The 32nd Annual

WERA/OSPI Annual Conference

“Learning from the Past, Reflecting in the Moment, and Building for the Future ...Engaging in the Cycle of Inquiry”

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December 7-9, 2016
Hilton Seattle Airport Conference Center
Seattle, Washington
The 32nd WERA/OSPI Annual Conference
is jointly sponsored by

Washington Educational Research Association
and
Office of Superintendent of Public Instruction

Washington Educational Research Association (WERA)
P.O. Box 15822, Seattle, WA 98115  206.417.7776 x2

WERA Executive Board

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<tr>
<td>Teena Paige McDonald, President, WSU-Spokane</td>
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<td>Glenn Malone, Past President, Puyallup SD</td>
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<td>Brian Rick, Member at-Large, Bellingham SD</td>
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<td>Paul Stern, Member at-Large, Vancouver SD</td>
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<td>Sharon Rockwood, Executive Secretary</td>
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WERA/OSPI Annual Conference

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Tembo, Inc.
Washington State University
Morning Schedule
7:30 - 8:30 a.m.
Check-in and Continental Breakfast, Conference Center
7:45-8:30 a.m.
NEW DAC Breakfast - Crystal A

Clock Hours - Sign in at Registration Table
★ STARS Hours - Sign in at Qualifying Workshops

8:30 a.m. - 12:00 p.m. Workshops
10:15 - 10:30 a.m. Break

Workshop 1 – Crystal B  Every Student...Creating a System to Support Graduation and Post-Graduation Success
Susan Canaga, Data Governance Program Manager OSPI; Suzann Girtz, Associate Professor, Teacher Education, Gonzaga University; and, Charles Salina, Associate Professor and Department Chair, Department of Educational Leadership and Administration, Gonzaga University

This session will present how the OPSI performance indicators are being used to identify student success and opportunity gaps. It will highlight the shared framework, system, practices and processes across four school districts which increased graduation rates while reducing disproportionality between low income and non-low income students. Attendees will learn about the foundational equity analytic tool, the process used to identify key practices and processes, and the research-based framework and system underpinning district success.

Workshop 2 – Crystal A  Using Assessment Resources - Math: Grades 3 Through High School
Anton Jackson, Mathematics Assessment Specialist; Jennifer Judkins, EOC Mathematics Assessment Specialist; and Julie Wagner, Mathematics and COE Assessment Specialist, OSPI

The OSPI mathematics assessments webpages have been redesigned to include several new resources. This session will unpack the high school resources that educators can use to: incorporate formative assessment practices into instruction by using Digital Library professional development modules and instructional resources, better understand the SBA claims and assessment targets, and integrate interim assessments into instructional practices. Additional resources for maximizing the benefit of the Smarter Balanced assessment system will be highlighted and explored.

Workshop 3 – Mercer A  ★ Expanding Preschool Opportunities in Your District and Communities
Robert Butts, Assistant Superintendent of Early Learning, OSPI; Kelli Bohanon, Department of Early Learning; Linda Sullivan-Dudzic, Bremerton School District; Katy Warren, Washington Head Start/ECEAP Association; John Bancroft, Consultant; and Barbara Sattler, Central Valley School District
Enhancing learning opportunities for children before they enter kindergarten is the best way to reduce the opportunity gap. This session will help school districts understand what actions they can take to help community preschools improve quality and increase school district preschool opportunities. It will cover vision and planning, assessing community needs, state and federal funding options including blending/braiding funding streams, working collaboratively with community providers, finding funds for facilities, and increasing quality.

**Workshop 4 – Emerald C**  
**Professional Learning Communities: A Key Way to Ensure the Learning of Every Student**  
*Janel Keating, Superintendent, White River School District*

In this session, participants will engage with the key components of the continuous improvement cycle that are foundational to the Professional Learning Community process. Participants will have the opportunity to see high performing teams in action. Lessons learned over the 10 year journey in White River will be shared as will tools necessary to support high-functioning collaborative teams.

**Workshop 5 – Crystal C**  
**Auburn School District Impacted by Teacher Leadership Academy**  
*Nasue Nishida, Executive Director, Center for Strengthening the Teaching Profession; Vicki Bates, Assistant Superintendent, Auburn School District; Ryan Foster, Associate Superintendent, Auburn School District; Doug Gonzales, Assistant Director, Auburn School District; Marge Plecki, Professor, University of Washington; and Ana Elfers, Associate Professor, University of Washington*

If you’re a teacher leadership nut or want to know more about this phenomenon we call teacher leadership, this is the session for you! Over the last six years the Auburn School District has invested in teacher leadership through its Auburn Teacher Leadership Academy (ATLA). The focus of this year-long, cohort-based model is to develop the knowledge and skills of teacher leaders who then build capacity in their schools to implement and refine a variety of context-specific initiatives and work. The University of Washington studied the first five years of ATLA and its impact – and it’s exciting stuff! Join us to learn more about Auburn’s Teacher Leadership Academy and hear about the impacts the UW study found. Participants will engage in small group discussions and have lots of opportunities to process their learning for their context.

**Workshop 6 – Emerald B**  
**Bridging the Gap: Improve Transition Outcomes for Young Adults with Disabilities through Collaborative School Based Transition Programs**  
*Marcus Poppen, Assistant Professor, Washington State University*

This interactive workshop will engage participants in activities to: (a) explore and better understand the transition outcomes of students with disabilities throughout the country, in Washington, and in their own schools; (b) become familiar with a promising model of collaborative school based transition programs that will support positive post-secondary outcomes for students with disabilities, and (c) discuss the importance of data-collection and evaluation in understanding and improving transition outcomes for young adults with disabilities. This workshop is relevant to school administrators and secondary special educators who are interested in learning about the importance of collaborating with other service providers.
Morning Schedule (continued)

Workshop 7 – Orcas  Principal Student Growth Goals: Are They Really Changing Practice?
Brian Lowney, Chief Academic Officer, Puyallup School District
Changes in recent federal, state, and local legislation have added increased scrutiny of and pressure on the evaluation systems of educators across the nation, including the use of student growth goals in determining evaluation outcomes for educators. This workshop will examine the practice and impact of student growth goals created by principals. How do principals describe the impact of evaluative student growth goals on their leadership practice? K-12 principals from multiple urban and suburban districts were interviewed, and improved evaluation practices emerged as a central leadership practice as a result of evaluative student growth goals. Implications for both policymakers and practitioners are presented.

Workshop 8 – Mercer B  Microsoft in the Classroom
Jane Miller, Director of Standards-Based Instructional Technology, Federal Way School District
Using technology for the sake of technology is a thing of the past. Windows 10 provides the best platform for changing the way teachers teach and students learn. It is the platform for doing - helping educators and institutions unlock the potential of students and teachers. This session will take participants through the many features found in Windows 10 to enhance teaching and learning. Below are topics typically covered in a Microsoft in the Classroom session: beyond the paper-based classroom, developing Digital Literacy, helping teachers work with students who miss school; increasing instructional time – decreasing administrative tasks, meeting the needs of our diverse learners, online learning, preparing students to be productive adults, students seeking solutions for global issues. Participants will learn about the basic features of Windows 10; will personalize their device, set up Cortana, practice annotating using digital ink and the Edge browser; will learn how to share their work through OneNote, Office 365, and the Reading List; and, will learn how to can make teaching more efficient through the use of multiple desktops.

Afternoon Schedule
12:00 - 1:00 p.m. Lunch in the Emerald Room
1:00 - 4:30 p.m. Workshops
2:30 - 2:45 p.m. Break

Workshop 9 – Crystal B  A Collaborative Approach to Supporting Students with Adverse Childhood Experiences (ACEs)
LaShae Lee, Director of Secondary Special Services, Jennifer Rogers, PBSES Coordinator, Melissa Evans, Behavioral Specialist, Pam Ridenour, Director of Career and Counseling. Teresa Fogarty, Behavioral Specialist, and Mikael Olson, Nationally Certificated School Psychologist, Issaquah School District
Issaquah School District will share our professional development plan for educating our district on Adverse Childhood Experiences. Participants will walk away with resources to support in their own implantation efforts in their learning communities. Since we are aware that working with students with adverse backgrounds can be intense, participants will evaluate their own compassion fatigue and self-care.
Workshop 10 – Crystal A  Using Assessment Resources - ELA: Grades 3 Through High School
Shelley O’Dell, ELA Assessment Specialist, OSPI

The OSPI English Language Arts session will unpack the resources that are available to help educators: understand the SBA claims and assessment targets, integrate interim assessments into instructional practices, and incorporate formative assessment practices by using Digital Library. Additional resources for maximizing the benefit of the Smarter Balanced assessment system will also be highlighted and explored.

Workshop 11 – Mercer A  ★ What Elementary Principals and District Administrators Need to Know and Be Able to Do to Support High-Quality Instruction in the Early Years
Kristi Dominguez, Director of Early Childhood Education, Bellingham Public Schools; Laurie Sjolund, Early Learning Program Administrator, Sumner School District; and Kristie Kauzer, Research Assistant Professor, P-3 Policy and Leadership, University of Washington

With the roll-out of state funded full-day kindergarten, it is important to develop strong district leadership, focused on assuring these changes bring about positive outcomes. Participants will learn how to evaluate and support kindergarten classrooms and develop effective early learning practices. Recommended for principals, early learning coordinators and kindergarten teacher-leaders.

Workshop 12 – Emerald C  What Turn Around Schools DO
Jeanine Butler, Leadership Coach, WSU/AWSP/OSPI; Sylvia Campbell, Principal, Medical Lake Middle School; and, Carole Baumgartner, Regional School Improvement Coordinator, ESD 101

What can we learn from schools who have been in improvement? What have they learned through the Cycle of Inquiry and then PUT INTO PRACTICE that actually changed student learning results? We will use the WA State School and Student Success Indicators as the frame for taking action since those are required in Indistar plans for Priority and Focus schools. Assessment and using data to drive instruction will be at the heart of this session and will also link to the Student Growth Goals of 3.1 and 6.1 and the AWSP Leadership Criteria 3.0 Planning with Data.

Workshop 13 – Orcas  Unlocking Mathematical Reasoning in the Classroom
Tammy Sewell, 6th Grade Math Teacher and Joni Stevens, 5th Grade Teacher, Pullman School District

During this workshop you will have a total immersion experience developing a growth mindset in math! We want you to understand how it feels to be a math student, and through this learn to teach math more effectively. As you are immersed in learning, we will explore the eight mathematical practices of the common core, math reasoning, and using rich tasks with students of any grade level.
Afternoon Schedule (continued)

**Workshop 14 – Emerald B**

**Strengthening College and Career Readiness Systems in Your Districts and Schools**

*Hilary Loeb, Director, Puget Sound Coalition for College and Career Readiness, Puget Sound Educational Service District; Kirsten “Avery” Avery, College & Career Success Director, Community Center for Educational Results; Shannon Calderone, Clinical Assistant Professor, Washington State University; and Jennie Flaming, Facilitator, College and Career Planning Guide, Community Center for Educational Results*

The emerging demands for a well-educated and skilled workforce requires multiple system changes including personalized support for students, access to rigorous coursework, financial aid awareness and strategic partnerships with colleges and universities. Led by a team of researchers and practitioners, this interactive Pre-Conference Workshop shares national and local resources designed to promote student success after high school. Workshop participants will learn how to utilize district and school-level data to design a meaningful cycle of inquiry that will strengthen existing college and career readiness strategies and district/school action planning.

**Workshop 15 – Crystal C**

**Student Perceptions of Teaching and Learning – Another Facet of Educator Growth and Development**

*Nasue Nishida, Executive Director, Center for Strengthening the Teaching Profession; Sue Anderson, Director, OSPI and District Presenters: James Everett, Principal, Jose Rodriguez, Teacher, and Brett Latham, Teacher, Squalicum High School, Bellingham School District; Christine Firth, Teacher, Diana Hafterson, Teacher, Denise Isler, Teacher, Taylor Reynolds, Teacher, Mary Snyder, Instructional Coach, and Laurie Vallieres, Principal, Saltar's Point Elementary, Steilacoom School District*

With funding provided by the Bill and Melinda Gates Foundation, seven school districts, the Center for Strengthening the Teaching Profession and OSPI have explored the use of student perception data about teaching and learning connected to educators' growth and development. Participants will hear about these districts' explorations of student perception data – what it is and what it isn't, how it's collected and how they did it, and what it can mean to an educator's professional growth. Participants will engage in discussion and dialogue about student perception data and what it could/would look like in their contexts. Participants will also walk away with tools and other resources developed by districts involved in the project.

**Workshop 16 – Mercer B**

**OneNote**

*Jane Miller, Director of Standards-Based Instructional Technology, Federal Way School District*

In education, it’s as easy as 1, 2, 3! With OneNote it’s as easy as ONE. One place to create all of your assessment, one place to share with your team and one place to create student portfolios, projects and collaborative class creations. Discover how to create, organize and share dynamic notebooks rich with interactive content. Bring the classroom to life with enticing audio and video features. Stay organized and on-topic using tagging, tables and tabs for new content. Then, easily personalize the learning experience with Class Notebook, which provides each student with their own private notebook, viewable only by the teacher and individual. Use the Content Library to digitize your existing lessons, and easily communicate with the entire group using the Collaboration Space. Keep tabs on your class and stay organized with OneNote.
CONFEREECE PROGRAM
Thursday, December 8

7:30 – 8:30 a.m.
Check-in and Continental Breakfast, Hilton Conference Center
Clock Hours - Sign in at Registration Table
★ STARS Hours - Sign in at Qualifying Breakouts

Skyline Vocal Jazz
Issaquah School District
Nancy Ziebart, Director

8:30 - 10:30 a.m.
General Session, Emerald Ballroom

Welcome
Teena McDonald, WSU Spokane and conference co-chair
Bob Butts, OSPI and conference co-chair
Gil Mendoza, Deputy Superintendent of Public Instruction

KEYNOTE
Michael Fullan
former Dean of the Ontario Institute for Studies in Education
University of Toronto

Deep Leadership for Whole System Change
‘New Pedagogies for Deep Learning’ - pedagogies refers to the learning partnerships between and among students, teachers and families. Deep learning concerns a set of 6 Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. New findings and insights will be reported that show students and teachers as change agents with respect to pedagogy, learning environment, and indeed, society. With respect to the latter Dr. Fullan will identify specific ‘helping humanity’ themes in the schools and systems with whom we are working.

10:30 - 10:45 a.m.
Break
Crystal A

1.1 Keynote Follow-Up Session

Michael Fullan, Author and Former Dean
This session will give participants the opportunity to discuss ideas presented at Michael Fullan’s keynote presentation and to raise questions and make comments.

Crystal B

1.2 District Coordinators/Administrators: Assessment Cycle and Overview of Application Uses, Reporting Forms, and Website/Portal Resources

Kimberly DeRousie, State Test Coordinator, OSPI, and Terry Campbell, District Assessment Coordinator, Everett Public Schools
OSPI and Everett SD will present operational information for new district and school coordinators to successfully navigate the assessment landscape and prepare for state testing. This session will provide tools and templates to guide and support district and school staff.

Crystal C

1.3 Formative Goal Setting from Beginning to End

The Teacher/Principal Evaluation Program is intended to “improve student learning thought improved teaching and leadership”; and yet, there are still teachers that dread the process, rather than lean in. Become skilled at how to support teachers throughout the entire evaluation process by assisting them in setting measurable goals, guiding them in gathering relevant data to focus instruction, and showcasing student growth. Learn about gain scores – a mathematical method to set and measure growth goals – and how to aid teachers when it appears they have set an unattainable goal.

Mercer A

1.4 How to Avoid Sitting on a Two-Legged Stool: A Practical Guide to College & Career Readiness

Tom McDermott, College & Career Readiness Assistant Director, Auburn School District
What are the societal, economic, and educational forces that impact College & Career Readiness (CCR) efforts? What systems and approaches best support efforts to graduate students who are ready to be successful in post-secondary learning? How can district and school leaders communicate clearly about CCR in a way that motivates and inspires? This session will explore these questions through an interactive Google survey, group discussion, and systems presentation. Attendees will have the opportunity to build background knowledge and learn about research-based components of successful CCR efforts.

Mercer B

1.5 Effective Educator Workgroup - Implementing the ESSA

Maria Flores, Director, Title II, Part A and Special Programs and Sue Anderson, Director of the Educator Effectiveness Office, OSPI
The session will focus on the recommendations made by the Effective Educator Workgroup, defining effective teachers, principals and other school leaders and data criteria. Participants will learn about the requirements of Title II, Part A and Title I as it relates to the effective educators, including the Equity Plan
requirements that “describe how low-income and minority children enrolled in schools are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

San Juan
1.6 Literacy-Based Strategies for Mathematical Problem Solving
Aaron Rumack, Instructional Coach, White River School District
What does quality problem-solving instruction look like and sound like in the Common Core? After summarizing connections between literacy and mathematics, we'll model two high leverage processes we have used to explicitly teach mathematical problem-solving. No matter what your mathematical background, come experience these instructional methods in action. Teachers will get ideas for scaffolding the locus of control for tasks with high-level demands. Building-level administrators will get rubrics that provide rich content for feedback conversations and leadership decisions.

Orcas
1.7 Imperfect Lessons: School Culture, Ambitious Instruction, and the Messy Process of Improvement
Jessica Rigby, Assistant Professor, University of Washington, Seattle; Julie Ray, Learning Improvement Officer; Cindy Dracolby, Principal, and James Crawford, Director of Assessment, Accountability, and Title I, Federal Way School District
What teachers do in their classrooms is heavily influenced by the quality of the organizational conditions in which they work, including the school’s culture. In this presentation, we describe what changing and creating productive school culture looks like through joint work while leading towards principled instructional outcomes, specifically the role of principals in the implementation of Math Learning Labs, a professional development structure to support inquiry-oriented mathematics instruction.

Elliott
1.8 Aligning School and District Work to Principal Evaluation through Cycles of Inquiry
John Parker, Chief Academic Officer, Jason Smith, Principal Rogers High School, Heather McMullen, Principal Woodland Elementary, and Nancy Strobel, Principal, Brouillet Elementary, Puyallup School District
In the 2015-2016 school year, 4 of 8 Puyallup principals engaged in a pilot Cycle of Inquiry (COI) process for the first time centered on teaching and learning work they focused on within their building. Many lessons were learned including the future use of COI as a means to align principal goals and evaluation with building and district work. In 2016-2017, all eight principals are learning to use a COI to identify problems of practice at the student, teacher, principal and central office levels. Join us to hear an update and engage with these practitioners on the benefits of this approach.

Peninsula A
1.9 Dual Language Education: Pathway to English Learner Academic Achievement
Patty Finnegan, Special Projects Program Supervisor, OSPI; Heidi LaMare, Supervisor of Programs for ELL Students, Bellevue School District; Patrick Brown, Curriculum Developer for Additive Bilingual Programs, Bellevue School District; Cyndy Valdez, Migrant and Bilingual Coordinator, Wenatchee School District; and Jenny Choi, Program Specialist, OSPI
Dual language education is recognized as the most effective instruction for English learners to gain proficiency in English and excel in academic content. Administrators from two school districts will share their cycle of inquiry for developing and continually improving their dual language programs. The panel will also walk through web-based toolkits designed to guide districts with adopting, building and expanding dual language programs. Time will be allotted for questions.
Peninsula B

1.10 Inquiry: What's Your Next Level of Work?

Pete Misner, Associate Director, Danforth Educational Leadership Program, University of Washington - Seattle

An inquiry focused use of data is difficult and fairly rare. This session will begin by asking why inquiry is worth all this time and effort. Next, we'll examine the key indicators that distinguish an inquiry approach from more simplistic uses of data (Ikemoto & Marsh 2007). Participants (individuals or teams) will then engage in a self-assessment activity to increase their understanding about their current data use so they can identify specific areas of focus for improvement.

Alpine

1.11 Working Toward a Balanced Assessment System

David Cresap, Director of Assessment and Allison Tuchardt, Assistant Director of Assessment, Battle Ground School District

We will share our work implementing a Balanced Assessment System for our District. This will include components from each level of our Assessment Pyramid: Formative, Classroom, Interim, and Summative. Topics will range from classroom assessments to support our standards based report card to selecting a new screener for math and reading to promoting Smarter Balanced interim assessments. Emphasis will be given to ideas on how to reduce the number of assessments while having each part of the assessment system contribute to student learning.

Glacier

1.12 ★ Early Literacy Pathways

Molly Branson Thayer, Director, Quality Youth Development, University of Washington

Becoming successful readers, writers, thinkers, and speakers starts at birth and continues through early elementary school. This session introduces the developmental literacy continuum outlined in Washington’s Early Literacy Pathway document, and strategies to support development along this continuum.

Horizon

1.13 75 minute Round Table Discussions--10:45-12:00 (topic tables #1 through #4)

#1 Let's Examine How We Form Mentoring Relationships

Kathleen Cowin, Clinical Associate Professor, Washington State University; Angela Vargas Gonzales, Reading Specialist, Kennewick School District; and Shana Borms, Assistant Principal, Richland School District

Come learn how to use mentoring research to launch mentoring relationships that are transparent, trust-filled, and deeply reflective. In this interactive session participants will experience the careful design which structures the initial mentor-protégé meetings. Participants will leave with specific tools to recreate the meeting processes: establishing group agreements leading to trust-building, a communication style inventory to enhance skill development, and a written auto-ethnographic approach to reflecting on one’s educational practice that can create deepened mentoring relationships.

Horizon

1.13 75 minute Round Table Discussions--10:45-12:00 (topic tables #1 through #4)

#2 Tech Transformation: How Do We Know If We're Getting There?

Vicki Bates, Assistant Superintendent, Doug Gonzales, Assistant Director, Instructional Technology and Randy Jones, Coordinator, Instructional Technology, Auburn School District

Given the goals of engaging, educating, and empowering students through the use of technology, Auburn School District instructional staff are leveraging both the SAMR technology integration model and our instructional framework to shift classroom practice. How do we know the degree to which implementation is occurring? Join us to consider our aligned use of student survey feedback, teacher survey feedback,
principal observation, teacher reflection and artifacts as multiple data points for informing our understanding of implementation progress.

Horizon
1.13 75 minute Round Table Discussions--10:45-12:00 (topic tables #1 through #4)
#3 Nested Cycles of Inquiry
Naomi Petersen, Associate Professor of Educational Foundations & Curriculum, and Denise Shaw, Professor, Central Washington University
Using nested cycles of inquiry teachers can leverage the familiar process of curriculum planning, implementing, and reflecting to greater effect. We know that student voice and cultural responsiveness improves teaching but by embedding a parallel cycle of community development we all experience a richer and more meaningful life. In this way we can still succeed in the reform era of accountability while fostering a supportive learning environment. Get practical models for planning and monitoring nested cycles of inquiry for any level of assessment: classroom, school, or agency.

Horizon
1.13 75 minute Round Table Discussions--10:45-12:00 (topic tables #1 through #4)
#4 Is Your System Ready for a 24 Credit Environment?
Scott Seaman, Director of Professional Learning, Association of Washington School Principals
This session will explore data and research on highly effective systems being used across our state to support the needs of all students in a 24 credit environment. 85% of high school bell schedules in our state are the same as when the school doors first opened. Is your system one of those? Is that system supporting all kids? How will your graduation rates be impacted by new requirements? Come engage with other school leaders about not only the different bell schedules being used, but also the programs and opportunities that either make your system highly effective or inequitable for kids.

| 12:00 a.m. - 1:00 p.m.          |
| Networking Lunch               |
| Emerald Ballroom               |

CONCURRENT SESSION # 2
Thursday, December 8
1:15-2:30
2:30 p.m. – 2:45 p.m. Break

Crystal A
2.1 TPEP: Mediating Teacher Effectiveness Through Administrator Feedback
Heather Audrian Fowler, Principal, Evergreen Public Schools
Effective teachers want to become better teachers, and they rely on the expertise and assistance provided by administrators to improve their practice. Even as teachers and administrators are experiencing an extraordinary level of job intensification, it is imperative we do not lose sight of the fundamental practices that move teaching and learning forward. Beginning with an overview of the presenter’s current research on TPEP implementation, attendees in this session will engage in a discussion about how to best support efforts to enhance implementation of TPEP.
Crystal B

2.2 ESSA School & District Improvement
Michael Merrin, Assistant Superintendent and Craig Shurick, Director of Operations, Office of Student & School Success, OSPI
The model of support and service for OSPI's Student & School Success division included in the Consolidated Plan submitted to the US Department of Education.

Crystal C

2.3 Diagnosing Washington's Educational System Health with New Analytics
Andrew J. Parr, Research and Data Manager; Linda Drake, Director of Career- and College Readiness Initiatives; and Parker Teed, Data Analyst, Washington State Board of Education
The State Board of Education reports to the Legislature on statewide Indicators of Educational System Health, sets goals for those indicators, and recommends evidence-based reforms for the indicators not on track for attaining those goals. The indicators span from early childhood education to postsecondary engagement. This session will explore the indicators through the deeper disaggregation of data to the subethnic level and introduce new work framed in educational opportunities. The session will include an update on the recommended reforms included in the December 2016 biennial report.

Mercer A

2.4 District Champion of the Underdog: Building Interventions for At Risk Students
Mike Sperry, Principal, and Deanne Ruddell, Assistant Principal, Lincoln Middle School, Clarkston School
This session will give you a snapshot into how Lincoln Middle School in Clarkson Washington has developed effective academic and behavior interventions in a community that has high generational poverty. We will also share our story on how we have implemented RESILIENCY. We will share how we have learned rather than obsessing about our students past problems and what caused the problems, we work to re-frame them into the types of students we want them to become.

Mercer B

2.5 NextGen Science: Opportunities for All Students
Ellen K. Ebert, Director, Learning and Teaching Science and Amber McCulloch, Program Supervisor - Learning and Teaching Science, OSPI
The Next Generation Science Standards were adopted in 2013. As educators work to implement 3 dimensional instruction, one problem of practice is helping teachers think about engaging all students in studying scientific phenomena. This session will examine different opportunities to use community-centered phenomena that provide relevancy and a learning context for students to engage fully in learning science. Attendees will engage in a learning activity, discuss strengths of the activity, and opportunities for all students to engage in their science learning.

San Juan

2.6 Teacher Induction and Evaluation Strategies for Support and Success
1:15-1:45 pm - 30-minute breakout (Q&A at 2:15)
Accelerating Every Student: The Benefits of Teaching Up
Steve Goldberg, HiCap TOSA, Northshore School District
Meeting the needs of every student is a complex and difficult task. Resources leveraging student success are plentiful, including; technology, curriculums, supplements and increasing teacher numbers. Looking at the whole picture, we find that it is not about the resources but our ultimate goal. We want all students to engage in deeper level thinking and participate in rigorous collaborative tasks— not just on quarterly occasions, but as a norm in our teaching practice. By Teaching Up, we can meet the needs of all students and propel them to increased success, motivation and growth.
San Juan

2.6 Teacher Induction and Evaluation Strategies for Support and Success
1:45-2:15 pm - 30-minute breakout (Q&A at 2:15)
Partnering for the Future: Reflections on a Teacher-Faculty Exchange Model
Tracy L. Coskie, Professor/Literacy, Western Washington University; Michael Copland, Deputy Superintendent and Lisa Peterson, Teacher on Special Assignment, Bellingham Public Schools
In this session, we share a model for a unique district-university partnership. In the partnership, an accomplished classroom teacher takes up residence in the college of education, teaching methods courses and contributing to on-going program development, while faculty move into district roles supporting professional development and contributing to district literacy initiatives. Presenters will share benefits and challenges, lessons learned, and plans for the future.

Orcas

2.7 From Testing Focus to Student Focus: How Social and Emotional Inventory Supports Program Planning and Student Growth
Catheleen Schlotter, ReEngagement Specialist and Elementary Assistant Principal and Cindy Leonard, District Assessment Coordinator K-8, Cheney School District
With a brief review of relationships between achievement data, growth data, and social and emotional inventory data, this team will share how valuing teacher perceptions of student social capacity impacts growth and achievement. Further the team will describe how one moderately sized district accessed the knowledge gained by DESSA Mini in Pre-K through 8th grade classrooms to guide professional learning, human resources, and program implementation. Join us to discuss implementation for DESSA Mini and our plans to refine our student support practices in the future.

Elliott

2.8 Using Inquiry to Inform Assessment Decisions at the District and School Level
Gary Gillespie, Assessment/Data Analyst and Tricia Gessele, Elementary Program Specialist for Math, Spokane Public Schools
In this session attendees will experience the learning cycle Spokane Schools has experienced in the last couple years and new learnings moving forward, and future hopes with a district formative assessment system. District leaders used the cycle of inquiry to access leverage points within the classroom making assessment seamless and actionable for leaders, teachers and students. Responsive instruction should be the result of a quality formative assessment system. Spokane Schools is building the foundation for an assessment system support good instruction and best practices system wide.

Peninsula A

2.9 Using Inquiry-based Teaching to Make Standards Relevant at the High School Setting
Brenda Mouzon, Alternative Learning Teacher/Site Coordinator, Grand Coulee Dam School District
"Why do we have to learn this?" is a common question from students in many teachers’ classrooms across the curriculum. Teachers who want to make learning relevant to their students, especially struggling learners, need to become effective in implementing best practices that relate to the students’ lives. This presentation focuses on how high school teachers can develop inquiry-based units to make their standards relevant to the lives of their diverse student population. Participants will engage in creating an inquiry-based lesson plan for a unit/theme that they teach.

Peninsula B

2.10 ELA Menu of Best Practices and Strategies: Focus on Tutoring
Amy Thierry, Program Supervisor, Learning Assistance Program, ELA, and Research and Aira Jackson, ELA Director, OSPI
This session is for educators and administrators. Participants will dive into the tutoring section of the English Language Arts Menu of Best Practices and Strategies and will discuss how educators can use research to support tutoring practices in buildings/districts to strengthen student literacy outcomes.

Alpine
2.11 Using RTI Data Building-wide
Nick Hedman, Elementary Principal; Cody Mothershead, High School Principal; and Shauna Perez, Intervention Specialist, White River School District
Mr. Mothershead will be sharing how White River High School has RTI teams for EVERY student to ensure learning for ALL. His team has been working to implement PBIS and the RTI data is showing some dramatic decreases in students attendance and behavior referrals. Mr. Hedman and Mrs. Perez will be sharing how having RTI meetings and a core team can improve learning, help set growth goals and close achievements gaps. We are looking forward to sharing how being data driven and intentional as a system can have profound impacts on student learning from kindergarten to high school graduation.

Glacier
2.12 Winning the Race — A Good Start is Everything: Building Strong Foundations in Mathematics for PreK – 2nd Grade
Anne Gallagher, Director of Mathematics, OSPI
Participants will be exposed to research related to early mathematics showing how essential it is for young children to build facility with numbers. Participants will build an understanding of the progression of learning for children from birth to Grade 3 and how to enhance existing curriculum to support student growth in mathematics. Resources, strategies, and professional development opportunities in Early Numeracy will be shared and how administrators can play a key role in supporting teachers and closing the achievement gap for young children.

Horizon
2.13 75 minute Round Table Discussions--1:15-2:30 (topic tables #1 through #5)
#1 Improvement Science as a Redesign Tool That Can Effectively Bring Blended, Competency and Personalized Learning to Scale
Jane Chadsey, Vice President, Educurious (Vendor)
Blended, competency and personalized learning are innovations that are gaining ground. But what are the pieces we need to put in place before we bring these practices to scale? Improvement science can help us define the problem we are trying to solve, build trust in the system, and teaches us a mythology for using data and reflection as a process of disciplined inquiry. In this session we will define blended, competency and personalized learning and discuss the process of how to effectively reach scale using a cycle of inquiry.

Horizon
2.13 75 minute Round Table Discussions--1:15-2:30 (topic tables #1 through #5)
#2 Engaging Educators with NGSS and Inspire Science
Meghan Coleman, Curriculum Specialist, McGraw-Hill Education (Vendor)
Learn more about the Next Generation Science Standards (NGSS) and Inspire Science! Built for the NGSS, Inspire Science, McGraw-Hill Education’s new core science curriculum for grades K-5 provides inquiry-based learning opportunities using the 5e instructional model to engage students to think like scientists. Collaborate with other educators to think about how the new standards and curriculum can be capitalized on using learning communities to foster science thinking.
Horizon
2.13 75 minute Round Table Discussions--1:15-2:30 (topic tables #1 through #5)
#3 The Academic Standards Connection
Alton Ho, Student Services Manager, WSIPC (Vendor)
Have you implemented Skyward's Academic Standards module in your district? Come learn how you can use Common Core and State Standards in Standards and Secondary Gradebooks, Online Assignments, District Assessments, Curriculum Mapping, and Lesson Plans.

Horizon
2.13 75 minute Round Table Discussions--1:15-2:30 (topic tables #1 through #5)
#4 Using the Nurtured Heart Approach® to Notch Up Inclusive Culture and Student Engagement
Micki O'Brien, CEO, Aligned Education (Vendor)
What if there was a way to build on the strengths of your school? A way to engage with students exhibiting difficult behavior challenges that not only changes students, it also changes the culture of schools? What if this methodology also increased student resilience, improved teacher satisfaction and almost eradicated bullying? The Nurtured Heart Approach® (NHA) is being used effectively in schools and other institutions across the globe! In this fun, interactive session you’ll be introduced to NHA principles and how using NHA creates a more inclusive culture of increased student engagement.

Horizon
2.13 75 minute Round Table Discussions--1:15-2:30 (topic tables #1 through #5)
#5 Exceeding Expectations in AP, SAT Performance for Marginalized Students
Nancy B. Potter, Director, The College Board (Vendor) and Representatives from the Gaston Caperton Opportunity Districts: Tukwila: JoAnne Fabian, Director of Assessment and Pat Larson, Principal Foster High School; Tacoma: Fengyi Hung, Director of Assessment; Spokane: Steve Fisk, Principal North Central High School; Renton: Damien Pattenaude, Assistant Superintendent or Vickie Damon, Chief of Secondary Schools
Less than .01% of districts have expanded access to rigorous course work and college entrance and still increased performance among traditionally under-represented student populations. Join in a discussion with the 5 Washington districts who have increased college/readiness indicators for their marginalized students over the last three years. Discover research revealing how to create a culture of academic success in SAT, AP, and college performance. Join in an inquiry process how to replicate their success and learn how to access college readiness data.

CONCURRENT SESSION #3
Thursday, December 8
2:45-4:00 p.m.

Crystal A
3.1 Using SBA Interim Assessments to Improve Student Learning
Michele Bledsoe, 5th Grade Teacher/Administrative Intern; Heather McMullen, Principal; and Allan Cranston, 5th Grade Teacher and Assessment Coordinator, Woodland Elementary, Puyallup School District
In this presentation you will learn how interim assessments can inform instruction from the lens of a principal, an assessment coordinator and a classroom teacher. Learn strategies that PLCs can use to plan with the end in mind that will improve student learning.
3.2 ESSA Accountability

Gil Mendoza, Deputy Superintendent, OSPI and Ben Rarick, Executive Director, State Board of Education

This session, presented jointly by OSPI and the State Board of Education, will review Washington’s proposed statewide accountability plan pursuant to the Every Student Succeeds Act. We will discuss the work of the ESSA Accountability System workgroup and the related components within the (draft) ESSA Consolidated Plan. Topics will include accountability determinations for schools/districts, long-term goals, the system for differentiating schools using indicators, and new measures for English learners and school quality and student success.

3.3 Taking a Closer Look

Tanisha Brandon-Felder, Director of Equity and Family Engagement, Shoreline School District

Everyone is invested in making a change in the lives of African American boys, but with all the great efforts happening, we need to make sure to ask them what they want as well. The power of the student voice can generate change.

3.4 The State of Black Youth in South King County: Understanding Gender and Generational Status in Academic Outcomes

Shelby Cooley, Research Scientist, Community Center for Education Results

Eliminating structural barriers to educational attainment is critical in South King County — a region of over 124,000 K-12th graders. On almost every indicator of well-being, the vulnerability of Black youth is evident. On measures of risk, such as absences and experiences of exclusionary discipline, Black boys are overrepresented. The gap widens as we examine variance by generational status. This presentation will focus on a community-informed, secondary data analysis study of the barriers faced by Black youth and their resilience as they matriculate through K-12 and postsecondary.

3.5 Gifted and Unserved: Programs that Address the Underrepresentation of Minority Student in Gifted Education

Reby Helland, Assessment Coordinator, University Place School District

The Promise Scholar Program was developed by one school district as a method to tackle the underrepresentation of minority students in their gifted program. This elementary talent development model places promising minority students into gifted classrooms, exposing the participants to advanced/accelerated curriculum. Through the analysis and comparison of student achievement major findings include that the Promise Scholar students made similar academic growth in reading as compared to identified gifted students and were identified at a higher rate than traditional identification practices.

3.6 Utilizing Multiple Data Points to Support Teaching and Learning

Rob Darling, Principal, Selah School District

Research from my doctoral dissertation focused on principal in rural Central Washington schools who had noticeably higher retention rates for provisional teachers. I interviewed those principals to identify what their induction programs looked like and why they felt they were successful. I also interviewed their teachers to ask them what it was that their principals did that had an impact on their decisions to stay. Teachers not only identified induction components and systems of support, they were specific to leadership and personality traits that significantly impacted their retention.
San Juan  
3.6 Utilizing Multiple Data Points to Support Teaching and Learning  
3:15-3:45 pm - 30-minute breakout (Q&A at 3:45)  
Washington’s Teacher and Principal Evaluation System: Efforts to Support Professional Learning  
Margaret Pleck, Professor and Ana Elfers, Research Associate Professor, University of Washington  
This presentation shares findings from a study examining how educators have responded to the implementation of TPEP. The study employs a mixed methods approach, including case studies of eleven strategically-selected districts and a statewide survey of a stratified random sample of educators. We explore the kinds of supports practitioners say they need and how districts are using resources for professional development to support educators’ knowledge and skills. We also explore how resources are being allocated to support the additional workload of principals involved in TPEP implementation.

Orcas  
3.7 Who Are Those Districts, and What Are They Doing? Using the OSPI Data Analytics to Support Success  
Dixie Grunenfelder, Director of Secondary Education; Tim Stensager, Performance Indicator Administrator; and Susan Canaga, Data Governance Program Supervisor, OSPI  
Using Data Analytics to identify positive outliers, identify commonalities, and develop tools/supports to support and align these efforts that make a difference.

Elliott  
3.8 TPEP - From Compliance to Growth  
Ron Sisson, Director of Principal Support and Scott Seaman, Director of Professional Development, Association of Washington School Principals (AWSP); Helene Paroff, Assistant Executive Director, Washington Association of School Administrators (WASA); and Sue Anderson, Director of Educator Effectiveness, OSPI  
Our new evaluation has presented school and district leaders with many challenges, but also many opportunities. Use table talks and the collective wisdom of the room as AWSP, WASA and OSPI leaders guide conversations around tacking issues surrounding TPEP implementation AND moving your system to one that promotes teacher and principal growth.

Peninsula A  
3.9 Questions and Answers about the State Science Assessment  
Dawn Cope, Science Assessment Lead, OSPI  
What is happening in the world of science assessment? What changes are coming because of the adoption of the Washington State 2013 K-12 Science Learning Standards (Next Generation Science Standards)? This session will provide an update on the development of the new assessments.

Peninsula B  
3.10 Integrated Student Supports: Intentionally Coordinating Supports that Target Academic and Non-Academic Barriers to Success  
Mona M. Johnson, Director Student Support, OSPI; Mick Miller, Assistant Superintendent, NorthEast Washington ESD 101; and Mike Hickman, Assistant Superintendent, Capital Region ESD 113  
Integrated student supports embrace the “whole child” and are a school-wide approach to promoting success by developing and coordinating non-academic and academic services. Integrated student support wrap-around resources range from academic tutoring to broader supports linking students to physical, emotional, social and mental health services. This workshop will explore the influential factors, core components and comprehensive supports necessary to begin achieving short and long-term success with an integrated student support model process.
Alpine
3.11 Using State Assessment Resources
Anton Jackson, Mathematics Assessment Specialist and Jennifer Judkins, Mathematics Assessment Specialist, OSPI
The OSPI mathematics assessment webpage provides several excellent resources. This session will unpack a few specific resources that educators can use to: incorporate formative assessment practices into instruction by using Digital Library professional development modules and instructional resources, better understand the SBA claims and assessment targets, and use interim assessments as designed. Additional resources for maximizing the benefit of the Smarter Balanced assessment system will be highlighted.

Glacier
3.12 ★ School District Early Learning Coordinator Networking
Bob Butts, Assistant Superintendent of Early Learning, OSPI
If you are involved in supporting Pre-K programs in your school district, whether part-time or full-time, join your colleagues to explore what they are doing to expand preschool programs, allowing early entrance to kindergarten, smooth transitions, and expanding learning opportunities for our youngest learners.

Horizon
3.13 75 minute Round Table Discussions – 2:45-4:00 pm (topic tables #1 through #6)
#1 Community Engagement Strategies
John B. Bond, Associate Professor of Educational Leadership, Seattle Pacific University; Julieta Altamirano-Crosby, Director of Family Relations, Seattle Archdiocese
This session will focus on specific engagement strategies that teachers and principals can utilize to improve school-community relations. In this active learning session the paradigms of involvement and engagement will be explored. Specific applications for educators will be shared regarding how to enhance relationships with communities of diversity. This session will conclude with practical ideas on how a teacher leader or principal can lead a change process in a school from involvement to engagement.

Horizon
3.13 75 minute Round Table Discussions – 2:45-4:00 pm (topic tables #1 through #6)
#2 Using an Inquiry Data Cycle to Impact Student Learning through PLC Coaching, and School Improvement Teams
Theresa Hernandez, Teacher; Ruben Saldivar, Instructional Coach; and Dawn Weddle, Principal, Toppenish School District
"Intentional teaching," "data-driven" and "targeted instruction" are often repeated throughout PLCs in our schools. The questions remain: Are we in fact "intentionally teaching" and is it improving student learning? It’s one thing to determine areas of student need, yet another to figure out what to do about it. Discussing data once or twice a year isn’t going to impact our schools, however using a protocol that is an on-going cycle of data analysis, action planning, collecting evidence and using it to adjust instruction will.

Horizon
3.13 75 minute Round Table Discussions – 2:45-4:00 pm (topic tables #1 through #6)
#3 Ensuring Equitable Access to Rigorous Coursework in a Rural High School
Barry DePaoli, Superintendent-Elect, Lake Chelan School District and Barbara Peterson, Executive Director, Northwest Learning and Achievement Group (NLA)
Students who complete two rigorous courses (AP, Honors, dual credit) in high school are more likely to persist in postsecondary programs. Chelan High School, one of 9 districts in a college outreach program, investigated which CHS students enrolled in rigorous courses. When data showed that Hispanic and low income students did not enroll in numbers commensurate with school enrollment, a building team including
counselors, administrators and a UW doctoral intern investigated school processes, student perceptions as barriers to enrollment, identifying remedies to significantly improve equity.

Horizon
3.13 75 minute Round Table Discussions – 2:45-4:00 pm (topic tables #1 through #6)
#4 Building Capacity Through Teacher Leader Fellows
Scott Killough, Science Administrator and Andrew Eyres, Assistant Superintendent of Teaching and Learning, Capital Region ESD 113
Engage in a discussion around how to implement and sustain the Washington State Learning Standards through a network of teacher leader Fellows from a science perspective.

Horizon
3.13 75 minute Round Table Discussions – 2:45-4:00 pm (topic tables #1 through #6)
#5 Family Visits: Parent Voices in a Teacher Initiated Practice
Nathanie Lee, Ph.D. Student/Elementary Teacher Education Coach, University of Washington
While most literature on home visits center on teacher experiences, my study considers the voices and perceptions of parents in this teacher-initiated practice. This presentation sheds light on how teachers frame their intentions for the visits as well as how parents perceive those intentions. Additionally, the study helps us understand how teachers and parents perceived roles in students' education can frame the outcomes of those home visits. Implications of the study are promising to educators and administrators who continue to seek ways to bridge the gap between the home and school.

Horizon
3.13 75 minute Round Table Discussions – 2:45-4:00 pm (topic tables #1 through #6)
#6 Cultivating a Growth Mindset
Kate, Lindholm, District Instructional Coach, Moses Lake School District and Deb Knox, Vice-Principal, Monument Elementary, Quincy School District
Do you have the mindset to evaluate your impact? During this session we will explore methods of communicating, presenting, leading, and teaching that focus on positive engagement. Participants will delve into how the brain works and ideas behind the growth mindset. The session is designed to help educators build the mindset that will allow them to take on challenges and implement new strategies for their own learning and that of their students.

4:00 p.m. – 5:30 p.m. Emerald F
Networking Reception (and Team Planning)

➢ Light Refreshments and No-Host Bar
➢ Casual setting for unwinding and socializing with conference colleagues and friends
➢ Team planning – opportunity for district teams to relax, debrief, and plan together. To reserve a table for your team, stop by the registration table before 3 p.m.
➢ Chat with the WERA Board – opportunity to share your ideas for WERA activities and ways that WERA can best serve you and your colleagues
➢ Networking Group Gatherings – see enclosed flyer for locations.
CONFERENCE PROGRAM
Friday, December 9

7:30 - 8:30 a.m.
Check-in and Continental Breakfast, Hilton Conference Center
Clock Hours - Sign in at Registration Table
★ STARS Hours - Sign in at Qualifying Breakouts

Liberty Jazz Choir
Issaquah School District
Robin Wood, Director

8:30 - 10:30 a.m.
General Session, Emerald Ballroom

Welcome
Teena McDonald, Washington State University - Spokane and conference co-chair
Bob Butts, OSPI and conference co-chair

WERA Annual Business Meeting and Awards

OSPI
Superintendent-Elect of Public Instruction

KEYNOTE
Megan Tschannen-Moran,
The College of William & Mary, School of Education

Fostering Vibrant Schools through Trust, Empathy, and a Strengths-based Orientation

As we consider the current climate of schools, we lament that too often they have become places of anxiety for both students and educators alike, places where a fearful focus on high-stakes test scores has resulted in a constricted curriculum, uninspiring instruction, and strained relationships. Lost in these environments is a sense of curiosity and wonder, playfulness, laughter, movement, creativity, and independent thought. The highest standard for our schools is for them to be the kinds of learning spaces we would want for a child we loved. With this in mind, we will consider together some of the necessary conditions for fostering these vibrant school environments, including cultivating trust, practicing empathy, and adopting a strengths-based orientation.

10:30 - 10:45 a.m.
Break
Crystal A

4.1 Keynote Follow-Up Session
   Megan Tschannen-Moran, Professor of Educational Leadership, College of William and Mary
   This session will give participants the opportunity to discuss ideas presented at Tim Shanahan’s keynote presentation and to raise questions and make comments.

Crystal B

4.2 Every Student Succeeds Act (ESSA) Development and Implementation
   Gil Mendoza, Deputy Superintendent, K-12 Education and Gayle Pauley, Assistant Superintendent, Special Programs & Federal Accountability, OSPI
   The Every Student Succeeds Act (ESSA) replaced No Child Left Behind (NCLB) on December 10, 2015, as the reauthorization of the Elementary and Secondary Education Act (ESEA). ESSA will be fully operational in school year 2017-18. Join Gil Mendoza to learn about the opportunities and challenges that lie ahead, how ESSA is similar to and different from the NCLB, and have an opportunity to ask your questions.

Crystal C

4.3 Building Trust and Empowering Teachers Through Protocols, Norms, and Effective Facilitation of PLCs
   Sylvia Bagley, Director of Teacher Leadership, University of Washington; Sarah Schiesz, 1st Grade Teacher, Honey Dew Elementary, Renton School District; and Andrea Slack, ELL Teacher/Facilitator, Odle Middle School, Bellevue School District
   Teacher-led, small-group PD is a meaningful and sustainable method of enhancing teacher practice and impacting student outcomes. However, this work requires taking risks, trusting colleagues, and being vulnerable about areas for growth. We share best practices related to cultivating strong networks of reflective, inquiry-driven teachers, and findings from two action research projects designed to enhance the collegiality and productivity of professional learning communities. We address group-developed norms, carefully selected protocols, teacher-driven agendas, and shared facilitation.

Mercer A

4.4 Graduation Alternatives
   Lindsey Bullough, Graduation Alternatives Assessment Specialist, OSPI
   The Graduation Alternatives presentation will address (1) shifts in Graduation Alternatives to parallel graduation requirements for the classes of 2017 and beyond, (2) changes to the Graduation Alternatives application and (3) supports and resources for 2016-2017.

Mercer B

4.5 Leading and Navigating Instruction for HiCap Students
   Jann Leppien, Margo Long Endowed Chair for Gifted Education, Whitworth University and Nancy Hertzog, Professor, Educational Psychology, Director, Halbert and Nancy Robinson Center for Young Scholars, University of Washington
   Leading change to serve the diverse needs of students, including those identified as highly capable requires creating an environment in which each individual feels valued, challenged, supported and part of a team working together for success. Differentiated instruction is a key ingredient in the TPEP process to improve
learning for the academically diverse students who enter our schools. This session focuses on exploring strategies necessary to deepen the motivation, learning, and practices of teachers responsible for ensuring growth of the full spectrum of learners in today’s schools.

San Juan

4.6 Cloud Based Student Collaboration in ELA: Peer Editing, Self Reflection, and Rubric Based Standards Grading

Tara Cochran, 5th Grade Teacher and TJ Suek, 5th Grade Teacher, White River School District

In this session, participants will learn how to utilize GAFE (Google Apps For Education) in a way that will dramatically increase students' writing skills, motivation, engagement, and collaboration. The presenters will share specific examples of how students in their classrooms have seen tremendous writing improvement due to:
- Using Google Classroom as a central hub for assignments
- Using Google Drive to collaborate and create with peers
- Using online comments to provide real time, trackable feedback
- Using online rubrics for self reflection and peer assessing

Orcas A

4.7 English Teachers Talking in Circles? It’s a Good Thing! Using the Cycle of Teaching and Learning to Fuel Continuous Growth

Michele Gilbert, Secondary Literacy Specialist (TOSA), and Sara Nollette, Assistant Principal, Graham Kapowsin High School, Bethel School District

In the midst of substantial shifts in education and numerous initiatives competing for our attention, how do districts align resources and systems to promote student growth? Join us to learn about how the Bethel School District aligns past and present initiatives in a single framework that fuels continuous growth by:
1) Supporting teachers and administrators through the phases of change; 2) Fostering teacher leadership; 3) Analyzing assessments of standards; 4) Engaging teachers in pedagogical growth to help students meet the demands of Career and College Readiness Standards.

Orcas B

4.8 Reflections on the Promises and Perils of Online State and District Assessments: One District's Experience

Andrea Meld, Assessment Applications Analyst and Brian Gabele, Assistant Director for Research, Accountability, and Assessment, Kent School District

Kent School District uses Smarter Balanced for summative assessment, i-Ready Diagnostics to measure student performance and growth, and to inform instruction, and online CogAT to help identify students for the HiCap program. What have we learned about current assessments and the information they provide? How can Homeroom be used to consolidate and to communicate results? Come prepared to learn about our experiences from a school and district perspective, as we discuss what went well, what were some of the challenges we faced, and what we might like to do differently moving forward.

Elliott A

4.9 Cultivating Trustworthy Leaders Through Appreciative Inquiry

Thaynan L. Knowlton, Superintendent, Kettle Falls School District

Trust is characterized by benevolence, honesty, openness, reliability and competence. Appreciative inquiry is a strengths-based approach to solving problems in a school system. Trustworthy leadership combines an understanding of trust with the process of appreciative inquiry. This session will demonstrate the critical role of a superintendent or principal when trying to cultivate trust in a school district. The session will also show that leaders who focus on trust, using the cycle of appreciative inquiry, will see student academic success, staff morale improve, and community support increase.
Elliott B

4.10 Soup and SIP - Parent Involvement in School Accountability
Karen Douglass, Superintendent Stevenson-Carson School District
Few principals deny the importance of parent involvement in schools. Research reveals the participation of parents benefits the academic performance of students no matter their background or demographic characteristics. This presenter will teach concrete ways for principals to encourage parents to become active participants in the School Improvement Process. After understanding the difference between involvement and engagement, participants will go through the sample protocol used with parents and have a safe, fool-proof way to receive valuable, authentic feedback about their schools.

Peninsula A

4.11 Transforming Learning for Professionals and Students -- A Regional Critical Friends Initiative
Pam Estvold, Assistant Superintendent, Northwest ESD 189; Edie Harding, Senior Program Officer, Gates Foundation; Dan Bissonnette, Program Manager, Transforming Professional Learning, OSPI; Elizabeth Hamming, Director of Teaching and Learning, Lynden Public Schools; K.C. Knudson, Director of Teaching and Learning, Burlington-Edison School District; Karin Manns, Director of Curriculum, Instruction, and Assessment, Granite Falls School District; and Michael Olson, Assistant Superintendent of Teaching and Learning, Sedro Woolley School District
NWESD districts are co-learning, collaborating and creating a vision for our region (and state) to transform our schools into 21st Century learning laboratories for all students. We have committed to leveraging the powerful shifts in the new standards, harnessing ubiquitous technology, and promoting teachers who engage students with rich problems/phenomena and authentic assessments. We will share our exciting journey of learning and plan to solicit more partners in the work to truly transform Washington’s educational system for all students.

Peninsula B

4.12 Inquisitive Learners: The Power of Inquiry in Early Learning
Whitney White, Early Education TOSA, Northshore School District
Children learn through inquiry and play. Learn how to leverage children’s natural inclination of learning and harness the power of inquiry.

Alpine

4.13 Supporting Young Mathematicians and Scientists Through Shared Reading Experiences
Allison Hintz, Assistant Professor and Antony Smith, Associate Professor and Associate Dean, School of Educational Studies, UW Bothell
How might the everyday activity of reading aloud open up meaningful opportunities for young mathematicians and scientists? This session will focus on the integration of mathematical and scientific discussion with shared reading experiences. We will examine titles in children’s literature that open up opportunities to engage children in learning that spans disciplines with connections to relevant Common Core State Standards in Mathematics and English Language Arts as well as Next Generation Science Standards.

Glacier

4.14 ★Creating High-Quality, Rigorous, Developmentally Appropriate Kindergarten Classrooms
Laurie Sjolund, Early Learning Program Administrator, Sumner School District; and Kristi Dominguez, Director, Bellingham School District
What are the major components of a kindergarten classroom that is rigorous, provides the foundation and skills needed in later grades for proficiency in state standards, and is developmentally appropriate? Would the day include “purposeful play”? Learning centers? This session is designed for district office staff with full-
day kindergarten programs, elementary school principals, and kindergarten teachers. It will be based on the Washington State Full-day Kindergarten Guide.

Horizon

4.15 Guiding Teachers to use Homeroom and Assessment Results
Matt Yarkosky, Principal; Sara Nollette, Assistant Principal; Emma Oliver, Math Department Chair; Cathy McDonough, Math Teacher, Graham-Kapowsin High School, Bethel School District
At Graham-Kapowsin High School our admin team has worked to put systems in place to support teachers to examine student performance data to inform instruction. This has led to teachers using data to make better instructional decisions. Hear how our experience to identify quality data, align the grade book and a data dashboard, and support high school teachers in the review of their data has provided vital information needed for teachers to make adjustments to their practices.

12:00 - 1:00 p.m.
Networking Lunch
Emerald Ballroom
Prize Winners Announced

Crystal A

5.1 Assessment Network Meeting
Dawn Wakeley, Executive Director, Teaching and Learning, Tahoma School District; Brian Rick, Director, Research & Assessment, Bellingham School District; Brian Loffer, Director Assessment and Highly Capable Programs, Bethel School District; and Fengyi Hung, Director of Assessment, Tacoma School District
Join assessment directors from across the state as we get updates from the OSPI assessment staff and network together around key issues impacting the work we all do each day. This is the annual meeting of the assessment network - definitely THE session to attend for both new and experienced DAC's. This session is strategically placed at the end of the conference as there will be time built in to network on current hot topics.

Crystal B

5.2 Using Teacher and Principal Evaluation Data to Leverage Professional Growth
Sue Anderson, Director, Educator Effectiveness Office, OSPI
This year, OSPI made substantial changes to the WACs regarding the Focused evaluation in an effort to steer the system back to one of its original tenets: supporting educator growth. What are some ways that districts are using evaluation data efficiently and effectively to support teachers and principals in addressing the areas of practice that will best result in increased student learning? Bring your questions and ideas for a robust discussion of the possibilities.
Crystal C

5.3 Blended Learning Development from Start Up
Mike Brophy, Superintendent; Jeremy Cox - IT Director; Ken Morris, Network Coordinator; Mary McDonald, System Administrator; and Michelle Schiefelbein, System Administrator, West Valley School District #208

What does it take to move your district or school to an effective Blended Learning model? West Valley SD instituted ENGAGE - Blended Learning Initiative in order to bring together the best of the Industrial Model of Education with the rapid improvements in technology. This interactive discussion will focus on what districts can do to develop an effective Blended Learning Initiative.

Mercer A

5.4 Using the Smarter Balanced Assessment System to Strengthen English Language Arts Programs
Shelley O'Dell, ELA Assessment Specialist, OSPI

The Smarter Balanced Summative Assessment is one measure at one point in time of a student’s overall academic growth in English language arts. The assessment system is comprised of valuable resources that can improve teaching and learning. During this session, educators can make connections between instructional practices and the formative assessment process while using the item specifications, interim assessments and digital library. Coupled with rich professional discussions, these resources can be a catalyst for sharing best practices to implement the various assessment components.

Mercer B

5.5 Matchmaking – Designing Services to Match Needs of Highly Capable Students!
Nancy B. Hertzog, Professor, Director of the Robinson Center for Young Scholars, University of Washington and Jann H. Leppien, Margo Long Endowed Chair for the Center of Gifted Education, Associate Professor, School of Education, Whitworth University

Case studies of highly capable learners illuminate differences in student profiles demonstrating a need for different types of highly capable services. Participants will discuss and design services that best address student needs and therefore, create an optimal match between the student's identified learning needs and highly capable services. How district highly capable selection teams use student data from their multiple criteria selection process to design their services and examples of matchmaking will be shared.

San Juan

5.6 Professional Learning and Community Engagement:
1:15-1:45- 30-minute breakout (Q&A at 2:15)
Credit Where Credit is Due: Newcomers and Foreign Transcript Procedures and Policies
Mary Martinez-Wenzl, Senior Researcher, Education Northwest

The research is clear on the importance of recognizing newcomer students’ prior schooling experiences, but little is known about how schools evaluate foreign transcripts. This session presents findings from a recent study of foreign transcript evaluation across seven districts in Washington. The study found that most districts utilized a school-based approach, delegating responsibility to counselors with little training specific to evaluating foreign transcripts. District policies related to foreign credits and application to high school graduation requirements varied widely.
San Juan

5.6 Professional Learning and Community Engagement:
1:45-2:15 - 30-minute breakout (Q&A at 2:15)
Finding Success Beyond Ds
Cassie Ridenour, Administrative Intern, Teacher, Puyallup School District
What happens to the students who don’t qualify for special services but who struggle to earn the credits necessary to graduate? One answer may be a class designed to teach missing behavioral, organizational, and content skills, build bridges between students and teachers, and hold students consistently accountable to high academic standards. Come hear about one school’s evolving, successful, and data-driven Success Skills course, bring your own experiences, and join a collaborative cycle of inquiry to find ways to implement or improve this kind of process and course at your school!

Orcas A

5.7 From Inquiry to Collective Impact: Aligning our Work to Support College & Career Readiness for ELLs
Concie Pedroza, Principal, Seattle World School 6-12 and James Hong, Executive Director of Vietnamese Friendship Association
This session with highlight the two year process of analyzing current practices in our extended program with community based partnerships. Participants will understand how an inquiry approach with research, best practices and alignment of mission/vision between all stakeholders have evolved the program to support family engagement, enrichments, academics and credit opportunities. Participants will also gain insight on how to create systems for communication, organizational structure and agreements between schools and community groups.

Orcas B

5.8 What is "This?" Developing a Vision of Student Learning
Patty Stephens, Secondary Math Instructional Specialist, Northshore School District
New technologies are changing our world and an estimated 65% of today’s youth will ultimately work in jobs that don’t exist today. Our students must be prepared for this new reality and that requires new approaches to learning. How can we meet our students’ needs if we don’t have a common goal of what learning is, what it looks like and how we are going to get there? We will have multiple conversations about what we want our learners to achieve now and in the future. Participants will then create a vision of student learning that will help guide their work.”

Elliott A

5.9 Applying Trust Matters in Your School
Sharon Kruse, Professor, WSUV; Gordon Gates, Professor; Katherine Rodela, Assistant Professor; Kristin Huggins, Associate Professor; Teena McDonald, Clinical Professor; Kathleen Cowin, Clinical Professor; and Glenys Hill, Clinical Professor, WSU
This session seeks to assist participants in developing a culture plan to strengthen teacher/principal and family/school trust within their school. Using the ideas shared in the keynote address in concert with best practices for culture building, participants will identify specific communities in which trust can be fostered. Trust building for internal school community will be developed through the introduction of school culture analysis tools and instruments, trust building with external communities will be explored through an explicit focus on underrepresented communities.
Elliott B

5.10 Focused Learning Walks
Jeff McCormick, Director of Assessment and Student Support; Amanda Ward, Instructional Coach; Jason Shutt, Instructional Coach; Jill Phillips, Instructional Coach; and Emily Eigen, Curriculum Coach, Bainbridge Island School District
Learn how to develop and implement learning walks where all teachers can actively participate then use the evidence to develop coaching conversations with teachers to improve instruction. Protocols, note taking templates, and debriefing structures will be shared during this presentation. Systems of support for sustainability will also be discussed. Both the Danielson and CEL 5D frameworks form the basis of our learning walks, however the templates and protocols are applicable with any instructional framework.

Peninsula A

5.11 Introduction to Executive Function
Ronnie Drinkward, Professional Development Trainer and Corina McEntire, Professional Development Manager, ESD 112
Recent research on mindfulness and its applications in education demonstrate promising evidence for supporting executive function skill development in young children. Participants will have an opportunity to look at the research thus far, learn about the brain science behind the practices, and reflect on mindful awareness’ relevance to social and emotional learning.

Peninsula B

5.12 Students Speak: The College Preparatory Experiences and Perceptions of Local English Learner and Immigrant Students
Manka Varghese, Associate Professor; Anna Van Windekens, Research Assistant and Ph.D. Candidate; Tram Dang, Research Assistant and Ph.D. Candidate; and Michel Riquelme Sanderson, Research Assistant and Ph.D. Candidate, University of Washington, College of Education
This presentation highlights emerging findings from focus group interviews conducted with former and current English learner (EL) students at local high schools and community colleges. We qualitatively explore the factors and actors identified by students as most influential in shaping their struggles and successes in preparing for and enrolling and succeeding in higher education. The goal of this work is to investigate EL and immigrant students’ experiences and perceptions in pursuing post-secondary education in order to create and maintain more effective K-12-to-college pathways.

Alpine

5.13 Combining Data, Inquiry, and Movement to Boost Reading Comprehension
John Helgeson, Secondary ELA TOSA, Northshore School District
The increased text complexity requirements of the Common Core State Standards have raised awareness regarding the growth needed to boost the literacy levels of all adolescent learners. Combining formative and summative assessment data analysis questions with strategic classroom physical movement activities promotes student growth in reading comprehension. Participants will explore teaching strategies, protocols, and materials through hands-on activities, small group and large group discussions.

Glacier

5.14 Leaders in the Country: Local P-3 Efforts in Washington
Kristie Kauerz, Research Assistant Professor, P-3 Policy and Leadership, University of Washington; Tisha Crumley, Program Director, Leadership and Professional Education, National P-3 Center; and Members of the Washington P-3 Executive Leadership Certificate Program
Across the country, Washington is recognized as a leader in P-3 efforts. But what are some of the innovative and effective P-3 approaches being implemented in local communities around the state? This session will highlight district and community P-3 approaches; the work of teams in the Washington P-3
Executive Leadership Certificate Program; and findings from a statewide scan of local P-3 efforts. Session participants will walk away with deeper knowledge about who's doing what around P-3 and with insight into specific strategies to improve early learning opportunities.

Horizon

5.15 Learning, Planning, and Teaching Together: Designing Job-Embedded Professional Development
Kendra Lomax and Sarah Kavanagh, Teacher Educators, University of Washington
Come discover Teacher Education by Design (TEDD.org), an online resource for designing job-embedded professional development. Together we will explore how instructional activities and collaborative learning structures can support professional learning and transform how educators work together. This session will support coaches and other teacher educators to design professional learning opportunities that engage teachers in learning about and enacting ambitious teaching practices in math, science, and literacy.

CONFERENCE EVALUATION

WERA has posted an online survey for evaluating this conference. Your thoughts and opinions are of great value to those planning future conferences. Please take a few minutes after the conference to complete the evaluation form online at:

https://www.surveymonkey.com/r/WERA32

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Use this link for a variety of OSPI social media options: www.k12.wa.us/connect
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THANKS FOR COMING!!
Safe Travels Home
SAVE THE DATES

SBA Symposium
FEBRUARY 16, 2017 (Thursday)

and

5th Annual P-3 Symposium
MEETING THE SOCIAL AND EMOTIONAL NEEDS
OF OUR EARLIEST LEARNERS
Steve Swolak - Keynote
MARCH 6-7, 2016 (Monday/Tuesday)

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# # #

2017 WERA/OSPI Annual Conference
November 29-December 1, 2017 [New Dates]
David Conley and Pedro Noguera - Keynoters
WERA Educational Journal (WEJ)  
Call for Papers

We are seeking papers and other submissions for the May 2017 issue of the WERA Educational Journal.

The WEJ is a collection of peer-reviewed academic papers, professional reports, research reviews, book reviews, essays, and commentaries of general significance and interest to the Northwest education research and practitioner community. The WEJ is issued twice a year (November and May). Papers for the May 2017 issue are due January 15, 2017.

Topics in the WEJ cover a wide range of areas of educational research and related disciplines. These include but are not limited to issues related to the topics listed below.

- Early childhood education
- Curriculum and instruction
- State and national standards
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- Special populations (e.g., gifted, ELLs, students with disabilities)
- Assessment results covering various content areas
- Early warning indicators
- Social and emotional issues
- School and district effectiveness
- Teacher and principal evaluation
- Education finance and policy
- Educational technology
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Papers should be of interest to a wide range of educators in the Northwest. Condensed versions of dissertations and theses that are reader-friendly are encouraged. For more information about the WEJ and its submissions, see the Submission Guidelines posted on the WERA website. If you have questions about the process or about possible submissions, please email Pete Bylsma, the WEJ editor, at WEJeditor@gmail.com or his work email at bylsmapj@mukilteo.wednet.edu.