultimately, a supervisor uses multiple data points to determine the professional development strategy for those he supervises. A measure of self-directed learning readiness can be an invaluable data point for supervisors of teachers and principals.

The Relationship of Teacher Evaluations on Teacher Effectiveness, Teacher Self-efficacy, and Student Progress

Ruth Finnegan, The College of William and Mary

This poster session presentation will focus on the relationships between the qualitative component of Maryland's teacher evaluation plan and teacher self-efficacy, student-teacher relationships, and student performance in the inclusive classroom. A logic model, research questions as well as plans for data collection, and analysis will be shared.

Linking Principal Time-Use to School Performance

Guanlin Gao, Georgia State University

A principal time-motion study was conducted in Fulton County, Georgia, to determine the amount of time spent on Georgia's new teacher evaluation system. Observational data will be supplemented with student achievement and discipline data, staff perception data to determine the impact of principal time use on overall school performance.

FCCLA STAR Events in the Classroom: Teachers' Perceptions on Using a National Competitive Event Criteria and Rubric to Measure Student Growth.

Cheryl Gould, The College of William & Mary

This poster session presentation focuses on the development of a program evaluation plan to assess teachers' perceptions on the effectiveness of using a national competitive event criteria and rubric to measure student growth. The presentation includes a logic model, research questions, as well as plans for data collection and analysis.

Culture and History, Tools of Effective School Leaders in Urban Environments

Demetricia L. Hodges, Georgia State University

This presentation will describe how four contemporary Black school leaders use culture and history as instructional tools in order to build sustainable school cultures where teaching and learning are the norm rather than the exception.

Delivering on Promises: Toward an Effective Measure for Executive Leadership Programs

Jeanne Hubbard, The George Washington University

It is 2013. Corporations must compete within a framework of leanness. Survival depends on leaders trained in executive leadership programs. Can universities deliver on promises and demonstrate Return On Investment (ROI) to justify the programs? This research compares the criteria of program stakeholders to trending ROI metrics for this new generation of leaders.

Personal and Environmental Factors Influencing Principals' Subjective Ratings of Teachers

Stacy Leggett, Martin County Schools/George Washington University

Principals evaluate teachers to facilitate teachers' growth, but personal and environmental factors outside teacher effectiveness influence the principals' ratings of teachers. An analysis of factors affecting principals' subjective ratings of teachers from recent literature and a proposed research methodology and conceptual framework will be presented for feedback from the audience.

A Supportive Model of Course Redesign and Evaluation

Ulemu Luhanga & Brenda Ravenscroft, Queen's University

This poster presentation will describe how a supportive model of course design and evaluation is being used by instructors to not only interpret evaluation results but to also support future course redesign efforts with the context of the Course Redesign Project.

An Examination of the Cognitive and Non-Cognitive Factors that Predict Student Achievement in Undergraduate Statistics: A Quasi-Experimental Case Study

Kori Maxwell, Georgia State University

The purpose of the proposed study is to examine cognitive and non-cognitive factors as predictors of student achievement in undergraduate statistics. Using a modified trichotomous framework model of goals, cognitions, and achievement, a quasi-experimental research design to investigate the relationship among cognitive and non-cognitive factors and achievement will be used.

A Program Evaluation of CHAMPS: A Proactive, Positive Approach to Classroom Management

Holly Minnear, Gardner-Webb University

CHAMPS is a classroom management program designed to help teachers manage student behavior, increase motivation and engagement, and build positive relationships. The program evaluation explored the impact of implementation at the elementary level (K-5). Teachers' concerns and levels of use were analyzed to determine the effectiveness of the program.

Targeting Your Audience: Different Approaches to the Evaluation of Alternate-Route Teachers among Nine Alternate Certification Programs in New Orleans

Jennifer Nelson, Emory University

This project examines the distinctive modes of teacher evaluation used by nine different alternate teacher certification programs in New Orleans. Using the organizational theory of resource partitioning, programs are classified in a way that shows the programs' range of responses to increased demands for teacher performance.

Assessing Teacher Spatial Skills and Mathematical Knowledge for Teaching in Middle Schools

Beryl Otumfuor, University of Georgia

Evaluations from National Assessment of Educational Progress found that students are failing to develop adequate geometric problem-solving. The geometry curriculum emphasizes identification of figures, providing students few opportunities to develop the spatial skills of importance for the geometry reasoning. This study examines whether teacher spatial knowledge predicts classroom instruction.

The Impact of Teacher Preparation Program on Mississippi Students

Summer Pannell, Marshall County School District/University of Mississippi

This study will examine Mississippi traditional teacher education programs and alternate-route teacher certification programs. Statistical tests will determine if there is a statistically significant difference in student growth residuals on MCT2 by teacher preparation program.

College Ready! Preparing for the Next Level

Katrina Roach, Ricardo Phipps & Talunja Eskridge, University of Mississippi

This presentation will explore the benefits of incorporating a college preparatory course at the high school level that transits into college admission and first year. Ideally this introduction will help students enhance high school performance, minimize college fears, and make adjustments to new levels of independence more manageable.

Professional Learning Communities in Jefferson County Public Schools: A Study of Initial Implementation

Erin Roche, Chicago Public Schools/Vanderbilt University

April Domine, New Albany Schools/Vanderbilt University

Paul Roen, Achievement School District/Vanderbilt University

As a key driver of improving instruction and ultimately student learning, the Jefferson County Public Schools (JCPS) recently piloted Professional Learning Communities (PLCs) in 13 schools. This study examines initial implementation among pilot schools and compares key indicators of PLCs to non-pilot schools.

Standardizing the Essential Knowledge, Skills, and Attitudes for Democratic Life: A Content Analysis of Virginia Standards of Learning and Social Studies Textbooks

Wendy Scott, Old Dominion University

This study explores how textbooks and the Virginia Standards of Learning reflect citizenship outcomes using content analysis. Authentic Intellectual Work (Newmann, King, & Carmichael, 2007) will serve as the framework for analysis, which supports the development of civic dispositions (Parker, 2012; Levstik and Barton, 2011; Boyle-Baise and Zevin, 2009, Dewey, 1938).

The Exploration of Teacher Views on New Standardized Test Based Systems of Teacher Evaluations

Amy Jo Spencer, The George Washington University

American education is changing with the recent adoption of Common Core and the Race to the Top initiative in select states. Moreover, the method and rigor of teacher evaluations continues to be in the forefront. This research explores teacher views on new standardized test based systems of teacher evaluations.

Improving Principal Effectiveness: A Study of a Professional Development Initiative

Kristi Wagner, The College of William & Mary

This poster session presentation will focus on the development of a program evaluation plan to assess the effectiveness of a principal professional development initiative. A logic model, research questions, as well as plans for data collection and analysis will be shared.

Exploring the Evolving Role of Principal and its Influence on Socializing Novice Teachers

Tomeka Wilcher, The George Washington University

Principals want to support novice teachers but are unable at times because of the demands of the principalship. Principals' roles have become more demanding and more complex. Within this basic qualitative research, I will explore this evolving role and how principals make meaning of their role in socializing novice teachers

Friday, October 11, 2013 Concurrent Sessions

Friday, 7:30 - 8:00 am

Industry 1

Introduction to CREATE Conference

Dennis Bunch, University of Mississippi

Sandra Horn, SAS EVAAS

Leslie Grant, The College of William and Mary

New to the CREATE Conference? Engage in discussion with CREATE Board members about how to get the most out of your experience.

Friday, 9:30 -10:30 am

Industry 1

State Mandated Academic Program Reviews: An Evaluation of the Process in Arkansas

T. Gregory Barrett, University of Arkansas Little Rock

Evaluating state mandated academic program reviews from an institution's and the state coordinating or governing boards' perspective has become essential. Employing assessment literature, the paper evaluates the effect of the assessment process in Arkansas on improving graduate programs and begins development of benchmark models for state higher education agencies.

Preparing Teachers of Mississippi Delta for the Common Core State Standards: The MVSU NCLB Summer Reading Institute

Ying Wang, Mississippi Valley State University

Duane Shuttlesworth, Delta State University

Reading teachers from the Mississippi Delta participated in the MVSU NCLB 2012 Summer Reading Institute on Common Core State Standards (CCSS). Pre- and post-test results indicated significant gains in their knowledge and skills of how to implement and evaluate CCSS learning outcomes in their classrooms.

Friday, 9:30 -10:30 am

Industry 2

Questions and Answers to Principal Evaluation

Ellen Goldring, Peabody College of Vanderbilt University

Matching the MMGW Student Survey with State Achievement Results

Jordan Hertl & Melinda Mollette, SREB

Eighth grade student surveys (N=4800) matched to their subsequent achievement in Reading and Math indicates students who experience high quality instructional practices, and engage in rigorous activities that interest them score significantly higher on state achievement tests. Further, students at risk for failure didn't report receiving sufficient academic support.

Friday, 9:30 -10:30 am

Industry 3

Collaborating on National Board for Professional Teaching Standards (NBPTS) Certification to Improve Teacher Effectiveness

Kathy O'Neill, SREB

Betsy Rogers, Samford University

Melinda Mollette, SREB

This presentation outlines a K-12 project completing its 3rd year of implementation in suburban Alabama. Strategies using collaboration on NBPTS certification to improve teacher and principal effectiveness in partnership with the NBPTS will be shared, along with observed outcomes

Evolving Professional Learning Communities (PLCs) through Appreciative Inquiry

Carrie Morris, Woodford County Board of Education

Tricia Browne-Ferrigno, University of Kentucky

This paper examines reflections of curriculum coaches on the activities and effectiveness of PLCs at their schools, including plans and preliminary outcomes to develop PLCs toward improved teaching and assessment practices. Data sources were derived from responses to an open-ended survey and presented within and across schools and over time.

Friday, 9:30 -10:30 am

Industry 4

The Classroom Assessment Standards

Don Klinger, Queen's University

Barbara Howard, Appalachian State University

Marco Munoz, Jefferson County Public Schools

The Joint Committee on Standards for Educational Evaluation has completed its work leading to the publication of the Classroom Assessment Standards. Take advantage of the opportunity to learn about the development process and view these standards and guidelines that have been

accepted as indicative of fair, useful and accurate classroom assessment practices in K-12 education.

Examining Technology Enhanced Assessment Through a Standards' Lens

Sara Zimmerman, Appalachian State University

Barbara Howard, Appalachian State University

With technology becoming more ubiquitous, teachers have the opportunity to record numerous facets of student performance to more accurately align assessments with how students learn. Using observations, interviews, and surveys, the researchers compared two schools using handheld devices for assessment and linked their findings to the Joint Committee on Standards for Educational Evaluation's Classroom Assessment Standards.

Friday, 10:45 -11:45 am

Industry 1

Empowering Teaching and Unleashing Learning through School-wide Progress Monitoring

Donna Snyder, Arlington Public Schools

Discover how one urban school empowered teaching and unleashed learning through designing a robust progress monitoring system. Experience components of a tiered, progress monitoring system (master schedule, data protocols, "watchlist", Professional Learning Communities, and differentiated professional development). Discover strategies to move from data protocols into instructional decision-making using "Plan-Do-Check-Act".

Assessing Preschool/Kindergarten School Readiness for Literacy Success

Richard Gentry, Consultant

Monitoring the 5 Phases of Developmental Writing and Word Reading is a research-based, time tested, teacher-driven and child-friendly model that is often overlooked in an era of high states testing. This formative model tracks outcomes based on every-day monitoring of young kids' authentic developmental writing and word-reading phase development.

Friday, 10:45 -11:45 am

Industry 2

Do Great Teachers Make Great Principals?

Lynn Waidelich, The George Washington University

This study, on the process principals in a charter school network use to identify teachers with leadership potential, explored specific characteristics of teachers who principals tapped for leadership positions. The results highlighted a debate among practicing principals as to whether teacher quality was an accurate indicator of leadership potential.

Effective Schools, Effective Teachers: Paving the Way in Teacher Preparation

Melanie Greene, Appalachian State University

Teacher preparation institutions are responsible for preparing highly competent teachers, especially in the field of assessment. This session will introduce an assessment course for teacher candidates and highlight strategies that have been designed to ensure they develop a framework for understanding and using assessment tools in their future classrooms.

Friday, 10:45 -11:45 am

Industry 3

Evaluating Classroom Teaching for Creativity

Bronwyn MacFarlane, University of Arkansas

Are teachers and students stuck in a rut of standardized monotony? Is the direct teaching of creative thinking skills being assessed? To increase teacher awareness and regularity of teaching creative thinking strategies, an evaluative tool for checking the frequency and level of using pedagogical creativity techniques will be shared.

Friday, 10:45 -11:45 am

Industry 4

Graduation Rates and Contributing Factors in CTE Students Versus Traditional Academic Students

Alexis Nordin, Young Bin Lim, & Sean Owen, Mississippi State University

This presentation analyzes the impact of various career and technical education (CTE) programs on graduation rates for secondary students in Mississippi. It compares the graduation rate of CTE students to that of academic students and shows how district, race, gender, and family background influence the graduation rate of CTE students.

Using Performance-Based Assessment as an Authentic Measure of Student Learning in Career and Technical Education Programs

Ashley Brown & LeAnn Miller, Mississippi State University

The project-oriented, problem-based nature of Career and Technical Education (CTE) curriculum calls for a similar type of assessment. The efficacy of performance-based assessments (PBAs) was tested in four CTE programs in Mississippi. Learn about the process of implementing PBAs in CTE programs.

Friday, 1:45 - 2:45 pm

Industry 1

High Schools That Work Assessment: What Do We Know About College- and Career-Readiness?

Fran Cowart & Marna Young, SREB

This presentation will provide an overview of SREB's High Schools That Work Assessment; this are data that have been collected for over 25 years. Participants will look at 2012 data from over 700 high schools and technology centers to determine progress and challenges for schools to address in raising student achievement.

An Early College High School Initiative in a High-Poverty/Low-Performing Setting

Marco Munoz, Jefferson County Public Schools

John Fischetti, Southeastern Louisiana University

Joseph Prather, Jefferson County Public Schools

The goal of the Early College High School (ECHS) is to increase graduation rates and equip students with a core set of content knowledge, cognitive strategies, and academic behaviors necessary for college and career success. This study evaluated the effects of the ECHS on student achievement and non-academic indicators.

Friday, 1:45 - 2:45 pm

Industry 2

Questions and Answers to School Improvement

Karin Chenoweth, Education Trust

Early Childhood Teachers' Literacy and Language Knowledge, Self-efficacy Beliefs and Classroom Practices

Tianna Floyd, Gary Bingham, & Nicole Patton Terry, Georgia State University

This presentation investigates the link among teachers' knowledge, self-efficacy beliefs, and implementation of language and literacy practices in diverse prekindergarten settings. By examining factors related to teachers' implementation of an early literacy curriculum, this presentation will give practical information on how teachers implement a professional development program

Friday, 1:45 - 2:45 pm

Industry 3

How to Transform a Persistently Low-Performing High School

Nancy Lewis & Doss Sowri, School District of Osceola County

Presenters will share what they have learned through the arduous process of school improvement. Presenters are part of the leadership team that implemented the transformation model and moved a persistently low-performing Florida high school from an "F" to a "B" in one year.

Formative Assessment: Evolution of the Concept from 1967 to Today

Leslie Grant & Christopher R. Gareis, The College of William and Mary

In 1967, Scriven first used the term “formative” to delineate the purposes of evaluation. Since that time, researchers and practitioners have applied this term to assessment in different ways resulting in varied definitions and processes. This session provides an overview of the evolution of formative assessment in seminal works.

Friday, 1:45 - 2:45 pm

Industry 4

Building School District Capacity in Assessment for Learning: A Study on the Effectiveness of an Instruction Rounds Professional Learning Approach

Christopher DeLuca, Don Klinger, & Jamie Pyper, Queen's University

The presentation examines the implementation of a provincially supported professional learning program aimed at building capacity in Assessment for Learning within one school district in Ontario.

Friday, 3:00 - 4:00 pm

Industry 1

Investigating Classroom Effectiveness as Measured by Student Achievement and Teacher Perceptions

Diane French & Marco Munoz, Jefferson County Public Schools

Effective teachers do more than boost student achievement; they change lives. This investigation focuses on the relationship between attributes of effective teaching as perceived by both more and less effective teachers and fourth grade reading achievement results of their students. Implications for theory and practice will be discussed.

Student Learning Objectives as Measures of Teacher and Leader Effectiveness

Michele Purvis & Bethany LeMoyne, Georgia Department of Education

Georgia’s new teacher and leader effectiveness systems utilize student learning objectives to measure student growth in non-tested subjects. This presentation will focus on how district teams have created or modified measures of student growth as an indicator of each teacher’s effectiveness.

Friday, 3:00 - 4:00 pm

Industry 2

An Insider’s View of a High Performing School serving Poor Minority Students

Tiffany Miller, George Hall Elementary School

James P. Van Haneghan, University of South Alabama

This presentation explores routines, assessment practices, and school culture associated with a high achieving high minority, high poverty elementary school that has received national

acclaim. A teacher's perspective on the school's transformation and status is examined. Factors that have helped to sustain the transformation are discussed.

Learning From The Lives of Exemplary African American Social Studies Teachers

Chantee Earl, Georgia State University

This presentation addresses the life experiences of African American social studies teachers related to their exemplary service to the profession and instructional practice. The presentation highlights the teachers' life experiences and how these experiences influence their use of effective culturally responsive and relevant pedagogies to teach their students.

Friday, 3:00 - 4:00 pm

Industry 3

Differences in the Principal Preparation of Mississippi School Leaders

Dennis Bunch, University of Mississippi

The question surrounding the legitimacy of alternative licensure programs in several states led to an investigation into the performance differences between traditionally prepared principals and those who matriculated through an alternative licensure route.

Policy Running Ahead of Research: A Policy Analysis of Principal Evaluation Alternatives

Jon Schmidt-Davis, SREB

In the last few years states have moved rapidly toward adopting principal evaluation systems heavily weighting measures of student achievement. The policy cycle has outpaced research on alternatives, resulting in a need for caution and reassessment. This session will review why and how this happened, and explore current policy options.

Friday, 3:00 - 4:00 pm

Industry 4

Assessment Literacy of Pre-service Teachers

Jennifer McGee, Susan Colby, & Tracy Smith, Appalachian State University

Accurate assessment methodologies employed in public schools are vital to the interpretation of student achievement data, through which school effectiveness is being measured. The authors of this presentation will examine the effectiveness of a course designed to increase the assessment literacy of pre-service teachers.

Enhancing the Effectiveness of Teacher Preparation through Systematic Program and Assessment Design

Mary Ariail, Georgia State University

Five years ago, eight initial teacher preparation (ITP) programs in one department all operated independently, with each having their own program plans and assessment protocols. A reorganization of the department led to a unified design for all ITP programs, resulting in a more organized, efficient, and effective evaluation system.

Friday, 4:15 -5:15 pm

Industry 1

An Evaluation of READ 180

David Paige, Bellarmine University

Marco Munoz, Jefferson County Public Schools

An evaluation was conducted during the 2012-13 school year to assess the effectiveness of Read 180 in improving literacy outcomes. A total of 237 students in grades 6, 7, and 8 were assessed for literacy improvement at three points across the school year. Gains in reading improved by 9.7%.

The Effectiveness of Positive Behavior Intervention and Supports on Math Achievement: A Quantitative Middle School Analysis

Marilyn Keane, Montgomery County Public Schools

Jennifer Clayton, The George Washington University

With school accountability, one area schools focus on is school climate. This study analyzed schools that implemented Positive Behavior Intervention and Supports (PBIS) and schools that did not implement PBIS to state test scores. Also examined was the contribution, socioeconomic status, race, teacher quality, and PBIS had on test scores.

Friday, 4:15 -5:15 pm

Industry 2

The Leadership Potential of School Librarians

Angie Smith, Chesapeake Public Schools

Jennifer Clayton, The George Washington University

The role of the school librarian... What does that have to do with leadership? This session will review the findings of a 2012 research study. It explored the role of the school librarian as perceived by administrators, lead teachers, and school librarians at the elementary level in Virginia.

Fostering a Culture of Continuous Improvement in Support of Leadership Succession and Principal Effectiveness

Anthony H. Normore, California Lutheran University

Antonia Issa Lahera, California State University Dominguez Hills

This session highlights one urban school leadership program with focus on: (1) leadership succession as critical for the improvement of schools (2) “emerging principal leadership” framework used to help determine candidate selection, and (3) innovative curriculum model where students learn “more with less” and are prepared to lead any school.

Friday, 4:15 -5:15 pm

Industry 3

Redesigning Principal Evaluation in Mississippi for a New Breed of Educator

Alexis Nordin, Roslyn Miller, & Sean Owen, Mississippi State University

Presenters release pilot findings of a recently implemented statewide K-12 principal evaluation system and compare Mississippi’s model with national trends, focusing on states serving rural, ethnically diverse, low-income students. Presenters will offer pragmatic research and tools for administrators reshaping their states’ principal evaluation systems.

Lessons from Two Models to Improve Effectiveness and Attrition in New Alternate-Route Educators

Alexis Nordin, Leanne Long, & Sean Owen, Mississippi State University

The 2013 class of alternate-route career and technical education teachers in Mississippi who underwent induction training based on new National Research Center for Career Technical Education and SREB standards is compared to educators who previously participated in a more traditional induction model. Areas explored will include standardized student assessments, teachers’ feedback, supervisor evaluations, and attrition rates.

Friday, 4:15 -5:15 pm

Industry 4

Using the Florida Continuous Improvement Model Boosts Student Achievement at the High School Level

Erin Williams, Poinciana High School

This presentation will provide an in-depth look at how consistent and stringent progress monitoring, data collection, and data usage significantly boosted student engagement and achievement at a Title One high school in Poinciana, Florida.

Planning for Student Progress with Value Added Measures

Sandra Horn, SAS EVAAS

Value Added Assessment can be used to make informed decisions related to school improvement and enhancing student academic progress, as well as for accountability purposes. Participate in a demonstration of the effective use of EVAAS value added reporting in planning targeted interventions for student success.

Saturday, October 12, 2013 Concurrent Sessions

Saturday, 9:45 - 10:45 am

Industry 1

Nibbling around the Edges: Making AYP or Improving Schools?

James Van Haneghan, University of South Alabama

This presentation describes an evaluation of a school transformation project implemented in 6 rural high poverty schools. The transformation plan focused on data driven differentiated instruction, higher order thinking, and integration of technology. The challenges of drawing inferences about the effectiveness of the intervention in individual schools are discussed.

Evaluation of Assistant Principals as They See It

Jennifer Clayton, The George Washington University

As the role of school leaders evolve and new evaluation measures are developed, it is important to understand the leaders' perspectives on the evaluation process. This study looks at this through the lens of the assistant principal.

Saturday, 9:45 - 10:45 am—POSTER

SESSION

Industry 2

POSTER: The Relationship between Focus on Test Preparation and Mathematics Achievement

Roslyn Miller, Mississippi State University

What is the relationship between schools' curricular focus on test preparation and students' math achievement? What about how often students are assessed with multiple-choice tests and their math achievement? This paper reports the results of a study based on these two questions using data from 2011 NAEP 8th-grade math assessments.

POSTER: Assessing the Role of a Career Development Course on Undergraduates' Job Searching Skills

Lauren McDow, Georgia Institute of Technology

Karen M. Zabrocky, Georgia State University

We examined effects of a career development course on students' job searching skills. Participation in the career development course, using instruction from several learning theories, resulted in significantly higher quality resumes and interviews than for a control group. Implications for learning and applications to the real world are discussed

POSTER: *Exploring the Academic Benefits of Art in School Programs: A Research and Evaluation User-Centered and Participatory Model*

Maria Stallions & Leslie Murrill, Roanoke College

Barbara O'Brien, Young Audiences, Woodruff Art Center

This presentation captures Young Audiences, Woodruff Art Center (YAWAC) year one findings from a three year research and evaluation project and demonstrates how this model has the potential to contribute to the national education research and evaluation agenda focusing on the benefits of Art in school programs.

POSTER: *Implications of Reviewing Pre-Service Teachers' Artifacts to Determine Teacher Effectiveness*

Amy Sedivy-Benton & Katina M. Leland, University of Arkansas Little Rock

The goal of teacher education programs is to ensure that pre-service teacher candidates are capable of becoming effective teachers in every classroom. A variety of assessments including course content proficiency, field dispositions, field placements, and chalk and wire assignment data are shared to discuss the implications of ensuring practitioner proficiency.

Saturday, 9:45 - 10:45 am

Industry 3

Validation of a New Statewide Teacher Evaluation System: What's Working and What's Not?

James Stronge, Thomas J. Ward, & Xianxuan Xu, The College of William and Mary

The presentation will share the findings from a validation study that examined a revised teacher evaluation system in a southeastern state. Ratings of 771 teachers from 25 pilot schools on six process standards and one outcome standard (i.e., student academic progress) were collected and analyzed.

Transforming a Teacher and Inspiring Change in Over 130 Classrooms

Kerrigan Mahoney & Jan Rozzelle, The College of William and Mary

Integrating college and career readiness skills into secondary English classes is an effort in building teacher capacity through ongoing support. The efforts of a pilot teacher, who had access, support, resources and a willingness to share, have led to change in 130 classrooms from professional development and dissemination efforts.

Saturday, 9:45 - 10:45 am

Focus

Room

Together We Can Develop Principals: Building Capacity of Building Administrators

Jan Rozzelle & Jenny Hindman, The College of William and Mary

Career mentoring for principals became a team approach for several Virginia school systems that crossed school district lines providing support and development in 2012-13 and will expand in 2013-14. The program evaluation included focus groups, surveys, observations, and document analysis. Learn about the School-University Research Network's tools and approach.

Objectives and Assessments at Appropriate Readability Levels

Corrie Block, Bellarmine University

Teacher candidates were developing learning objectives and assessments that seemed too complex for the grade level being taught. Teacher candidates learned to write learning objectives and assessments at appropriate reading levels with a simple review procedure. The presentation demonstrates an approach to write the objectives and assessments at appropriate levels.