

Concurrent Sessions I

Thursday, 2:30 - 3:30 p.m.

Boardroom

National Culture, Student Achievement, Creativity, and Economic Productivity: What's the Relationship?

Xianxuan Xu, The College of William and Mary; Zheng Fang, South China Normal University; Leslie Grant, James Stronge & Thomas J. Ward, The College of William and Mary

This presentation shares results of a study which examined the relationship among culture, short-term outcomes of education as measured by the 2011 Third International Math and Science Study (TIMSS) and long-term outcomes to include creativity (as measured by patents) and economic productivity (as measured by Gross Domestic Product (GDP)).

Perceptions of Student Teachers Serving in International Placements

Michelle Goodwin, Esther Alcindor, & Miranda Arnold, Liberty University

Does your university use or might consider using international placements to provide student teaching opportunities for your candidates? If so, come see and hear the research results of a study that targeted how student teachers really feel about completing student teaching abroad. Participants will review data that addresses perceptions about the placement request process, the continuity of communication with the university, and the value of the learning experience within the site school and country's culture.

Thursday, 2:30 - 3:30 p.m.

1056

Got Business Rules? Creating Educator Evaluation Systems That Account for Real-World Demands

Lisa White, Mississippi Department of Education; Alexis Nordin & Leanne Long, Research and Curriculum Unit, Mississippi State University

Frequently dismissed as an afterthought relegated to the final pages of the user handbook, the business rules governing a state's educator evaluation system(s) are actually the key upon which success or failure hinges. Mississippi's DOE shares business rules designed to satisfy federal requirements, to adapt to the unique needs of an ever-changing body of educators, and to be easily enforceable.

Forecasting "Hot Spots" of Litigation for Teacher Evaluation in the States

Helen M. Hazi, West Virginia University

As teacher quality is judged and they are found to be unsatisfactory, teachers are beginning to challenge state evaluation systems. Teachers in 5 states and the District of Columbia are approaching the courts to challenge provisions that adversely affect their employment. This paper reports these cases and legal challenges that can emerge as states implement new practices in teacher evaluation.

Thursday, 2:30 - 3:30 p.m.

2000

Understanding the Work of "Green Ribbon" School Leaders: How Does Education for Sustainability Advance 21st Century Skills?

William Sterrett & Scott Imig, University of North Carolina at Wilmington; Deborah Moore, Green Schools Initiative

University researchers and a non-profit organization together surveyed exemplary "green" schools that received the U.S. Department of Education Green Ribbon Schools award. Survey results will be shared that illustrate the diverse experiences of public and private schools and districts that are leading efforts to promote environmental literacy and Education for Sustainability, including impacts on teaching

quality, student engagement, and learning environment, as well as strategies for success and lessons learned.

Inspiring Assessment that Promotes Learning: Preparing Teacher Candidates for New Teacher Evaluation Procedures

Brad Bizzell, Radford University

This presentation will describe the process and results of a study that examined the preparation of teacher candidates for the assessment of and for student learning and the impact of and relationship to new teacher evaluation requirements in Virginia's public schools.

Thursday, 2:30 - 3:30 p.m.

2010

Examining Early Childhood Special Education Leaders' Leadership Behaviors and Utilizing These Leadership Behaviors to Improve Programming, Collaboration, and Communication with Early Childhood Special Education Teachers

Samita Arora, George Mason University/Fairfax County Public Schools

This presentation is designed to identify leadership behaviors of early childhood special education (ECSE) leaders; differentiate between management and leadership; discuss how ECSE leaders can effectively utilize their time in ECSE classrooms; talk about ways to collaborate with and engage teachers in professional development; and discuss how to use research on school leadership and apply it to ECSE settings.

Training Early Childhood Educators in Effective Differentiation for the High Ability Young Children

Bronwyn MacFarlane, University of Arkansas at Little Rock

Data collected from an early childhood field intervention examined high ability children, parents, and early childhood educators. Early childhood home-based educators were trained in delivering the differentiated curriculum to parents with high ability four year olds. Findings associated with the training process of the educators in delivering the differentiated home-based curriculum for high ability young children and their families will be discussed.

Thursday, 2:30 - 3:30 p.m.

2011

Utilizing Data in Collaborative Teams to Monitor and Make Informed Decisions about Teaching and Learning in Williamsburg-James City County Schools

Olwen Herron, Williamsburg-James City County Schools; Lynn Turner, Williamsburg-James City County Schools

This session focuses on a school initiative to implement a collaborative team process to use data derived from formative assessments to inform teacher practice and increase student mastery. A description of the initiative as well as teacher perception data about the impact of the process on their teaching and learning will be shared.

Feedback-driven Professional Learning: Using Data to Inform Teacher Collaborative Inquiry

Don Klinger, Christopher DeLuca, & Danielle LaPointe, Queen's University

Using student data to formulate inquiry questions and guide teacher learning is fundamental to collaborative inquiry models. However, it is not clear the extent to which teachers can accurately use data to engage in meaningful learning and classroom change. This research explores teachers' uses of data and feedback to inform their professional learning and subsequent teaching through collaborative inquiry.

Thursday, 2:30 - 3:30 p.m.

2030

Evaluation of Leader2Leader Pilot Program

Todd Rogers, University of Alberta

Given the importance of school leadership and the retirement of a significant number of school principals, the Ministry of Education in Alberta funded the Leader2Leader pilot development program for new school principals. The program evaluation results of the pilot program revealed that the program should be continued with stable funding.

Visible Leadership and Action Research: Formative Feedback to Teachers Enhances Student Engagement and Learning

Jan Rozzelle, The School University Research Network at The College of William and Mary; Amy Stamm, Middlesex County Schools; Tony Vladu, Newport News Public Schools

Talk is cheap. Words are powerful. Change takes time. Actions matter. Hear from principals how they began the transformation of their schools by focusing on high-yield strategies, observing in classrooms with the SURN VTALL Observation tools, providing formative feedback, and offering targeted professional development to their faculty and staff.

Concurrent Sessions II

Thursday, 3:45 - 4:45 p.m.

Boardroom

Emotional Intelligence: A Key Skill for Instructional Leadership

Carol Carter, King and Queen County Public Schools; Megan Tschannen-Moran, The College of William and Mary

This mixed-method study explored whether a 20 hour training program could improve the emotional intelligence of participants. Significant gains were found in the overall measure of EI and the interpersonal composite score. Themes that emerged from the interview participants included increased awareness, improved listening, and greater ability to express empathy.

Evaluating the Relationship Between Depth-of-Knowledge and Student Engagement

David Paige & Grant S. Smith, Bellarmine University

This presentation reports the results of a pilot study involving 18,001 classroom observations gathered across 33 elementary, middle, and secondary schools in Kentucky. Three measured variables collected at the classroom level include student behavioral engagement, the depth-of-knowledge at which students were engaged, and whether students were learning together or independently. Results suggest higher depth-of-knowledge predicts greater behavioral engagement.

Thursday, 3:45 - 4:45 p.m.

1056

Providing Effective Feedback to Teachers: A Critical Task of Instructional Leaders

Michael DiPaola, The College of William and Mary

Both common sense and research support the fact that providing lots of feedback and opportunities to use that feedback enhances performance and achievement. Yet feedback is a difficult concept to understand and it often incorrectly defined. This session explores effective feedback as the foundation of a formative supervisory process designed to help teachers improve their instruction. Feedback is operationally defined and practical, web-based tools designed to provide feedback to teachers are explored.

Preparing Principals and Leadership Teams to Implement Schoolwide Instructional Initiatives

Paula Egelson & John Uhn, Southern Regional Education Board (SREB)

Learn about the evaluation of a schoolwide instructional initiative that took place in 12 middle schools and high schools. The goals of the initiative were to provide high quality professional development to participants and have principals and teacher leaders roll out the initiative with fidelity over a two-year period.

Thursday, 3:45 - 4:45 p.m.

2010

A Program Evaluation of Stewards of Children: New Teachers' Emerging Understanding of the Impact of Child Sexual Abuse on Teaching and Learning

June Williams & Cindy Elliott, Southeastern Louisiana University; John Fischetti, University of Newcastle
For the past two years, all student teaching interns at the College of Education at Southeastern Louisiana University have participated in a required training to recognize and to intervene in situations where there is a possibility that a child has been sexually abused. This is a program evaluation of the Stewards of Children program.

Differentiated Instruction in an Inclusive Global Classroom: Students with Cultural, Linguistic Diversity, and Learning Disabilities

Sunita Sharma, Virginia Union University

This is a research based interactive presentation on how highly effective teachers provide differentiated Instruction in a global inclusive classroom (Teaching culturally and linguistically diverse and students with learning disabilities in a regular classroom). Teacher education faculty, pre and in-service teachers, administrators, parents and other professionals will surely benefit from this presentation.

Thursday, 3:45 - 4:45 p.m.

2011

Using Evaluation to Enhance a New Principal Certification Program

Jill Cabrera & Thomas Patterson, Western Kentucky University

This presentation will focus on the evaluation of Western Kentucky University's newly revised school principal preparation program which follows a cohort model. The new mode of delivery for core courses is a hybrid, bi-term format. Professors teaching core courses obtained internal grant funds to conduct on-going evaluation of the program components and delivery format using student surveys and focus groups.

Evaluating Leadership Preparation Programs: Multiple Approaches

Jennifer Clayton, The George Washington University

This session will explore several mechanisms for evaluating leadership preparation programs and explore the challenges and benefits of each.

Thursday, 3:45 - 4:45 p.m.

2030

A Tale of Two Faculty's Journey Using Action Research

Joan Johnson & Norma Brumage, Norfolk State University

The presentation will highlight the journey taken as faculty accept the challenge of program self-study by designing and piloting an action research internship assignment capturing teacher candidate's and school counselor's impact on PK-12 student learning. Action research was selected as a research-based best practice for documentation of student learning.

Data Access in School Districts

Marco Muñoz & Robert J. Rodosky, Jefferson County Public Schools

High-quality, useful, and timely research/evaluation can provide valuable insight into educational policies, programs, and services, particularly if the collaboration between local educational agencies (LEAs) and the research community is driven by a common overarching goal of using the knowledge gained to improve student learning. Key data access core practices will be discussed, including how connecting with the LEA strategic plan can increase the likelihood that a school district will be interested in supporting external research/evaluation.

Doctoral Student Poster Presentations

Thursday, 4:45 – 6:15 p.m.

Dogwood

Community of Practice: A Study for Authentic and Consistent Program Implementation

Denise Citarelli Jones, The College of William and Mary

The focus of this poster presentation is the theory of action behind the use of a community of practice approach to collaboration during the initial year of a Reading Workshop implementation. A logic model, evaluation questions, plans for data collection, and a timeline will be shared.

An Examination of the Lived Experiences of Successful Latinas Who Have Graduated from High School and Are Currently Enrolled in a Two- or Four-year Institution

Gwendolyn Dorsey, The George Washington University

Female Latina students have the lowest graduation rate within the Latino population (Denner & Guzman, 2006). Fewer studies specifically focus on Latina students who successfully graduate from high school and move to post-secondary education. This study will address this gap by listening to Latina voices as they share their educational experiences, navigated the system, and moved to post-secondary education.

How Does Implementation of Middle School Engineering-Design Modules Impact Student STEM Self-Efficacy and Attitudes?

Jessica Harlan, University of South Alabama

The proposed research will examine how the fidelity of implementation (FOI) of middle school engineering-design modules impacts student STEM self-efficacy and attitudes. The proposed research will examine to what extent teacher FOI predicts STEM self-efficacy and attitudes. The proposed research will also examine whether there is a cumulative effect of FOI in each grade on STEM self-efficacy and attitudes.

Alternative Education: Stories from Those Who Graduated

Jaime Harnden, The George Washington University

This qualitative study investigates the experiences of graduates from the alternative school and compares the differences the students felt between the traditional and alternative experiences. The researcher uses two semi-structured, in-depth interviews and writing samples to elicit the personal experiences of these graduates. The researcher hopes to learn more about the participant's processing of their experience.

Wellness Policies and Academics

Donna Canary, Virginia State University; The George Washington University
Poster presentation of ongoing dissertation research on the strength of the local wellness policy in Virginia localities and student reading scores on Virginia SOL tests in 2005-2006 and 2010-2011.

A Program Evaluation of a K-8 Place-based Education Program

James Palermo & Hannah Moody, Gardner-Webb University
Place-based education is environmental education gone local. One K-8 charter school in the mountains of North Carolina has been implementing this student-centered approach for seven years. The researchers will conduct a program evaluation as a preliminary study to identify and describe possible benefits of PBE.

High School Student Trajectories through an Online Credit Recovery Course

Sherryl Robinson-Carlton, University of South Alabama
Credit recovery is a common strategy used to remediate student learning, but is not well researched. This study examines qualitative and quantitative data from a high school credit recovery course to determine the patterns of success and failure in a CBT recovery program. This investigation should provide a glimpse of the factors at play in credit recovery programs.

Addressing Culturally, Linguistically, and Economically Diverse Learners through Culturally-relevant Curricula

Patricia Tilghman, The College of William and Mary
The focus of this poster session presentation is on the development of a program evaluation plan to assess the degree of cultural-relevancy of a segment of newly developed curricular materials. Included will be a logic model of the curriculum development process, research questions to evaluate the materials and preliminary data collection tools.

Thursday, 4:45 – 6:15 p.m.

Holly

The Integrated Performance Task: A Test Worth Teaching To

Amy Abbott & Doug Wren, Old Dominion University/Virginia Beach City Public Schools
Several versions of the Integrated Performance Task (IPT) have been developed by select staff in Virginia Beach City Public Schools to measure elementary and middle school students' critical-thinking, problem-solving, and written communication skills. Schools use IPT results to inform instruction and make other data-based decisions. The interrater reliability for scoring the IPT and validity evidence have both been favorable.

Increase in Knowledge Capacity through Effective School District Leadership

Ana Cingel, The George Washington University
School district leaders create systems and structures conducive to student achievement. This research explores how district leaders can increase the capacity of all individuals in the system in an effort to increase student achievement. One proposed method is through creating a learning organization.

Problems, Policy, Politics: Examining the Relationship between Differential Compensation, Teacher Motivation, and the Impact on Student Learning

Melissa Goodwin, The George Washington University
Student learning outcomes are analyzed through this study of the Commonwealth of Virginia's 2010 pay for performance pilot initiative. This program provided stipends to teachers from hard-to-staff K-12 school organizations based on student scores on the Standards of Learning test. Setting the historical

context of the link between pay for performance and student outcomes is accomplished through an analysis of the evolution of Title I, school finance, and the education policies that influenced their development.

Supporting Formative Teacher Evaluation through Self- and Peer-Assessment: Exploring a Cycle for Classroom Video Analysis

Danielle LaPointe, Queen's University

Professional learning increases teacher effectiveness by building teachers' knowledge, enhancing instructional practice, and improving student outcomes. This poster describes a cycle of classroom video analysis (CVA) that helps teachers: (1) effectively transfer professional learning lessons to classroom practice, and (2) systematically assess the impact of professional learning on practice through formative evaluation. A proposed research design is discussed.

Developing Veteran Teachers in an Era of Standards-Based Reform and Accountability

Amy Jo Spencer, The George Washington University

America's future is in the hands of the students currently enrolled in our schools and it is vital that they receive an education that successfully prepares them for this future. Moreover, twenty-first century learners require twenty-first century teachers. This research explores the impact of standardized test-based teacher evaluations on developing teacher efficacy to meet this challenge.

Common Core vs. Virginia's Standards of Learning: Divergent Paths to School Reform and Accountability

Leslie Wiggins, The George Washington University

The purpose of this study is to examine the implementation of educational policy on student achievement through the influence of national standards (Common Core) versus state standards (Virginia's Standards of Learning). The study seeks to determine the relationship in implementation of reform efforts in North Carolina and Virginia in improving teaching and learning and raising student achievement.

Reformed Science Teaching Practices and Student Achievement

Katahdin Cook Whitt, Wright State University

Prior research using the Measures of Effective Teaching (MET) database, describes a relationship between reformed teaching and student achievement. This proposal describes the research plans to extend and expand the research by more closely examining the enactment of reformed science teaching the relationship between reformed science teaching and student achievement.

What Does The Grade Say: Primary School English Teachers' Grading Practices

Cheng Zhou, Queen's University

The poster will display the design of this study. It will include sections of study purposes and the significance, literature review, research questions, methodology (details about participants and the recruitment, method, question design), and potential limitation. Moreover, I will explain and answer specific questions during the poster presentation.

Concurrent Sessions III

Friday, 10:00 - 11:00 a.m.	60-minute Session	2000
First Time Attendees Session CREATE Board of Directors While a number of CREATE Conference attendees are returning for their 2nd, 6th or even 14th time, many of our attendees are here for the first time. If this is your first time, this session will provide some tips to help you get the most out of the conference. In addition, come learn more about the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE) and how to be involved.		

Friday, 10:00 - 11:00 a.m. Dogwood A

The Minneapolis Public Schools (MPS) Literacy Initiative: Implications and Lessons Learned

Terry Salinger, Bradley Quarles, & Allison Waters, American Institutes for Research

This session will discuss the implementation successes and challenges of a grant awarded to six Minneapolis schools to improve K-3 students' literacy achievement, as well as takeaways and implications for similar initiatives. The three-year pilot program used a tiered, data-based instructional approach supported by coaching and professional learning communities.

A Comparative Analysis of Principal Professional Standards in the United States and China

Xianxuan Xu, The College of William and Mary; Shujie Liu, Qufu Normal University; James Stronge & Leslie Grant, The College of William and Mary; Zheng Fang, South China Normal University

This presentation shares results of a comparative analysis of the Interstate School Leaders Licensure Standards (2008) and China's Ministry of Education Standards (2013) for the professional practice of principals. Results find significant similarities as well as differences in performance expectations for principals. Differences are explained by the cultural and national context within which school leaders work in the two countries.

Friday, 10:00 - 11:00 a.m. Dogwood B

Graduation Rates and Contributing Factors in CTE Students Versus Traditional Academic Students: Three Cohorts (2008-2010)

Sean Owen, Young Bin Lim, & Alexis Nordin, Research and Curriculum Unit, Mississippi State University
Presenting the second paper in a longitudinal study, researchers analyze the impact of various career and technical education (CTE) programs on graduation rates for the 2008-2010 cohorts of secondary students in Mississippi. Researchers compare the graduation rates of CTE students in the three cohorts to those of academic students and show how demographics influence the graduation rates of CTE students.

A Career-Technical Needs Assessment in Kentucky

John Uhn, Fran Cowart, & Chris Fuga, Southern Regional Education Board (SREB)

A career-technical needs assessment was conducted in Kentucky in late 2013. The needs assessment included a crosswalk between courses offered by career-technical centers and community colleges with high-skill, high-wage, high-demand jobs and whether the technical centers and community colleges were providing the necessary graduates to compete for these jobs.

Friday, 10:00 - 11:00 a.m.

Holly A

A Process Evaluation of the North Carolina Center for the Advancement of Teaching

Steven Bingham, Gardner-Webb University; Jenny White & Anna Shook, Southwest Elementary School
Amid states' regressive public policies eliminating teacher professional-development dollars, the role of professional learning and its contribution to teacher retention and job satisfaction is called into sharp and timely relief. Part of a phased study, this process evaluation is to determine the extent to which "teacher renewal" program processes comport with program design in a North Carolina residential professional-learning program.

Empowering Elementary Educators in Nonfiction Literacy: Professional Development Program Design, Implementation, and Evaluation

Amy Williams & Jennifer Hindman, The School University Research Network at The College of William and Mary

An overview of the SURN Elementary Nonfiction Literacy initiative focused upon the use of technology to facilitate exchange of ideas, feedback, and resources within the context of the program's design, implementation, and evaluation. Participants will learn how the program was developed to address stakeholder-identified needs and how effectiveness was assessed.

Friday, 10:00 - 11:00 a.m.

Holly B

Building Capacity to Teach Mathematics to Diverse Learners

Pamela Aerni, Mecklenburg County Schools

Mathematical competence is imperative for students in our 21st century society. Thus, it is imperative for teachers to be able to facilitate the development of a strong mathematical schema with skill mastery for a diverse student population. Increased teacher self-efficacy is an essential component for building capacity among mathematics teachers to design, plan, and implement rigorous learning experiences.

Investigating the Relationships among Primary Teachers' Math Profile, Math Teaching Efficacy, and Math Content Pedagogical Knowledge

Terri Roettinger, Williamsburg-James City County Schools

This focus of this presentation will be on data collected from dissertation research regarding the relationships that may exist between a primary grade teacher's math teaching efficacy, third grade math knowledge, and math teaching profile. Primary grade teachers develop the foundational knowledge necessary for future math success. Reflecting on this data may provide some ideas for improving elementary mathematics education.

Friday, 10:00 - 11:00 a.m.

1056

Influence of Principal and School Characteristics on Principal Ratings of Teachers

Stacy Leggett, The George Washington University

Public data and data collected from North Carolina principals (N = 68) were analyzed using regression tests to determine the percent of variance in principal ratings of teachers explained by principal and school characteristics. This presentation will briefly address findings from the literature, methodology used, results of data analysis, implications of the research, and suggestions for further study.

Sensitivity of Teacher Observation Scores to Class Characteristics: Why and How to Deal with It

Denis Newman & Valeriy Lazarev, Empirical Education Inc.

Observation rubrics used in teacher evaluation are shown to be sensitive to student characteristics: teachers of higher scoring students get higher observation scores. We report an analysis of the Measures of Effective Teaching (MET) data showing the value of factor analysis in identifying the aspects of practice accounting for this apparent bias and in improving the validity of observations.

Friday, 10:00 - 11:00 a.m.

2060

Developing Teachers' Assessment Literacy through Common Assessments in Williamsburg-James City County Schools

Leslie Grant, The College of William and Mary; Olwen Herron, Williamsburg-James City County Schools; Christopher R. Gareis, The College of William and Mary

Assessment literacy is the ability to create and use valid and reliable assessments as a classroom teacher to facilitate and communicate student learning. This session focuses on a division-wide initiative to facilitate and improve the development of assessment literacy. A description of the initiative as well as initial perception outcome data will be shared.

Developing Valid, Reliable, Unbiased, and Fair Rubrics for Student Evaluation

Valija Rose, Virginia Polytechnic Institute and State University; Kianga Thomas, Norfolk State University
This session will focus on developing rubrics that will provide valid, reliable, unbiased and fair results on the assessment of student knowledge, skills and dispositions. Participants will review sample rubrics and focus on the “do’s and don’ts” of creating tools that will yield meaningful and efficient results

Friday, 10:00 - 11:00 a.m.

2066

Design Thinking and Participatory Culture

Julie Marsh, The College of William and Mary

Design Thinking is a process that is human-centered, requiring communication and collaboration; is action-oriented, requiring the understanding of how to brainstorm and create potential solutions to wicked problems; and is mindful of process, requiring leaders and learners to build a deeper understanding while cultivating empathy for an audience that will benefit from a particular design, product, or learning outcome.

Short on Time: Current Trends, Challenges, and Strategies for School Leaders

William Sterrett, University of North Carolina at Wilmington

Today’s principals are increasingly asked to do more. Yet, principals and teachers alike consistently indicate, in national and state data, that they are “short on time.” This session will feature strategies and best practices from the field that offer examples of how to build collaboration, foster innovation, and to develop teacher leadership effectively.

Concurrent Sessions IV

Friday, 11:15 a.m. - 12:15 p.m.

60-minute Session

2000

CREATE Consortium Membership Planning Session

Led by John Fischetti, CREATE President

This session will serve as the inaugural meeting of the CREATE Consortium Members. Founding partners and other CREATE members will shape the first year agenda for the Consortium and develop potential institutional commitments. A tentative research agenda will also be discussed.

Friday, 11:15 a.m. - 12:15 p.m.

Dogwood A

The Administrator's Role in Enhancing Teacher Efficacy in Assessment Creation

Rachel Ball & Tara Garner, King William County Schools

Administrators as instructional leaders must work with teachers to strengthen their creation of quality assessments. Through the use of professional development and ongoing feedback, the administrative team can work with teachers to align their common assessments with state assessments. Enhancing the quality of formative assessments enables teachers to better identify strands that require additional remediation or enrichment.

Classroom Assessment Practices: Exploring Frequency of Use, Experience, Preparation, and Needs of Secondary Teachers

Jessica Hearn, University of Kentucky

This session shares information examining the relationship between years' of teaching and formal preparation on the use of classroom assessment practices. Teachers also shared challenges of assessing students and professional development needs. Results can be used to target professional development so teachers receive not only what they need, according to best practices, but what they are asking for.

Friday, 11:15 a.m. - 12:15 p.m.

Dogwood B

Concepts of "Being Tapped" and Sponsored Mobility: Access and Outcomes by Race and Gender of Participants in a Regional Leadership Development Program

Tom Shields & Kate Cassada, University of Richmond

Since 2005, the Next Generation Leadership Academy (NGLA) has served four partner divisions in the Richmond, Virginia metro region by preparing future school leaders to serve ethically and effectively in a broad spectrum of school environments. This study examines the current professional development and future career aspirations of participants in relation to the concepts of "being tapped" and sponsored mobility.

Principal Candidate Internship/Residence Survey: A Comprehensive View of the Program Evaluation

Nicole Vaux, The University of Alabama

This study aims to determine if the principal candidate's perception of their internship/residence, using self-reported information, is a sufficient means of program evaluation and educator evaluation. Also, this study will determine if the questionnaire implemented by the State Department of Alabama is a valid measure of the internship/residence experience through Rasch and regression analysis.

Friday, 11:15 a.m. - 12:15 p.m.

Holly A

Transfer of Learning: Professional Development to Classroom Practice for Secondary ELA Teachers

Kerrigan Mahoney, The School University Research Network at The College of William and Mary
Bridging professional development with change in instructional practices is challenging for leaders and teachers. By supporting teachers' transfer of learning through intersession activities and opportunities to receive grants since 2010, The School University Research Network (SURN) has fostered professional growth among teachers with a lasting impact on classroom practice.

How Social Media Use by Teachers and Parents Can Positively Impact Education Policy and Outcomes

Chad Lowe & Jeanne Darby Hubbard, The George Washington University
The voice of teachers and parents can be informed and informing through the ethical use of social media channels as communities of practice. This review of education and related literature considers the strengths, limitations, and potential online communities of practice can bring to the discussion of education reform and policy making.

Friday, 11:15 a.m. - 12:15 p.m.

Holly B

Universal Classroom Management and the Relationship to Achievement

Lynn Singletary, Teaching Research Institute of Baton Rouge; Pamela Lemoine, Columbus State University

Minor noncompliance in the classroom can escalate and cause a loss of instructional time for all students. Helping educators more effectively teach and manage appropriate social behavior in the classroom is critical to teaching and academic achievement. Presenters will report the effects of a universal behavior plan on teacher and student behavior and discuss the implications for teaching training programs.

On Beginning to Use the English Language Arts Standards of the Common Core State Standards: What Mississippi Delta Teachers Say

Ying Wang, Mississippi Valley State University; Duane Shuttlesworth & Jacqueline Craven, Delta State University

This study explored the experiences of a group of K-12 teachers from the Mississippi Delta as they transitioned from the Mississippi Language Arts Framework to the ELA standards of the CCSS. The results suggested that access to professional development programming plays a significant role in facilitating the transition and successful implementation of the CCSS and improvement of student learning outcomes.

Friday, 11:15 a.m. - 12:15 p.m.

30-minute session

1056

A Program Evaluation of a Leadership Academy for School Principals

Kristi Wagner, Shaffer Evaluation Group

This program evaluation focused on outcomes of a leadership academy for school principals that was designed to build principals' knowledge of high-yield instructional strategies (Hattie, 2009), expertise with tools to collect classroom data, and provide immediate feedback to teachers in order to improve their classroom instructional practices. The mixed-methods evaluation included interviews, principals' electronic instructional observation database, and teacher surveys.

Friday, 11:15 a.m. - 12:15 p.m.

2060

Student Growth Measures in Teacher and Principal Evaluations: Ohio's Research Findings

Suzanne Franco & Jill Lindsey, Wright State University

From 2011-2014, five research projects collected Student Growth Measures (SGMs) data used in Ohio's new Teacher and Principal Evaluation systems, which require 50% SGMs in the final rating. Ohio Race to the Top (RttT) schools were required to implement the systems in 2013-2014. Qualitative and quantitative findings presented include focus group themes and 2013-14 statewide teacher and principal evaluation data.

Promoting Student Learning through School Accountability

Colin Martin & Jewelle Harmon, Gwinnett County Public Schools

Learn how a large Georgia district has measured and held its schools accountable for their performance since the late 1990s and why the Results-Based Evaluation System is cited as a major contributor to the district's success. This session will engage participants in the exploration of Weighted School Assessments and the focused, improvement-centered work they stimulate in Gwinnett County Public Schools.

Friday, 11:15 a.m. - 12:15 p.m.

2066

Packaging Informal Learning to Improve Teacher Effectiveness

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

With the push of the Common Core State Standards and the EdTPA teacher preparation programs are restructuring their curriculum for successfully prepare teacher candidates. However, a significant amount of learning occurs informally in the workplace. This session discusses the informal experiences of new teachers and offers possible options where these experiences might happen prior to a teacher candidate's first job.

Using a Servant-Identity Model to Assess the Outcomes of Student Learning for an Accredited Educational Leadership Program

John Hanes & Glenn Koonce, Regent University; John Hatcher, Norview High School

The program logic model that helped guide our thinking for initial TEAC accreditation of our Educational Leadership program receives greater breadth and depth through a newly conceived Servant-Identity Model. This model helps to answer additional assessment and accountability issues by recognizing three phases and a higher order of service, all involving multiple phases of a graduate leader's identity.

Concurrent Sessions V

Friday, 1:30 -2:30 p.m.

Dogwood A

Division Leadership Support Team (DLST): A Collaborative Partnership

Yvonne Holloman, Virginia Department of Education; Lucia Sebastian, The College of William and Mary Since 2010, The College of William and Mary and the Office of School Improvement at the Virginia Department of Education have collaborated to support schools in improvement across the Commonwealth of Virginia. The Division Leadership Support Team (DLST) initiative provided a variety of resources including workshops, webinars, site visits, and on-going feedback to school- and division-level leadership teams.

Administrative Implications in SLOs in Teacher Evaluation

Pamela Lemoine, Evan G. Mense, & Michael D. Richardson, Columbus State University
Student learning objectives (SLOs) are a new tool to measure student growth, an evaluative tool for teacher performance, and for teacher incentive pay. Principal responsibilities include ensuring that teachers are using student-learning objectives to assess and monitor student performance, and reviewing SLO data during the teacher evaluation process.

Friday, 1:30 -2:30 p.m.

Dogwood B

Student Perceptions of Assessments

Jim McMillan, Virginia Commonwealth University

This presentation will summarize the results and implications of a qualitative study on elementary and middle school students' perceptions of both classroom and large-scale assessment, using 66 in-person, one-on-one semi-structured interviews. Results suggested two major types of perceptions, stable, related to the importance and value of assessments, and assessment-event specific, related to effort, difficulty,

Survey Research in a Partnership Middle School: Student Perceptions of Learning

William Sterrett, Angie Reid Griffin, & Amatullah Stanback, University of North Carolina at Wilmington
University researchers have worked with a middle school collaborative team for four years and have recently begun to research students regarding their perceptions using a modified version of an established scale. This session will overview the initial steps in this process, such as overviewing the collaborative work, including using a modified survey, initial response rate, and next steps.

Friday, 1:30 - 2:30 p.m.

Holly A

Algebra in Eighth Grade – An Accountability Issue

Melinda Griffin, The College of William and Mary

Algebra I is considered the gateway course to higher mathematics. It is also a point of contention for school divisions trying to meet accountability measures. This session looks at the results of a study which examined student placement and performance in Algebra I prior to high school.

Co-Developing and Contextualizing Science and Language Using Hands-On Strategies: Lessons Learned from Research

Judy Reinhartz, The University of Texas at El Paso

Presentation showcases innovative hands-on science strategies focusing on growing language based on "lessons learned" from research that resulted in statistically significant gains on state-mandated tests for language learners. Science taps into students' natural curiosity and provides an ideal context for using communicative language. When integrating science and language instruction synergy is achieved, increasing the academic performance in both areas.

Friday, 1:30 -2:30 p.m.

Holly B

Using Evaluation and Achievement Data to Inform Teacher Recruitment & Retention: A Comparison of Traditionally and Alternatively Prepared Teacher Cohorts

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

Pathways to teaching vary from traditional college teacher preparation programs to a myriad of alternative certification routes. This session examines data from two cohorts of traditionally and alternatively prepared teachers. Data sources include formative and summative teacher evaluation results, student achievement, perceptual survey feedback, and attrition rates.

Determining the Value of Teacher Education and Experience

Scott Imig & Robert Smith, University of North Carolina at Wilmington

This presentation shares the results of a study of 300 principals in North Carolina. It presents their views on the value of teacher experience and advanced education.

Friday, 1:30 - 2:30 p.m.

60-minute Session

1056

Teacher Evaluation in the States: Prospects and Possibilities

Helen M. Hazi, West Virginia University; Sandy Horn, SAS EVAAS; Barbara Howard, Appalachian State University; Marco Muñoz, Jefferson County Public Schools; James Stronge, The College of William and Mary

This session will offer perspectives on how states are addressing teacher evaluation, what problems seem to be plaguing their implementation, and what they need to emphasize if they hope to improve teaching. Panel members will share their observations on policy, theory, practice, and much needed research.

Friday, 1:30 - 2:30 p.m.

2000

A Gendered Interpretation of the Roles and Responsibilities of Women Leading American Islamic Schools

Amaarah DeCuir, The George Washington University

A presentation of the findings from a qualitative study of the roles and responsibilities of women leading American Islamic schools. The findings will contribute to an academic description of school leader excellence.

Terms of Engagement: Synergies or Solitude, Creativity or Compliance?

Maura Sellars, The University of Newcastle

This presentation examines the conflicts that are invariably experienced by teachers who are seeking to engage in authentically productive practice in the current political and educational climate. It considers that, far from being coherent professional paradigms, they are subjected to agendas that, in reality are diametrically opposite in nature. Finally, some creative pathways to reconcile these contradictions are put forward.

Friday, 1:30 - 2:30 p.m.

2060

Principals' Perceptions of the Effectiveness of a Network Support Structure in a Large Urban School System

Racquel Jones, The College of William and Mary

A formative program evaluation was conducted to examine principals' perceptions of the effectiveness of a network support structure in a large urban school system. This qualitative study of a novel approach to supporting principals generated findings that can be utilized to make programmatic enhancements and, more broadly shift the work of central office staff to effectively support school leaders.

Teachers Empower Data

Christine Ralston, University of Arkansas Fort Smith

From pre-service to in-service, what do teachers need to know about data? How do we go beyond data gathering to decision-making and action? This paper shares the voice of primary grade teachers in three states who have participated in Professional Learning Communities, Data Teams, or RTI Problem Solving. Data do not empower teachers; teachers empower data to affect student achievement.

Friday, 1:30 - 2:30 p.m.

2066

Research Evidence Use by Rural Central Office Administrators Leading Educational Improvement Projects

Patricia Moore-Shaffer, Shaffer Evaluation Group

This qualitative study explored research evidence use by rural school district administrators who had recently been engaged in educational improvement. While the findings were fairly consistent with earlier studies about their urban peers, there was less evidence of rural administrator use of local evaluation data and intermediaries, such as consultants and universities, and more evidence of informal sharing among colleagues.

Educator Perceptions of Data Use in a Rural District

Amanda Werts & Jennifer R. McGee, Appalachian State University

Given the state and federal accountability contexts, educators find themselves making decisions based upon all types of data. Often, there is a lack of congruency between the quality of data provided and educators' efficacy with understanding and using that data. The researchers will present findings from a long-term mixed methods study of data use processes in a rural school district.

Concurrent Sessions VI

Friday, 4:00 - 5:00 p.m.

Dogwood A

Policy to Practice: Common Core Implementation

Adaina Brown, Los Angeles Unified School District/University of California at Los Angeles

A professional development model that addresses Common Core implementation based the adoption of school-wide instructional strategies within 5-week cycles of professional development, observations by leadership team, teacher and student reflection, interviews, and focus groups. The purpose is to increase reading, writing, and discussion in all content areas, close student skill gaps, and support teacher collaboration within departments and school-wide.

From Old Standards to New Common Core

Nancy Lewis, Orange County Public Schools

Come and hear how one large, urban school district supported teachers as they implemented new Common Core State Standards by creating Measurement Topic Plans that acted as a road map for units. This powerful resource contains digital teaching objects, goals, scales, and much more.

Friday, 4:00 - 5:00 p.m.

60-minute Session

Dogwood B

Questions and Answer Session

Susan Brookhart, CREATE's Millman Award Recipient

Engage in a Q & A with the 2014 Millman Award recipient.

Friday, 4:00 - 5:00 p.m.

Holly A

The Perception of the Assistant Principal Position in Puerto Rico: A State Perspective for Changes in Public Policy, Recruitment, and Principalship Pipeline

Carlos E. Gomez, The George Washington University

Teachers in Puerto Rico's (PR) schools have the necessary education and licensure to work as Assistant Principals but they lack the experience, opportunities, and leadership exposure to serve as such. Conceivably, the development of the AP position for the educational system in PR, including a job description, training and mentorship could generate synergy for prepared teachers to apply for the school principalship.

Politics of Accountability

Kimberly Berry, Children's Forum

Drawing upon theoretical lens informed by research on federalism, localism, and professional autonomy and more recent research on the utilization of social media, this paper explores how teachers, parents, and students deployed social media to share opinions and organize opposition to implementing a differentiated accountability system in a large, urban school district in the south.

Friday, 4:00 - 5:00 p.m.

Holly B

Assessing the Impact of the CPED Dissertation in Practice

James McDowelle & William Rouse, East Carolina University

As a new member of the Carnegie Project on the Education Doctorate (CPED), East Carolina University, in accordance with the principles of the CPED, is committed to addressing real world problems. This paper will describe the design of procedures to measure the impact of a key aspect of the CPED initiative, the Dissertation in Practice (DIP), on real world problems in local school districts.

After the Elation, the Reality: Negotiating and Implementing the External Evaluation of a 42 Million Dollar Race to the Top Grant for Rural Districts

Stephen Miller, Antony D. Norman, & Jie Zhang, Western Kentucky University

This paper discusses challenges in negotiating/implementing Scope of Work (SOW) for external evaluation of \$42 million Race to the Top (RTT-D) grant for rural districts (two educational consortia, 22 districts, 122 schools): staying true to program evaluation principles while balancing demands of awardee (Kid-FRIENDLY) and federal overseers, within constraints of original RTT-D and Rock Solid (\$2.4 million, 4-year evaluation) proposals.

Friday, 4:00 - 5:00 p.m.

1056

Leadership Coaching: Enhancing Principal Effectiveness through Individualized Professional Development

Megan Tschannen-Moran, The College of William & Mary

The purpose of this study was to explore models of leadership coaching so as to describe effective, evidence-based practices in this relatively new and understudied form of professional development for educational leaders. Through interviews with school leadership coaches, we explored the dynamics that contributed to effective coaching relationships and how such relationships impacted the success of principals and their schools.

Tailoring Principal Evaluations to Alternative and Special Schools

Lisa White, Mississippi Department of Education; Alexis Nordin & Kristen Dechert, Research and Curriculum Unit, Mississippi State University

Mississippi recently field-tested evaluation systems for principals serving alternative and special schools, the latter including the Mississippi School of the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science. Presenters offer lessons learned for states similarly attempting to implement viable principal evaluation models within alternative and special schools.

Friday, 4:00 - 5:00 p.m.

2000

Effects of Performance Assessment on the Achievement and Motivation of Graduate Students

Dawson Hancock, University of North Carolina at Charlotte; Christie Martin, University of South Carolina; Claudia Flowers, University of North Carolina at Charlotte

This study explored the impact of performance assessment versus traditional paper-and-pencil assessment on graduate students' achievement and motivation to learn while enrolled in a 16-lesson course on program evaluation methods. Results revealed that students exposed to performance assessment achieved somewhat higher scores on the final examination and demonstrated significantly higher levels of motivation to learn than did students evaluated by traditional paper-and-pencil tests.

Classroom Assessment Practices Among Graduate School Faculty

Barbara Howard, Anthony P. Jones, & Sara O. Zimmerman, Appalachian State University

In this session, we will share the results of an exploratory analysis of current classroom assessment practices among graduate faculty of a mid-size university in the southeastern United States. We will engage participants in a discussion of assessment in graduate programs as well as encouraging reactions to our findings. We will examine types of scoring guides such as scoring rubrics.

Friday, 4:00 - 5:00 p.m.

2060

Designing "smART" Student Assessments: Lessons Learned from "smART stART" First Grade Classrooms

Leslie Murrill & Maria Stallions, Roanoke College; Rebecca Pogue, Arts for Learning/Woodruff Arts Center

"smART stART," an arts-integrated literacy program, provides kindergarten and first grade students with an opportunity to build essential reading comprehension skills through engagement with art forms. This session examines the collaborative efforts of researchers, teachers and curriculum designers to assess student learning as a measure of program evaluation. Construction, implementation and refinement of student assessments will be explored.

Data Informed--Continued Improvement

Cora Coefield, Lawson-Marriott Elementary School

A data-informed instructional process designed to support tiered intervention and remediation. A process directly linked to the evaluation tool outlining the overarching SMART goals that provide the framework for efficacy. Professional learning community (PLC) collaborative efforts provide avenues for discussion and action planning which include vertical and horizontal articulation; Instructional Leadership Team (ILT) Meetings; Grade Level Team, and Cross Content Team Collaboration.

Friday, 4:00 - 5:00 p.m.

2066

Technology for Learning: Leader Preparation for the Future

Evan G. Mense, Pamela Lemoine, & Michael D. Richardson, Columbus State University

Face-to-face educator preparation programs face tough scrutiny from higher education administrators along with demands for increased student performance and revenue generation. Educators are still skeptical and reluctant to embrace online learning due to concerns about modeling quality instruction for preservice, quality of learning, and loss of control of educator preparation.

Using Action Research to Build Professional Learning and Drive Student Success

John Fischetti, University of Newcastle; Marco Muñoz, Jefferson County Public Schools

This paper will share the results of a partnership across four elementary schools in year one of the intervention and four cross-school PLCs for year two.

Concurrent Sessions VII

Saturday, 9:30 - 10:30 a.m.

Dogwood A

Evaluation of Implementation of Student Learning Objectives: Use of JCSEE Classroom Assessment Standards

Rolf Blank, NORC at University of Chicago; Anh-Thy T. Nguyen, Norfolk City Public Schools

Evaluation research with Student Learning Objectives (SLOs) can address a range of questions since programs are set under different policy conditions. Several key evaluation questions: (1) To what extent do teachers and principals work together in setting objectives, and what are the effects of collaboration? (2) How are classroom assessments used in setting SLOs? What are key issues? How are SLOs combined with other teaching and learning measures to rate educator effectiveness?

Teacher Candidates' Use of Data in Analyzing Student Learning

Jennifer McGee & Susan Colby, Appalachian State University

Analyzing student work is a common practice for inservice teachers; making it vital that teacher candidates learn this assessment practice. Teacher candidates have multiple and conflicting views of "data," with regards to analyzing student work. The authors of this presentation will examine the multiple ways that teacher candidates choose to examine student work in order to analyze student learning.

Saturday, 9:30 - 10:30 a.m.

Dogwood B

When Parents and Students Evaluate Educators

Ann Hassenpflug, University of Akron

This presentation will analyze two recent federal cases indicating that teaching critical thinking skills to high school students may lead to controversy and even negative evaluations for the teacher.

Recommendations for change in administrative practices will be included.

Examining Classroom Observation Rater Reliability, Teacher Effectiveness, and Correlation with Student Achievement

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

As part of a multi-measure evaluation system, over 800 classroom observations were conducted in preK-12 classrooms in all content areas. Participants in this session will learn about the observation instrument, observation protocol, and observer certification process. Observation data, including comparisons of internal and external observers and correlations between observation data, student achievement, and state-mandated evaluations will be shared.

Saturday, 9:30 - 10:30 a.m.

Holly A

High School Student and Teacher Judgments on the Effectiveness of Advanced Career Technical Studies

Jordan Hertl & Paula Egelson, Southern Regional Education Board (SREB)

Advanced Career (AC) is a rigorous career technical education curriculum initiative. Its intent is to have high school students better prepared for 21st century entry-level jobs and post-secondary entry-level, credit-bearing courses. The AC teacher and students surveys are a tool to determine if field-test participants in seven states believe the initiative is working and what changes need to be made to its content.

Measurement of Student Learning in Career and Technical Education with Performance-Based Assessment

Roslyn Miller & Ashley Brown, Mississippi State University

The project-oriented, problem-based nature of Career and Technical Education (CTE) curricula calls for project-oriented, problem-based assessments. Performance-based assessments (PBAs) were implemented in four CTE programs in Mississippi in 2013 and in eight programs in 2014. This session will describe the processes of developing and implementing the PBA and results of both qualitative and quantitative investigations of the PBA implementation.

Saturday, 9:30 - 10:30 a.m.

Holly B

Assessing Elementary Student Learning in STEM Through Individual and Collaborative Projects

Kianga Thomas, Norfolk State University

This session focuses on proposing effective ways to assess students knowledge and skills towards Science, Technology, Engineering, and Mathematics (STEM). The focus will be on creating assessments for both individual and collaborative projects on STEM in K-12.

Evaluating Long Term Programs in a Short Term World: Strategies from the Study of an Engineering Design Curriculum

James VanHaneghan & Jessica Harlan, University of South Alabama

Over the last 5 years, we have studied the development and implementation of an engineering design curriculum for middle school students. One of the challenges of the work has been overcoming changes

both internal to the project and external contextual changes that have complicated the research plans. This presentation discusses these issues and the strategies used to address them.

Saturday, 9:30-10:30

1056

Measuring Teacher Assessment Competency: From Theory to Practice

Christopher DeLuca & Danielle LaPointe, Queen's University

Teacher competency in educational assessment is a professional requirement within the existing standards-based, accountability framework of public education. However, few reliable instruments exist to measure teacher assessment competency. The purpose of this research is to construct a reliable, generalizable instrument to measure teacher assessment competency as predicated on recently created standards for professional practice in educational assessment.

Individual, School and National Influences of Achievement: A Three Level Analysis

Thomas Ward, Leslie Grant, James Stronge, & Xianxuan Xu, The College of William & Mary; Zheng Fang, South China Normal University

The purpose of this study was to examine the connections between national culture and student achievement. A set of three-level HLM analyses were used to identify significant predictors of student achievement as measured by the 2009 Programme for International Student Assessment (PISA) in reading, mathematics, and science. Our analyses found significant predictors at the student, school, and nation levels.

Saturday, 9:30 - 10:30 a.m.

2060

Evaluating Teaching: Will High Stakes Teacher Evaluation Systems withstand the Rigors of Court Scrutiny

Marguerita DeSander, Western Kentucky University

This presentation will examine the rights of teachers as it pertains to high-stakes employment decisions through multiple legal lenses, and explore both substantive and procedural due process challenges to high-stakes evaluation procedures to understand the legality of more rigorous evaluation systems that use value added models as a measure of teacher effectiveness and how the courts have treated such challenges.

Piloting Performance-Based Compensation for Teachers: A Seven-District Pilot Study in Mississippi

Kristen Dechert & Julie Jordan, Mississippi State University-Research and Curriculum Unit

In the 2013-2014 school year, seven districts in Mississippi began piloting performance-based compensation (PBC) for teachers. Districts were given autonomy to develop their own model with the guidance that it should include at least one component each related to teacher performance and student performance. Details regarding the PBC models' development and implementation as well as preliminary findings will be presented.

Saturday, 9:30 - 10:30 a.m.

2066

The AWSM Approach to Developing, Implementing, and Evaluating Professional Development in Formative Assessment

Tedra Clark, McREL International; Andrea Beesley, IMPAQ International; Kathleen Dempsey, McREL International

The Assessment Work Sample Method (AWSM) is an interactive, job-embedded professional development program focusing on the power of formative assessment to improve teacher practice and student learning. This presentation will discuss the journey of AWSM development from the original

theory of action, to implementation, evaluation results, revision, and finally, an extension of this promising model of professional development.

Using Formative Assessment for Student Learning

Debbie Duvall, Duvall Consulting; James Angelo, Frederick County Public Schools

Research shows that formative assessment has the power to significantly improve student learning. The presenter will provide practical and easy to use models and strategies to successfully implement effective formative assessment in order to guide future instruction and move student learning forward. This session will focus on engaging students during the learning process to improve student achievement.

Concurrent Sessions VIII

Saturday, 10:45 - 11:45 a.m.

Dogwood A

Assessing School Technology Leadership Practices: Perceptions from 1-to-1 Schools in the Context of Continuous Improvement

Melissa Anderson Morgan, University of Virginia

Increases in access to technology and the rise of digital integration within the field of education have led to new implications for school leaders. This mixed-methods, exploratory case study of two 1-to-1 middle schools used a school technology leadership assessment instrument to provide leaders multi-rater perspectives (e.g., from teachers) about their technology leadership.

To Tweet or Not to Tweet: The Effects of Social Media Use with K16 Students

Stacie Pettit, Georgia Regents University

Using SMT helps connect with students in a meaningful way. Participants will explore the possible uses for twitter in classrooms, including connections to content area standards. Participants will experience twitter in a simulated classroom setting while testing out different digital tools to streamline the process, as well as review findings from a survey considering students' attitudes toward social media use.

Saturday, 10:45 - 11: 45 a.m.

Dogwood B

Avoiding Unintended Consequences through Framework Planning

Clint Calzini, Forsyth Country Day School

When school leaders plan initiatives, their focus is drawn to the overall purpose of the initiative and the details for successful implementation. What can unravel the best-laid plans are those factors that are tangential and less immediate. These factors can become unintended consequences of the initiative. A framework-planning tool provides a means to reduce these unintended consequences.

Government Instruction on Citizenship in Urban Schooling

Antwon Martin, Argosy University; Paul A. Rodriguez, Pacific Oaks College; Ron Williams, Victor Valley Union High School District

The purpose of the study was to describe the Government class citizenship curriculum understood by teachers and administrators based on the curriculum set by the California State Standards in relation the Government students' grades in the urban school districts of Los Angeles County modeled by the Lynwood Unified School District.

Saturday, 10: 45 - 11:45 a.m.

Holly A

Program Evaluation: Project iRead

Theresa Marshall, Henrico County Public Schools

The presenter will discuss the program evaluation decisions associated with Project iRead and the collaboration with the program's creator. In addition, the decision process to choose data tools and statistical analysis will be presented. The session will close with information regarding practice and research suggestions.

District-Wide Implementation of Early Reading Reform

Patricia Moore-Shaffer, Shaffer Evaluation Group

Improving early reading instruction is critical to bridging the achievement gap and achieving federal accountability goals. Evaluation studies of a similar instructional reform initiative in two school districts – a large urban district and a small suburban district – provide insight into the processes used and challenges faced by districts in implementing early reading reform.

Saturday, 10:45 - 11:45 a.m.

Holly B

Teacher Leadership and Teacher Working Conditions Survey Data: A Closer Look

William Sterrett, University of North Carolina at Wilmington; Budd Dingwall, New Hanover Schools

A university researcher teamed with a recently retired elementary principal to examine the role of teacher leadership in a school setting. This presentation will cite data from the 2012 NC Teacher Working Conditions survey as well as cite interviews from the retired principal, current principal, and four teacher leaders who worked with both principals.

Exploring Teacher Leadership Experiences of Teacher Leaders in Faith-Based Schools

Linda Campbell, Campbell & Associates Educational Consulting/Riverdale Baptist School

The research explores leadership experiences of schoolteacher leaders in private faith-based Christian schools told from the teacher leaders' perspectives. This study was inspired by the academic success and 98% college acceptance rate of students in a private school over a 14 year period using informal and formal teacher leaders. This study gives voice to teacher leaders on their leadership experiences.

Saturday, 10:45 - 11:45 a.m.

1056

The Rubber Duckies are Here: Five Trends That Jeopardize Public Education Around the World

John Fischetti, University of Newcastle

The primary beneficiaries of the high-stakes assessment era are the test makers, textbook companies and technology firms that profit from a boom market in repackaging the status quo with new labels of rigor and accountability. There is little evidence that students are better off long-term or gain any significant advantage in learning in a testing-first system.

An Evaluation of an Arts-Integration Program to Enhance Outcomes Related to Student Learning

Dawson Hancock, University of North Carolina at Charlotte; Christie Martin, University of South Carolina; Tama Morris, Queen's University

Recognizing the potential benefits of arts programs in our schools, a large urban district in southeast United States infused the arts into the curriculum of selected 3rd and 4th grade classrooms.

Quantitative and qualitative data collected by external evaluators revealed that this practice can result in many positive outcomes related to student learning and development but not without difficulties.

Saturday, 10:45 - 11:45 a.m.

2060

Classroom Assessment Standards-Based Grading in Educational Measurement Pre-Service Teacher Education Course

Corrie Block, Bellarmine University

The Classroom Assessment Standards invite colleges of education to “use the standards to inform the development of courses for pre-service educators in the area of assessment.” The Classroom Assessment Standards have been adopted as the course goals and the framework for assessing progress towards meeting these goals in the form of standards-based grading for an undergraduate course titled, Educational Measurement.

Creating and Using Better Assessments: One School's Initiative to Strengthen Teachers' Assessment Literacy

Christopher Gareis, The College of William & Mary; Cheryl Jordan, Tamara Smith-Moyler, Michelle Thompson, & Rachele Hendricks, Sherwood Forest Elementary School, Norfolk Public Schools

The present-day crush of external accountability measures has had unintended effects on many teachers' instructional and assessment practices. In this session, a principal and teacher leaders from a Title I elementary school describe and illustrate their effort to strengthen their assessment literacy, with the intent of creating and using teacher-made assessments more effectively to facilitate student learning.

Saturday, 10:45 - 11:45 a.m.

2066

Middle School to High School Transition of Students with Disabilities

Yoko Miura, Wright State University; Long Tran, University of Cincinnati

This case study investigated the transition process of students with disabilities from their eighth grade to their ninth grade year in Midwest. Findings are based on the statewide longitudinal data analysis, and sample interviews among students with disabilities, their parents and teachers concerning data transmission between schools, accommodation, and assessment which impact lives of students in an urban high school.

The Swinging Gate: Bridging Knowledge Gaps in Students from Old Standards to New Common Core

Pamela Lemoine, Mindy Crain-Dorough, Marguerite H. Yates, & Michael D. Richardson, Columbus State University

Implementation of the Common Core State Standards has left some students unprepared for Common Core based assessments. How do we bridge the knowledge gap and prepare students for new common core assessments?