CREATE
Consortium for Research on Educational Assessment and Teaching Effectiveness

26th Annual Conference
Effective Teaching, Assessment, and School Leadership for the 21st Century: Communication, Collaboration, Critical Thinking, Creativity, Character, and Citizenship

DoubleTree by Hilton Hotel
Virginia Beach, Virginia – October 5-7, 2017
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26th Annual Conference At-A-Glance

Thursday, October 5, 2017

10:00 am – 7:00 pm  Registration  Main Lobby
1:30 – 3:00 pm  General Session and Keynote  Ballroom North
3:10 – 4:10 pm  Concurrent Session I  Multiple Locations
4:00 – 5:00 pm  Refreshments Available  The Landing
4:30 – 5:30 pm  Concurrent Session II  Multiple Locations
4:30 – 5:30 pm  Graduate Student Panel  Crepe Myrtle Room
5:30 – 7:00 pm  Dinner Break  On Your Own
7:00 – 8:15 pm  21st Century Skills Assessment Panel  Ballroom North

Friday, October 6, 2017

7:00 – 8:00 am  Continental Breakfast  Ballroom South
7:00 am – 5:30 pm  Registration  Main Lobby
8:00 – 9:05 am  General Session and Keynote  Ballroom North
9:15 – 10:15 am  Concurrent Session III  Multiple Locations
10:25 – 11:25 am  Concurrent Session IV  Multiple Locations
11:35 am – 12:45 pm  Millman Award Luncheon  Ballroom South
12:55 – 1:55 pm  Concurrent Session V  Multiple Locations
2:05 – 3:05 pm  Concurrent Session VI  Multiple Locations
3:00 – 4:00 pm  Refreshments Available  The Landing
3:00 – 3:30 pm  Best Practices Poster Session  The Landing
3:20 – 4:20 pm  Concurrent Session VII  Multiple Locations
4:30 – 5:30 pm  Round Table Session  Ballroom South
5:30 – 7:00 pm  Doctoral Student Poster Session/Reception  Ballroom South

Saturday, October 7, 2017

7:30 – 11:00 am  Registration  Main Lobby
8:00 – 9:00 am  Continental Breakfast  Ballroom South
9:00 – 10:00 am  Concurrent Session VIII  Multiple Locations
9:00 – 11:00 am  Assessment Standards Workshop  Ballroom North
10:10 – 11:10 am  Concurrent Sessions IX  Multiple Locations
11:20 am – noon  CREATE Business Meeting  Ballroom North
Dear Colleagues,

On behalf of the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE), it is my honor and pleasure to welcome you to Virginia Beach and the 26th Annual CREATE Conference. The entire CREATE Board of Directors has worked hard to build an exciting program filled with excellent speakers, presentations, and thoughtful dialogue. Throughout its history, CREATE has focused on exploring issues related to assessment and evaluation in education, and the effective strategies researchers and teachers have found to support learners. Through this conference, our consortium continues to build connections amongst researchers, policy makers, and educators who are interested in the role of assessment in supporting teaching and learning. This year’s theme, Effective Teaching, Assessment, and School Leadership for the 21st Century: Communication, Collaboration, Critical Thinking, Creativity, Character, and Citizenship, reflects much of the current debate about the focus and purpose of schooling, teaching, and learning.

We are excited to present this year’s Millman Award to Dr. James McMillan, an extremely thoughtful scholar whose numerous books and articles about research and educational assessment have found an audience with both academics and professional educators. One of our keynote speakers this year is Dr. Valerie Shute, the Mack and Effie Campbell Tyner Endowed Professor at Florida State University. Her research on games and stealth assessment is certainly at the forefront of much of the new thinking about student assessment and learning. I am also confident that conference participants will deeply benefit from the Classroom Assessment Standards Workshop led by Dr. Barbara Howard, Kathy Dyer, and Dr. Dawn Essig. Along with the numerous sessions, I encourage you to see the work from emerging scholars at our Doctoral Student Poster Session. I invite all of you to attend the 21st Century Skills Assessment Panel as well.

Many hands are required to put together a conference, and without their help this conference would not be possible. I certainly owe the success of CREATE and the conference to the CREATE Board. I want to personally thank our president-elect, Dr. Doug Wren and Virginia Beach City Public Schools for hosting this year’s conference. I also want to personally thank CREATE Board Member Dr. Paula Egelson, as well as Jacki Bennis from Square One Meeting Planning, who worked with Doug and the Virginia Beach DoubleTree Hotel to provide a great conference venue. The staff have been fantastic partners and the hotel facilities are perfect for our conference. Virginia Beach itself also has a great selection of restaurants and activities.

Thank you to our sponsors and to all of you for being part of the CREATE Conference this year. For those of you who are new to CREATE, I hope this conference encourages you to become more involved in CREATE, both in terms of the conference and the consortium’s activities. That is how I first became involved with CREATE. Your participation will help CREATE as it continues its work to impact the practices, policies, and research related to assessment, evaluation, and educational policy. We hope the conference provides you with new ideas and connections that will support your future work. Once again, welcome to the 2017 CREATE Conference and to Virginia Beach.

Dr. Don A. Klinger

Professor, Assessment and Evaluation, Queen’s University
President, Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE)
The CREATE Board of Directors is honored to announce the 2017 Jason Millman Award Recipient

James MacMillan, Ph.D.

James H. McMillan teaches educational psychology, research, and measurement in the School of Education at Virginia Commonwealth University (VCU) in Richmond. At VCU, he served for 20 years as Executive Director of the Metropolitan Educational Research Consortium (MERC), a partnership between VCU and seven Richmond area school districts, and he also developed a doctoral program in research and evaluation.

Every year since 1980, Dr. McMillan has published numerous journal articles, book chapters, and reports. He has authored over a dozen books, and has presented nationally and internationally at over 100 professional conferences. Through these contributions and his active participation in many professional associations, Dr. James McMillan has established a well-earned reputation as a leading authority on assessment.

The Jason Millman Award

Dr. Jason Millman (1933-1998) was a professor of educational research methodology at Cornell University. Throughout his life, Dr. Millman was a leader in student assessment, teacher evaluation, professional credentialing, standards-setting, and other areas in the field of education. Since 1998, CREATE has presented the Jason Millman Award to a scholar whose body of work has contributed greatly to the field, advancing the use of evaluation and assessment in the service of education.
Keynote Speakers

John Fischetti

John Fischetti is Professor and Head of School/Dean of the School of Education at the University of Newcastle in Australia. He is past President of CREATE and is currently finishing his fifth term as a CREATE Board member. The School of Education at Newcastle has approximately 6,000 students studying education, with 4,500 new teacher candidates. What brought John to Newcastle was its vision of equity and excellence in a disruptive, post-industrial society. In places like Newcastle, still reeling from the closing of mills and mines, being undereducated is a path to nowhere. John is leading partnerships across New South Wales, changing university admissions requirements, rethinking classroom practice and preparing the next generation of school leaders for the innovation age. John’s presentation sets the stage for the conference by examining the changing nature of learning, teaching and assessment. Dr. Fischetti is as interested in the STEAM mindset as much as the STEAM skillset, and he sees the biggest challenge for educators not in pedagogy but in changing assessment practices.

Valerie J. Shute

Val Shute is the Mack & Effie Campbell Tyner Endowed Professor in Education in the Department of Educational Psychology and Learning Systems at Florida State University. Her current research involves using games with stealth assessment—of cognitive and non-cognitive knowledge, skills, and dispositions—to support learning. Dr. Shute’s research has resulted in numerous grants, books, journal articles, chapters in edited books, and a patent. Her most recent books include Measuring and Supporting Learning in Games: Stealth Assessment (Shute & Ventura, 2013) and Innovative Assessment for the 21st century: Supporting Educational Needs (Shute & Becker, 2010). She is also co-founder of empiricalgames.org. Dr. Shute’s presentation will cover the topic of stealth assessment in games to measure and support important 21st century competencies. She will describe what stealth assessment is, why it is important, and how to develop and accomplish it. The presentation will also provide examples and videos in the context of a game called Physics Playground. Games can be powerful vehicles to support learning, but this hinges on getting the assessment part right. In the past couple of years, Dr. Shute and her colleagues have designed, developed, and evaluated a number of stealth assessments in games to see:

- if they provide valid and reliable estimates of students’ developing competencies (e.g., in the areas of qualitative physics understanding, creativity, and persistence),
- if students can actually learn anything as a function of gameplay, and
- if the games are still fun.
CREATE 26th Annual Conference
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Thursday, October 5, 2017

10:30 am – 7:00 pm
Registration
Main Lobby

1:30 – 3:00 pm
Convening Session
Ballroom North
Welcome – Don Klinger, President, CREATE
Amy Cashwell, Chief Academic Officer, Virginia Beach City Public Schools
Day 1 Keynote Address – “Transforming Assessment and Building a STEAM Mindset” (see page 4)
John Fischetti, Dean/Head of the School of Education, University of Newcastle, Australia

Concurrent Session I

3:10 – 4:10 pm
Ballroom North
It’s Not You, Technology, It’s Me: Understanding Student Emotions and Engagement in a Digital Classroom
Leah Horrell, College of William & Mary
Co-presenter: Noël Williams, College of William & Mary
Presenters will discuss a systematic review of the literature surrounding emotions and technology with a focus on reading comprehension. This session will present a framework for considering technology and reading instruction. Presenters will provide teachers with practical methods when considering the intersection between the reading process and emotions.

Beyond the 3 Rs: Measuring School Success through Non-academic Factors
Kevin Eakes, Charleston County School District
Co-presenters: Jennifer Coker & Lisa Allison, Charleston County School District
Attention to socioemotional skills and school culture have prompted educators to expand measurement efforts. Data from two surveys of non-academic factors administered to students and teachers will be provided. Reliabilities, data comparisons, correlations with academic and behavioral data, and implications for instructional adjustments will be shared.

3:10 – 4:10 pm
Crepe Myrtle Room
Using the PrimeD Framework to Understand, Guide, and Assess Secondary Mathematics Teacher Preparation
Christopher Rakes, University of Maryland Baltimore County
Co-presenter: Justin Schaffer, University of Maryland Baltimore County
This longitudinal mixed methods study examined the role of assessments in supporting secondary mathematics teacher preparation program improvement. Findings revealed that an explicit challenge space was pivotal to reform efforts. Assessment revisions required several iterations to address emergent issues.
Teacher Educators’ Approaches to Assessment
Andrew Coombs, Queen’s University, Ontario, Canada

The purpose of this study was to examine the variability in teacher educators’ approaches to classroom assessment. Statistical differences between teacher educators’ approaches to assessment were identified for teacher educators at institutions with different models of assessment education, field of instruction, gender, teacher candidate population, and university teaching experience.

3:10 – 4:10 pm  Oak Room

A Comprehensive Student Assessment Report for Teachers, Principals, and States
Paula Egelson, Southern Regional Education Board (SREB)
Co-presenter: Chris Fuga, SREB

The focus of this presentation is on Advanced Career's (AC) End-of-Course assessment and how the results are reported to teachers, principals, and states. The report includes student proficiency levels, indicators of student achievement, and demographics. The AC pathway curricula give secondary students a greater depth of knowledge and skills and prepare them for more options after high school.

Assessment of the Next Generation Science Standards: Challenges and Early Lessons
Arthur Thacker, Human Resources Research Organization (HumRRO)

Kentucky recently conducted a pilot of their new science assessment designed around Next Generation Science Standards (NGSS). Assessing three-dimensional standards generates challenges for assessment using traditional testing methods. Kentucky has embraced an innovative “phenomenon-based” approach. This session will describe the assessment design and early evaluation results.

3:10 – 4:10 pm  Royal Palm Room

Analysis of Teacher Preparation Candidates on National and State Standards of Professional Practice
Cheryl Gould, Regent University
Co-presenter: Kurt Kreassig, Regent University

The session focuses on how teacher education program faculty increased the objective measure of student teacher growth in meeting performance standards for professional practice. Resulting program changes and data were used for national accreditation purposes. The presentation includes discussion of programmatic changes and data review.

Assessment of a Masters in School Administration (MSA) Program
Barbara Howard, Appalachian State University
Co-presenters: Rebecca Coates, Appalachian State University; Leslie Grant, College of William & Mary

It is good practice for all educational programs to undergo periodic formal assessment and review (Allen, 2004; Banta & Palomba, 2015). Participants will examine the assessment plan and outcomes for an MSA program in a mid-size southeastern university.
4:30 – 5:30 pm   **"Burning Questions" Q&A Panel for Graduate Students**  Crepe Myrtle Room

Moderators: Stacy Leggett, Western Kentucky University; and Tara Wilson, George Washington  
Panelists: Jacqueline Craven, Delta State University; Paula Egelson, SREB; John Fischetti, University of Newcastle, Australia; and Tom Guskey, University of Kentucky

Join fellow graduate students in asking burning questions about the dissertation process, publishing concerns, post-doc career planning, and anything else you want to ask! Our panel of highly experienced CREATE Board members will share experiences and advice to help you. Also, network with graduate students to form peer-review or support groups at the hotel pub after the session!

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**Concurrent Session II**

4:30 – 5:30 pm  Ballroom North

**A Framework for Developing Performance-Based Assessments**  
Christopher Gareis, College of William & Mary

A focus on 21st century skills signifies a shift away from standardized assessments toward more authentic assessment of student learning, namely performance-based assessments. PBAs are not new to education, but the challenge of developing them within a standards-based curriculum is. This session presents a grounded framework for creating PBAs as part of a balanced assessment system.

**The National Health Education Standards, Bloom’s Taxonomy Revised, and Sexuality Education: Pre-Service Performance-Based Assessment of Communication Skills**  
Terri Mitchell, Appalachian State University

With an emphasis on communication skills, (including assertiveness and refusal), the session will provide sample lessons and performance-based assessment activities for sexuality education, including rubrics for measuring proficiency. Additionally, participants will complete a performance-based assessment for this content.

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4:30 – 5:30 pm  Oak Room

**Development of Sense of Community in Virtual Learning Environments**  
Les Bolt, Appalachian State University  
Co-presenters: Terry McClannon, Amy Cheney, and Krista Terry, Appalachian State University

This research conducted from 2010 - 2017, involved 600+ graduate students using virtual immersive environments. Investigators examined students’ perceptions of community (SCI-2) and presence (COI) via coursework offered in an immersive environment. Examined were students’ time within their graduate programs, time spent in the 3D environment, and their levels of immersion.

**Short-term vs. Long-term Outcomes of Education: What Matters?**  
Leslie Grant, College of William & Mary  
Co-presenters: Zheng Fang, South China Normal University; Xianxuan Xu, Stronge & Associates; James Stronge and Thomas Ward, College of William & Mary

This session shares findings from a study that explored connections among national culture, creativity as measured by patents, economic productivity by gross domestic product per capita, and student achievement by TIMSS with creative and economic productivity as proxies for long-term outcomes and student performance on TIMSS as short-term outcomes.
4:30 – 5:30 pm  Royal Palm Room

Elementary School Teacher Preparation and Attitudes toward Co-Teaching in an Inclusion Classroom in an Urban Division in Virginia
Daniel White, Virginia Tech

This study investigated teacher preparation and attitudes toward inclusion. Research was gathered by administration of a Likert scale and free response survey. All elementary general and special education teachers (n = 1009) in the division were surveyed. This study provided insight for leaders in schools where teachers practice inclusion.

Measurement and Sampling Error: When Test Scores and Survey Results Truly Are Fake News
Stephen Court, Virginia Beach City Public Schools

The difference between a test-taker’s observed score and true score is known as error. Whether large or small, the difference affects our ability to draw trustworthy inferences from test or survey results. Accordingly, this presentation will review current research regarding the general sources and implications of measurement and sampling error.

5:30 – 7:00 pm  Dinner Break (on your own)

7:00 – 8:15 pm  21st Century Skills Assessment Panel  Ballroom North

NOTE - This session is free and open to the public

Moderator: Tom Guskey, Professor of Educational Psychology, University of Kentucky
Panelists: John Fischetti, Head of the School of Education, University of Newcastle, Australia; Leslie Grant, Professor and Associate Dean for Academic Programs, School of Education, College of William & Mary; Stefan Merchant, former teacher, Singapore International School, and Ph.D. Candidate, Queen’s University, Canada

A discussion of issues relative to the assessment of so-called 21st century skills (e.g., collaboration, critical thinking, creativity) will be led by 2010 Millman Award winner and CREATE Board member Dr. Tom Guskey. Our expert panelists will each bring different perspectives to the conversation.

Friday, October 6, 2017

7:00 – 8:00 am  Continental Breakfast  Ballroom South

8:00 am – 5:30 pm  Registration  Main Lobby

8:00 – 9:05 am  General Session  Ballroom North

Day 2 Keynote Address – “Stealth Assessment – What, Why, and How?” (see page 4)
Val Shute, Mack and Effie Campbell Tyner Endowed Professor of Education, Florida State University

A 30-minute Q & A session with Dr. Shute will be held in this room following her keynote address.

Concurrent Session III

9:15 – 9:45 am  Ballroom North

Questions & Answers with the Day 2 Keynote Speaker
Valerie Shute, Florida State University
### 9:15 – 10:15 am  Crepe Myrtle Room

**Toward Assessment Leadership: Study of Assessment Practices in School and Classroom Leaders**  
*Carrie Morris, Ultimate Medical Academy*

School accountability policies accompanied by evolutions in student assessment tools and approaches increasingly have influenced data collection and use, specifically for school and teacher leaders. This presentation shares outcomes from a 2017 survey study that examined the impact of leaders’ assessment beliefs, knowledge, and experiences on their assessment practices.

### Assessment for Learning: Creating High-Quality Instructional Units Through Teacher Leadership and Collaboration  
*Amy Farley, University of Cincinnati*  
*Co-presenter: Amy Spicer, Colorado Education Initiative*

This presentation presents preliminary findings from a multiyear study of teacher leadership and collaboration to create high-quality, standards-driven instructional units with embedded performance assessments. Preliminary results suggest the studied program is being used to support and align key initiatives, including instructional design, standards-based scoring, performance-based assessment, and educator evaluation.

### 9:15 – 10:15 am  Oak Room

**“Switching On” All Learners to their Futures**  
*John Fischetti, University of Newcastle, Australia*

This session will challenge us to embrace where old school literacy and numeracy meet new school innovation skills in our journey toward equity-based excellence for all learners. Getting formal assessment schemes aligned with innovation age pedagogy is crucial.

### Improving Collaboration, Creativity, and Problem Solving through Increasing Autonomy Support in the Learning Environment  
*Angel Ford, George Washington University*

This presentation will review studies that provide evidence autonomy supportive learning environments contribute to increased intrinsic motivation or autonomous extrinsic motivation of students. The focus will be on studies that specifically examine modern students based on the lens of generational theory and self-determination theory.

### 9:15 – 10:15 am  Pine Room

**Improving Teacher Effectiveness by Developing Emerging Leadership**  
*Tracie McLemore Salinas, Appalachian State University*  
*Co-presenter: Kathleen Lynch-Davis, Coastal Carolina University*

Effective teaching engages the teacher as a leader in the classroom. Yet, professional development often fails to empower teachers in their roles as change agents or to articulate their work as leaders. We share a model for designing professional development that does both while developing teacher effectiveness.
Evaluating Adult Basic Education in Virginia: Challenges and Opportunities
Hillary Major, Virginia Adult Learning Resource Center, Literacy Institute at Virginia Commonwealth University
Co-presenters: Kathleen Daly Rolander & Joanne Huebner, Virginia Adult Learning Resource Center, Literacy Institute at Virginia Commonwealth University
This presentation discusses the Virginia Adult Learning Resource Center’s (VALRC) efforts to evaluate training effectiveness, instructional quality, and program effectiveness in adult basic education contexts. VALRC staff will discuss findings as well as barriers encountered in evaluations of the PluggedInVA career pathways program and the SBI:VA standards-based instruction professional development initiative.

9:15 – 10:15 am Royal Palm Room
A Model for the Sustainable Leadership: Preparing New Assistant Principals for Careers in Education Administration
Tara Wilson, George Washington University
There is a wealth of research on the benefits of strong principal leadership but the research on the importance of assistant principals is underdeveloped. Literature on coaching will also be reviewed.

“Stroke Your Thoroughbreds and Kick Your Donkeys:” Power and the Secondary Administrative Distribution of Teaching Assignments
Daina Lieberman, George Washington University
Research suggests the teaching assignment process affects teacher retention. This qualitative study examined what secondary administrators believe influences teaching assignment decisions, teachers' perceptions of the process, and power relations between teachers and administrators. Findings demonstrated underlying conditions included psychological contract, trust, communication, transparency, social capital, and symbolic violence.

Concurrent Session IV

10:25 – 11:25 am Note: This is a 60-minute session Ballroom North
A Symposium: Transforming K-16 Classroom-based Assessment
Paula Egelson, Southern Regional Education Board (SREB)
Co-presenters: Don Klinger, Queen’s University, Ontario, Canada; Susan Colby, Barbara Howard, and Jennifer McGee, Appalachian State University
The Joint Committee on Standards for Educational Evaluation released the Classroom Assessment Standards in 2015. The Classroom Assessment Standards are to provide K-16 educators with research-based principles for the effective assessment of learning. This symposium will focus on how the Standards were successfully implemented in a variety of educational settings and why their broad-based use is necessary.
10:25 – 11:25 am Crepe Myrtle Room

**Strategically Selecting Career and Technical Education Offerings to Spark Student Interest AND Meet Statewide Employment Demands**

*Sean Owen, Mississippi State University Research & Curriculum Unit*
*Co-presenter: Kristen Dechert, Mississippi State University Research & Curriculum Unit*

To better understand how well CTE programs are meeting demands in Mississippi, researchers investigated capacity and enrollment at the local level and barriers to student enrollment CTE leaders perceive. Recommendations for assisting districts with conducting needs assessments with students and local economic developers to inform programmatic decisions will be provided.

10:25 – 11:25 am Oak Room

**They Only Buy What You Sell: Branding for 21st-Century CTE Centers and High Schools to Increase Awareness and Enrollment**

*Kristen Dechert, Mississippi State University Research & Curriculum Unit*
*Co-presenter: Sean Owen, Mississippi State University Research & Curriculum Unit*

Although career and technical education (CTE) has changed from the “vo-tech” of the past, many CTE centers and high schools have not improved their messaging. To understand the branding efforts of CTE centers in Mississippi, researchers undertook a study of CTE directors’ and counselors’ beliefs about branding and branding/messaging activities.

10:25 – 11:25 am Pine Room

**How Principals Use Evaluation Systems to Improve Instruction**

*Stacy Leggett, Western Kentucky University*
*Co-presenters: Marguerita Desander, Western Kentucky University*

Case study research in three schools in Kentucky and three in North Carolina examined how principals maximized the evaluation process to improve teacher instructional capacity by focusing on formative purposes, adapting the process to meet internal needs, and defining and prioritizing standards based on context.

**The Principal Entrepreneur; Promoting Teacher Capacity through Intrapreneurial Leadership**

*Zachary Haney, Old Dominion University/Isle of Wight County*

Utilizing entrepreneurial characteristics school leaders can cultivate risk-taking and innovative behaviors to help build teacher capacity. This presentation will provide principals a theoretical framework to enhance the social capital needed to create “teacherpreneurs.”

10:25 – 11:25 am Crepe Myrtle Room

**Examining the Use of Faculty Workshops to Promote Acceptance of Performance Assessments**

*Olivia Cortellini, Council for Aid to Education*

This study examines the use of performance task (PT) development workshops to promote faculty acceptance of performance assessments. Data were collected by surveying community college faculty about their attitudes toward performance assessment prior to and after completion of a PT workshop. Findings and implications are discussed.
An Evaluation of Pathways to Community College Student Success in Anatomy and Physiology
Staci Forgey, Tidewater Community College
In an effort to increase the number of allied health graduates, a prerequisite course to Anatomy and Physiology I, NAS 2, has been implemented at two Virginia community colleges. This study evaluated two courses, NAS 2 and General Biology I, to determine if either course led to improved outcomes in Anatomy and Physiology I.

10:25 – 11:25 am Royal Palm Room
Surveying the Surveyors: A Continuing Study of Research and Evaluation Departments
Stephen Court, Virginia Beach City Public Schools
Co-presenter: Robert Veigel, Virginia Beach City Public Schools
This presentation will continue the report of findings from an ongoing study that examines the perceptions, philosophies, policies, and practices of several public school departments of research and evaluation. The presenters will discuss the findings and implications for K-12 educators and institutions of higher education.

Teachers’ Responses to Feedback from Evaluators: What Feedback Characteristics Matter?
Trudy Cherasaro, Marzano Research
Co-presenters: R. Marc Brodersen & David Yanoski, Marzano Research
Using survey data, this study examined teachers’ perceptions of evaluator feedback and identified characteristics of feedback that influence use of feedback. The study confirms that four characteristics influence teacher’s response to feedback: usefulness of feedback, accuracy of feedback, credibility of the evaluator, and resources to which teachers have access.

11:35 am – 12:45 pm Millman Award Luncheon Ballroom South
2017 Jason Millman Award Presentation and Acceptance Address
James M. McMillan, Professor, Foundations of Education, School of Education, Virginia Commonwealth University
A 30-minute Q & A session with Dr. McMillan will be held in Ballroom North after the luncheon.

Concurrent Session V
12:55 – 1:25 pm Ballroom North
Questions & Answers with the 2017 Millman Award Recipient
James McMillan, Virginia Commonwealth University

12:55 – 1:55 pm Crepe Myrtle Room
Sharing the Responsibility of Career Readiness By Combining Students’ Learning Experiences in Academic and CTE Paths
Kandy Smith, Western Kentucky University
Co-presenter: Stacy Leggett, Western Kentucky University
A student’s career readiness is the responsibility of all educators in a high school. Through communities of practice with similar understandings of vital areas such as critical thinking and literacy, academic and CTE teachers led in creating instruction have the potential to impact students’ career readiness.
Learning Skills and Work Habits: Patterns of Assessment in Ontario Secondary Schools
Stefan Merchant, Queen’s University, Ontario, Canada
Teachers in Ontario, Canada are required to assess and grade six Learning Skills and Work Habits. A quantitative analysis of report card data will be used to determine to what extent teachers are assessing the six learning skills independently of each other, and independently of academic achievement.

Assessment of Teacher Candidate Dispositions in a Large Educator Preparation Program
Jennifer McGee, Appalachian State University
Co-presenters: Susan Colby, Monica Lambert, and Rebekah Coats, Appalachian State University
Assessing the dispositions of prospective teachers has become standard practice in educator preparation programs despite the challenges associated with this practice. This study examined the results of a large preparation program’s formative assessment of candidates’ dispositions in hopes of determining an effective and valid evaluation system. Findings and implications will be presented.

Examining the Value of Autobiographical Narratives in Self-reported Professional Dispositions of Beginning Doctoral Students in the Mississippi Delta
Jacqueline Craven, Delta State University
The Council for the Accreditation of Educator Preparation (CAEP, 2017) requires teaching licensure-granting educational program providers (EPPs) at post-secondary institutions in the U.S. to consistently measure students’ professional dispositions. To further explore extant dispositions assignments, emergent themes will be examined in light of the qualitative responses.

Strategies for Impact and Sustainability Decision-Making: A Case Study in Supporting Military-Connected K-12 Students
Gail Flanagan, Norfolk Public Schools
Co-presenters: Karren Bailey & Tressa Aulenbach, Norfolk Public Schools
Operation Thrive is the first Department of Defense Education Activity (DoDEA) grant awarded to Norfolk Public Schools, with Naval Station Norfolk within the district, to increase school staff capacity in understanding unique challenges that military dependent students experience, and support strategies that foster social-emotional well-being through a military data coordinator, professional development, transition consultant, peer support, and parent and community engagement.

Breaking the Code to College and Career Readiness Skills
Angela De Mik, Norfolk Public Schools
Co-presenter: Kristi Wagner, Shaffer Evaluation Group, LLC
This presentation discusses the implementation and evaluation plan for year 1 of a 5-year DoDEA grant in Norfolk Public Schools designed to train teachers and students in computer coding skills and increase awareness of computer science education. Potential impact and future implications will be discussed.
**Inequality & Classroom Assessment: Exploring the Contributions of Classroom Assessment Practices to Inequality in Canadian Education**

*Angela Moon, University of British Columbia*

Drawing heavily on research situated in a Canadian educational context and framed by Bourdieu’s social theory, this paper explores ways in which classroom assessment practices influence students’ access to institutional capital by locating assessment practices within day-to-day classroom interactions and within larger systemic mechanisms embedded in Canada’s public school systems.

**Formative Assessment Intervention Effects on Student Academic Achievement in the Elementary Grades**

*Mary Klute, Marzano Research*

This systematic literature review used an approach modeled after the What Works Clearinghouse. The results confirm the overall positive effect of formative assessment reported in earlier reviews and can help teachers and administrators identify approaches to formative assessment that are appropriate for particular subject areas in the elementary grades.

**Concurrent Session VI**

**2:05 – 3:05 pm**

**Ballroom North**

**Effective Teaching Starts with Effective Learning: A 21st Century Model**

*TJ Wolfe, Regent University*

We teach students who have grown up in a media rich world. Most teachers cannot say the same. This presentation investigates current research and best practices for leading media rich students while providing practical tools and strategies for reinventing the classroom for the 21st century.

**Digital Badges: Pathways for Student Learning and Teacher Development**

*Alan Reid, Coastal Carolina University*

This session presents an online digital badging system for recognizing student learning and teacher professional development (see http://ccc.coastal.edu). Badges are demonstrable, shareable artifacts that make student and teacher progress visible. This presentation addresses the theoretical underpinnings and practical application of developing a homegrown badge system.

**2:05 – 3:05 pm**

**Crepe Myrtle Room**

**Constructing a National Accreditation Self-study Creatively & Collaboratively through Critical Thinking & Communication**

*Glenn Koonce, Regent University*

Co-presenters: John Hanes, Sheila Hill, Herman Clark, and Glenn Brown, Regent University

The purpose of this presentation will be to explore collective strategies from university faculty members in the selection, design, and inclusion of eight assessments (measures) used for a successful educational leadership program national accreditation reaffirmation.
Lessons from the Professions: Improving Principal Preparation with a Multi-Disciplinary Approach  
Scott Imig, University of Newcastle, Australia  
Co-presenter: John Fischetti, University of Newcastle, Australia  
Preparing principals for the complex demands they will face is a challenge for leadership programs around the world. The presenters will share insights from a total program redesign that incorporates extensive knowledge from multiple fields including architecture, nursing, engineering, business, and creative industries.

2:05 – 3:05 pm        Oak Room  
Standards, Guidelines, and Practice. Teachers’ (and Students’) Needs to Support Effective Classroom Assessment  
Don Klinger, Queen’s University, Ontario, Canada  
Sound classroom assessment is challenging. Our ongoing work highlights a model for professional learning and practice that meets teachers’ learning needs in assessment. Key to success is the presence of established Assessment Standards, guidelines supporting the actual implementation of assessment, and ongoing opportunities for practice supported by peers and experts.

Getting Assessment & Grading Right: A Research-Practice Partnership  
Laura Link, Indiana University/Purdue University, Fort Wayne  
Co-presenters: Bill Toler & Megan Cripe, Maple Creek Middle School, Northwest Allen County Schools  
Discover how a K-12 school district, local university, and field expert partnered to create an Assessment Leadership Academy to improve assessment literacy. This two-year partnership is leveraging teacher leaders, principals, central office leaders, surveys, classroom pilots, and more to create district-wide and grade-specific assessment and grading protocols for aligned practice.

2:05 – 3:05 pm        Pine Room  
Approaches to Monitoring and Evaluating Social Emotional Learning Outcomes of Military-Connected Students In K-12 Public School Settings  
Kristi Wagner, Shaffer Evaluation Group  
Co-presenter: Patricia Moore Shaffer, Shaffer Evaluation Group  
This presentation seeks to share evaluation approaches, tools, and resources utilized across projects with social emotional learning outcomes. These evaluations use various scales, instruments for process monitoring, and summative outcomes in projects administered by K-12 school districts with high percentages of military-connected students.

2:05 – 3:05 pm        Royal Palm Room  
What Creativity and Systems Theory Can Tell Us About Successful Principals  
Vivian Griese, Hampton City Schools  
A qualitative study of eight principals in high performing schools across the U.S. reveals the importance of understanding how systems theory links principal creativity and effectiveness with school success. The findings suggest these principals, who are able to effectively problem-solve within the school setting, share many traits associated with creative behaviors.
Promoting Effective 21st Century School Leadership Through Teacher Leadership Talent Management and Leader Succession Programs
Linda Campbell, Johns Hopkins University School of Education
As the 21st century progresses, evidence-based research reveals the pivotal role that collaborative, creative teacher leadership contributes to overall effective school leadership. One viable creative solution to enhancing school leadership progression is through instituting teacher leadership talent management and leader succession developmental programs in PK-12 schools.

3:00 – 4:00 pm
Refreshments Available
The Landing

3:00 – 3:30 pm
Best Practices Poster Session
The Landing
Descriptions Below

Developing a System for Formative Assessment for Academic and Independent Living Skills among Postsecondary Students with Intellectual Disabilities
Alexandra Chanto-Wetter, University of South Alabama
Co-presenters: Abigail Baxter & James Van Haneghan, University of South Alabama
This presentation reports on a formative assessment system for facilitating instruction for students with intellectual disabilities in a postsecondary education program. The use of peer mentors and a data system for recording information are described. Examples of how the system was used to develop specific and timely instruction are discussed.

Data Driven Instruction: Creating and Using Performance Goals for Advanced Placement Scholars
Caitlin Lingley, Uplift Education
Uplift Education sets themselves apart from competitors with an emphasis on data-driven instruction, but creating useful models for our highest achieving scholars proves challenging. This research identifies a methodology to spur data-driven instruction for AP scholars, while providing insight as to how they will perform on the May AP exams.

National Certifications in Secondary CTE Pathways: One Pathway's Road to Improvement
Alexis Nordin, Mississippi State University Research & Curriculum Unit
Secondary culinary arts students in Mississippi take the National Restaurant Association Educational Foundation’s ProStart certification exams as well as state-developed selected-response culinary assessments. The juxtaposition of domain scores raises interesting questions about the validity and reliability of each assessment, highlighting differences in students’ strengths/weaknesses and teachers’ professional development needs.

Concurrent Session VII
3:20 – 4:20 pm
Crepe Myrtle Room
Advancing Principal Instructional Leadership Through Job-Embedded Learning
Steven Bingham, Gardner-Webb University
Co-presenters: Bruce Boyles & Jim Palermo, Gardner-Webb University
This qualitative study sought to build theory grounded in the experience of principals exposed to programs of job-embedded learning in a southeastern state. Data sources included documents and recorded interviews with principal-participants. Findings suggest that job-embedded learning may be explained by three theoretical constructs: Self-directed, Social, and Structural learning.
Preparing Educational Leaders for 21st Century Schools
Kimberly Jamison, George Washington University
This study analyzed the concerns and aspirations of administrative interns in a university preparation program during an internship about becoming an administrator in the future. Findings from this work have implications for school districts, universities, and the development of partnerships between those entities.

3:20 – 4:20 pm        Oak Room

New Hampshire’s Performance Assessment for Competency Education (PACE): Integrating Teaching, Learning, and Assessment and Improving Educators’ Assessment Literacy
Arthur Thacker, Human Resources Research Organization (HumRRO)
New Hampshire has garnered national attention because of its Performance Assessment for Competency Education (PACE) program. PACE replaces end-of-year statewide assessments for participating districts with integrated performance tasks, administered throughout the year. PACE tasks are created by teachers and requires considerable assessment expertise. This session describes how that happens.

Charter School Effect in North Carolina
Stacy Leggett, Western Kentucky University
Co-presenter: Kimberlee Everson, Western Kentucky University
Charter schools have become a politically relevant issue, but research on charter school effects is inconsistent and, at times, contradictory. This presentation will use North Carolina statewide school demographic, achievement, and growth data to compare the effect of charter schools to traditional public schools in urban, rural, and town/suburban settings.

3:20 – 4:20 pm        Pine Room

Looking at the Positive Behavioral Interventions and Supports through the Lens of Priority Schools in a Large Urban Setting
Stephen Lin, Jefferson County Public Schools
Co-presenters: Marco Muñoz & Beverly Winsch, Jefferson County Public Schools
Since having the initial training in 2013-14, 15 priority schools have embarked in a journey of continuous improvement using the research-based Positive Behavioral Interventions and Supports (PBIS) as a behavior management strategy for three years. This study analyzes the impact of PBIS in high-need schools in a large urban district.

Whole School Improvement and Leadership: Snapshots of Five Schools after Five Years
Jill Lindsey, Shenandoah University
Co-presenter: Sunny Munn, Ohio State University
This session will offer five case study snapshots and cross-case findings related to the impact of leadership on whole school improvement efforts in some of the most challenging buildings in three urban Ohio school districts. The session will conclude with a discussion of implications for future school reform policy and practice.
Measuring Student Progression and Teachers’ Assessment of Student Knowledge in a Competency-based Education System
Marc Brodersen, Marzano Research
Co-presenter: David Yanoski, Marzano Research
This study describes how long students take to complete a competency-based class when they are in a class that is below, at, or above their traditional grade level. The report also examines the relationship between teachers’ judgments of student competency and student performance on a state achievement test.

Triangulating Data to Identify Student Academic Barriers and Gaps: An Urban School District’s Use of a Reading and Math Universal Screener and District Benchmark Assessment Data
Anh-Thy Nguyen, Norfolk Public Schools
Co-presenters: Angela Schaeffer, Gwen Collins, and Rhonda White, Norfolk Public Schools
In Norfolk Public Schools, a more systematic process and protocol was established to evaluate and synthesize data, particularly data associated with student achievement. The data from the universal screenings, the district-based benchmark assessments, along with school level common formative assessment data are compiled and analyzed to determine academic strengths and weaknesses to inform instruction and remediation efforts.

Examining Preparation and Readiness for 21st Century School Leadership (Table A)
Sheila Wilson, Virginia Beach City Public Schools/Regent University
Co-presenter: Vincent Darby, Virginia Beach City Public Schools
As the responsibilities of school leadership overwhelmingly increase, examination of the impact that leadership preparation programs have with regard to administrative readiness for 21st century school leadership is essential. While traditional preparation programs have been identified as subpar, there are effective pathways to further support identified skill areas in high need.

Teacher-Student Professional Boundaries (Table B)
Heath Kemman, George Washington University
Teacher maintenance of professional boundaries with students is critical to learning, classroom order, and community trust. Research indicates general ambiguity, uncertainty, and a lack of consensus on defining those boundaries. This presentation will focus on teacher, principal, parent, and student perspectives on professional boundaries and social, legal, and ethical factors.

Social Media and Formative Assessment: A Natural Fit or Instructional Distraction? (Table C)
Chris Cook, Appalachian State University
Co-presenter: Emory Maiden, Appalachian State University
As social media continues to influence today’s college students, it seems natural for instructors to capitalize on the increased interest in social media and embed it within their courses. This session highlights two instructors’ attempts to use social media platforms as tools for addressing course content and building classroom community.
**Constructing the Inquiry Brief: Key Elements for a Successful CAEP Educational Leadership Program Evaluation and Accreditation** (Table D)

John Hanes, Regent University  
Co-presenter: Glenn Koonce, Regent University  
This roundtable session provides participants with an example of an inquiry brief that earned recent Council for the Accreditation of Educator Preparation (CAEP) reaccreditation. Taking a program logic model approach gives an overview of the brief that ties together CAEP standards and supporting evidence. Copies of the brief will be provided to participants.

**Beginning Teachers Perceptions’ of Self-regulation in the Classroom** (Table E)

Jessica Lototski, University of Connecticut  
Co-presenter: Aarti Bellara, University of Connecticut  
This study presents the initial development and pilot results of an affective survey assessing novice teachers’ self-regulatory skills. A mixed-method content validation process was employed in addition to examining the factor structure using exploratory factor analytical techniques and reliability estimates.

**Mastery Learning in Higher Education: Possibilities and Opportunities for Impact on Learning** (Table F)

Jennifer McGee, Appalachian State University  
Co-presenter: Corrie Block, Bellarmine University  
In higher education most students are assessed in each course using only two summative assessments—a midterm and a final. In this study we examine the use of Mastery Learning in higher education across two different institutions, the impact on student learning, and ideas for implementation into other disciplines.

**Redesigning Leadership Programs for the 21st Century Learning Environment** (Table G)

Yoko Miura, Wright State University  
Co-presenters: Nancy Williams & Grant Hambright, Wright State University  
Join us as we facilitate a discussion about the opportunities and challenges created when trying to design online educational leader programs. Together, we will explore how we could potentially enhance student skills and experiences to function in collaboration with multiple stakeholders in their local context through online preparation programs.

**Leadership and School-Wide Teacher Development In an Era of Reform and Accountability: A Complex Phenomenon** (Table H)

Amy Jo Spencer, George Washington University  
Using complexity science and complexity leadership theory, this study will investigate leadership functions within and without the bureaucratic system of school. Additionally, this lens will provide a vehicle to analyze teacher development as a complex adaptive system and the interactions and interdependencies of the agents within and without the systems.

**The Impact of the Carden Methodology on High School Achievement** (Table I)

Antonia Vignocchi, Cobalt Institute of Math & Science  
This first study of Carden methodology describes academic results between Carden-trained students and non-Carden trained students over eight formal assessments data points. Aggregated data and disaggregated data revealed two divergent findings. Simpson’s Paradox was employed to resolve conflicting findings.
Perceptions of Comprehensive High School Administrators and Counselors on the California Department of Education Model Continuation High School Quality Indicators in Southern California
Benisha Carr, Victor Valley Union High School District/University of La Verne, California
The poster presentation will display research on the perceptions of southern California comprehensive high school administrators and counselors on the California Department of Education Model Continuation High School recognition program quality indicators in the areas of school management, curriculum, instructional strategies, educational climate, and guidance and counseling.

STEM College and Career Choices of JROTC Cadets: Investigating the Long-Term Effects of a Summer STEM Academy on Cadets’ Plans for Entering STEM Fields
Melissa Dean, University of South Alabama
This study evaluates long-term effects of a week-long residential program for JROTC cadets designed to increase the number of high school graduates interested in, prepared for, and who choose STEM careers or academics, and provides evidence of the career choices high school graduates make two years after the program.

How Social Media is Affecting School Leadership: A Tool and a Trigger
Jessica Duggan, College of William & Mary
Given social media’s pervasiveness, digital tools can both support and pressure K-12 school leaders, calling for increased strategic utilization of social media to improve communication and engagement and effectively manage crises.

The Role of School Leadership Teams in Virginia Elementary Schools
Keith Hubbard, Newport News Public Schools, George Washington University
The school leadership team (SLT) is an organization within the elementary school designed to improve student achievement. This study focuses on the role of the SLT in relation to the implementation, monitoring, and developing of the school improvement plan.

A Cross-Site Case Study of Implementation of the Free, Potable Water Subsection of the Healthy, Active Kids Program in Three Middle Schools
Jessica Mellon, Gardner-Webb University
Cross-site case study was used to examine the degree to which schools are implementing the free potable water subsection of Healthy Hunger-free Kids Act. Observation of cafeteria behavior and interviews with staff demonstrated wide variance of knowledge and practice across sites and participants. Implications for policymakers and practitioners include enhancing training programs for school professionals.
Factors Influencing Teacher Professional Identity in University Language Programs
Doaa Rashed, University of Maryland Baltimore County
This mixed methods study examined the nature of teacher professional identity for English as a Second Language (ESL) teachers. Findings revealed that motivation, self-efficacy, and job satisfaction influence ESL teachers’ affective and normative commitment. More valid measures are needed to capture nuances of ESL teacher identity.

Leveraging Teacher Leaders as Creativity and Innovation Resources for School Improvement Through Distributed Leadership
Tamilah Richardson, George Washington University
This presentation will focus on the review of the literature in support of distributed leadership and teacher leadership development as strategies for scaling up school improvement. A discussion of teachers as untapped innovation resources who are knowledgeable of ways to better meet the needs of today’s learners will be facilitated.

Unanticipated Consequences of Postsecondary Education Policy and Practice: A Structural Model of the Relationships between Institutional Selectivity, Proximity, Tuition, Student Financial Aid, and Enrolled Students’ Social Capital
Aaron Skira, Wright State University
It may be that policies and practices at the postsecondary institution level have impacted the college participation rates of students from less affluent households. The proposed study will estimate the causal effects among postsecondary institution-level variables—selectivity, proximity, tuition, and student financial aid—and measures of enrolled students’ social capital.

Principal Self-efficacy as a Predictor of Student Achievement and Differences Among Principals at Turnaround Versus Fully Accredited Schools
Glenda Walter, Virginia Polytechnic Institute and State University
Will differences in principal leadership at various school contexts reflect in student achievement results? This study sought to examine the usefulness of measuring self-efficacy as a potential method for identifying, assigning, and supporting principals within turnaround versus fully accredited schools.

The Impact of Implementing New Policy of Using Large-scale Assessment Scores to Determine Students’ Final Course Mark on Teaching and Teacher Professional Development
Lizzie Yan, Queen’s University, Ontario, Canada
The aim of this study is to examine the drive of increasing and decreasing the percentage of incorporating large-scale assessment scores to determine students’ final grades, and to explore the potential impact that the new policy may have on teachers’ practice and their assessment professional growth.
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<th>Time</th>
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<tr>
<td>8:00 – 9:00 am</td>
<td>Continental Breakfast</td>
<td>Ballroom South</td>
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<td>8:00 am – 11:00 am</td>
<td>Registration</td>
<td>Main Lobby</td>
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<tr>
<td>9:00 – 11:10 am</td>
<td><strong>Assessment Standards Workshop</strong></td>
<td>Ballroom North</td>
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<td>NOTE - This session is free and open to the public</td>
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<td>Facilitators: Barbara Howard, Appalachian State University; Kathy Dyer and Dawn Essig, NWEA</td>
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<td>This interactive workshop for educators at all levels will focus on an understanding and application of the Joint Committee on Standards for Educational Evaluation's recently developed Classroom Assessment Standards.</td>
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**Concurrent Session VIII**

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<th>Time</th>
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<td>9:00 – 10:00 am</td>
<td><strong>Screening Assessments in Early Childhood: Considerations of Developmentally Appropriate Practice Found in the Research Base</strong></td>
<td>Crepe Myrtle Room</td>
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<td>Leah Shy, College of William &amp; Mary</td>
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<td>Screening assessments crucial for providing early intervention to at-risk students are subject to specific validity and reliability concerns when used in early childhood based on young children’s developmental characteristics. This literature review categorizes findings of research on screening assessments in early childhood based on NAEYC’s principles of developmentally appropriate assessment practices.</td>
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<td>9:00 – 10:00 am</td>
<td><strong>Instructional Sensitivity: Holding the Tests Accountable</strong></td>
<td>Oak Room</td>
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<td>Stephen Court, Virginia Beach City Public Schools</td>
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<td>When tests are instructionally sensitive, higher scores can be interpreted as indicating greater learning due to better teaching. Conversely, lower scores represent less learning due to poorer teaching. This presentation will summarize why tests may be instructionally insensitive, how they may be made more sensitive, and why it matters.</td>
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<td>9:00 – 10:00 am</td>
<td><strong>Increasing STEM Participation in Secondary Schools</strong></td>
<td>Oak Room</td>
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<td>Angelia Reid-Griffin, UNC Wilmington</td>
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<td>Co-presenter: Jessica Croson, Heide Trask High School, North Carolina</td>
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<td>The study investigates how mentoring and parental engagement opportunities influence student participation on the science team and other STEM activities in high school. We will present findings and discuss its influence on students’ career aspirations. Information shared will help other STEM educators with efforts of increasing students’ interests in STEM.</td>
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Community Engagement as Catalyst for Assessment of 21st Century Skills
Meghan Raftery, Virginia Beach City Public Schools

Opportunities for measuring the 5 Cs through authentic learning abound when students are asked to solve community problems. The presenter will describe a community-based project from a Virginia Beach high school, focusing on how to gather authentic feedback from community partners as a measure of 21st century skills.

9:00 – 10:00 am Royal Palm Room
Managing Mission to Reach Multiple Publics: How Research Practice Partnership (RPP) Staff Communicate, Collaborate, and Critically Reflect When Supporting Partners
Marian Robinson, George Washington University
Co-presenters: Popsy Kanagaratnam & Jeanne Hubbard, George Washington University

RPPs develop strategies to reach, understand, and inform multiple "publics"—researchers and district staff—to enhance civic capacity for collective decisions. We explore how researchers take strategic action to inform issues aligned with district interests. Using the Ferrell & Coburn framework (2016), we explore how researcher logics and strategies enhance district research use.

Voorhees Township Public School District Strategic Plan Critique
Jessica Shupik, George Washington University

Research conducted on the Voorhees Township Public School District’s (New Jersey) strategic plan will be reviewed. The plan will be critiqued and an alternative plan will be presented.

Concurrent Session IX

10:10 – 11:10 am Crepe Myrtle Room
Assessing 21st Century Skills With Performance Tasks: Challenges and Lessons Learned
Doug Wren, Virginia Beach City Public Schools/Old Dominion University

Virginia Beach Public Schools has administered the Integrated Performance Tasks (IPT) to students in grades 4 and 7 semiannually since 2010. The IPT measures critical thinking, problem solving, and writing; new IPTs have a citizenship component. The evolution of the IPT and how logistical issues were addressed will be discussed.

Scoring Performance Tasks on a Large Scale: From Humans to Computers
Scott Dunn, Virginia Beach City Public Schools
Co-presenter: Elijah Mayfield, Turnitin

One of the greatest challenges Virginia Beach City Public Schools has faced with Integrated Performance Tasks (IPTs) is scoring the responses of approximately 10,000 fourth- and seventh-grade students annually. The presenters will describe the history and reliability of IPT scoring and the transition to computer scoring with the Turnitin scoring engine.
10:10 – 11:10 am  Oak Room

**Evaluating How Physical Spaces Facilitate Active Learning**  
*James Van Haneghan, University of South Alabama*

Schools, colleges, and universities spend significant funds to create learning spaces. This presentation examines how well physical spaces are designed for learning and collaboration. Theoretical models and assessment rubrics for learning spaces are discussed. Redesign of a computer laboratory in a college of education is used to illustrate key issues.

**Making Success: A Study of Making Integration into One District's Secondary Schools**  
*Keith Trahan, University of Pittsburgh, School of Education, Collaborative for Evaluation and Assessment Capacity*

Elizabeth Forward School District in Southwestern Pennsylvania has fully integrated MakerSpaces into its middle and high schools. This collaborative research and evaluation project describes how to design a project to uncover the elements critical for the success of such school-wide reform efforts where no existing metrics of success existed previously.

10:10 – 11:10 am  Royal Palm Room

**Utilizing Early Education Student Achievement Data to Mitigate Academic Barriers and Deficits: Finding the Missing Puzzle Piece Through Evidence-Based Practices in an Urban School District**  
*Anh-Thy Nguyen, Norfolk Public Schools*

*Co-presenters: Ta-Tanisha Walton, Gregory Williams, and Angela Schaeffer, Norfolk Public Schools*

Children who participate in early childhood educational opportunities are found to be more prepared and better equipped for academic standing in kindergarten and beyond. NPS helps teachers use a variety of data sources as part of evidence-based teaching and learning to identify and mitigate academic, social, and emotional barriers that may continue to hinder progress in later grade levels.

**Eighth and Ninth Grade Predictors of High School Graduation Status**  
*David Marshall, Auburn University*

This study created and tested models aimed at predicting high school graduation status using eighth- and ninth-grade variables along with school-level variables. This work represented a second step in a line of research examining high school graduation status and was informed by an evaluation of a graduation coach initiative.

11:20 am – noon  Ballroom North

**CREATE Business Meeting**

*Don Klinger, President, CREATE*

During the business meeting, the winner of the Achilles-Harper-Swenson Emerging Researcher Award (see page 25) will be announced and plans for the 2018 CREATE Conference will be shared.
CREATE'S Achilles-Harper-Swenson Emerging Researcher Award*

CHARLES M. ACHILLES

Dr. Charles M. Achilles was a professor of educational administration at Seton Hall University and Eastern Michigan University. Before that, he was a professor at the University of North Carolina Greensboro from 1988-1994, where he served as department chair. From 1967-1988, he was professor of educational administration at the College of Education at University of Tennessee, Knoxville. Charles earned a bachelor's degree in classics, master's degree in education, and a doctorate in educational administration, all from the University of Rochester.

In the late 1980s, Dr. Achilles was one of four principal investigators of Tennessee's STAR Project, arguably the most influential study of class-size reduction. He also worked as an evaluator in Project SHAL in St. Louis and the Knoxville Proficiency Project. As a member of the Phi Delta Kappa Commission on Public Confidence in the Schools, Dr. Achilles co-authored the *Handbook on Developing Public Confidence in the Schools*. He had previously co-edited and contributed to *Inside Classrooms: Studies in Verbal and Non-Verbal Communication*. In all, Achilles was the author, co-author, or editor of approximately 60 books, chapters, monographs, or major research reports. He worked on school improvement, equity, and desegregation issues in Richmond, Cleveland, Kansas City, Los Angeles, and Knoxville. Charles Achilles was survived by his wife Karen and his daughter Christina.

MAXINE HARPER

Maxine’s immediate family consisted of her deeply devoted parents, Max and Bernice Harper, sister, Wanda Harper Clark, and niece, Avent Clark. Her long-time companion dog, Sonny, stayed loyally by her side and was favored among the employees and students in the School of Education at Ole Miss. Maxine graduated as class valedictorian from Pillow Academy near Greenwood, Mississippi. She went on to earn a master’s degree in special education from Mississippi State University followed by a doctor of education degree from Delta State University. Her most recent work was as Clinical Assistant Professor of Education and Director of the Center for Educational Research and Evaluation at the University of Mississippi.

While she enjoyed all of her work, teaching and direct contact with students was her real passion, because she wanted to ensure those who went into special education could see firsthand that they should never put limitations on their own students. She knew the importance of never telling a child what he or she could not do, but instead find ways to help them find their gifts and succeed. Two books, “Daffodils in the Snow” and “Journey of Hope,” were written by her as a way to share her faith and life story.

PENELOPE LYNN WALTERS SWENSON

Penelope “Penny” Lynn Walters Swenson lived a passion for education and for her students of all ages and levels. At the time of her death, she served as Professor in Educational Administration and Curriculum & Instruction as well as Coordinator of Curriculum & Instruction in the School of Education at California State University at Bakersfield. Penny served as a K-12 teacher and administrator for over 25 years. In addition to her career in higher education, she conducted research, wrote prolifically, created textbooks, and presented internationally and across the US in areas that included distance learning, assessment, equity, and technology for students and educators.

Dr. Swenson grew up in California schools, earned her undergraduate degree from the University of Southern California, and received a master’s degree and Ph.D. from Claremont Graduate University. As a mother of six and grandmother of many, she lived her educational commitment in her family and as an actively involved member of her church and community.

*In 2013, the CREATE Board initiated the Achilles-Harper-Swenson Emerging Researcher Award to honor three influential educational researchers. It is awarded to a new researcher on an annual basis.*
Thank you to the generous sponsors who support CREATE and the 2017 CREATE Conference