27TH ANNUAL CONFERENCE
ASSESSMENT & EVALUATION AT THE CROSSROADS
2018 CREATE Board of Directors

Doug Wren, President
Virginia Beach City Public Schools

Don Klinger, Past President
University of Waikato, New Zealand

Steven Bingham
High Point University

Stephen Court
Virginia Beach City Public Schools

Jacqueline Craven
Delta State University

Kevin Eakes
College of Charleston

Paula Egelson, Joint Committee Rep.
Southern Regional Education Board

Tom Guskey
University of Kentucky

Barbara Howard
Appalachian State University

Susan Colby, President-Elect
Appalachian State University

Danielle Hahn, Treasurer
Appalachian State University

Stacy Leggett
Western Kentucky University

Daina Lieberman
Fairfax County Public Schools

Jennifer McGee, Secretary
Appalachian State University

Stefan Merchant
Queen’s University, Ontario

Sean Owen
Mississippi State University

Tara Wilson, Graduate Student Rep.
George Washington University

2018 CREATE Conference Sponsors

C. Geiger Consulting
Appalachian State University

College of Charleston

High Point University

School-University Research Network (SURN)
Consortium for Research on Educational Assessment and Teaching Effectiveness

27th Annual Conference At-A-Glance

Thursday, October 11, 2018

7:30 - 8:30 am  Closed Session: Board Meeting  Board Room
8:00 am - 7:00 pm  Registration  Concourse
9:00 - 10:10 am  General Session and Keynote  Matoaka Woods
10:20 - 11:20 am  Concurrent Session I  Multiple Locations
11:30 am - 12:30 pm  Concurrent Session II  Multiple Locations
12:35 - 1:30 pm  Lunch with a Smart Cookie  Matoaka Woods
1:40 - 2:40 pm  Concurrent Session III  Multiple Locations
2:50 - 3:50 pm  Concurrent Session IV  Multiple Locations
4:00 - 5:00 pm  Concurrent Session V  Multiple Locations
5:15 - 6:45 pm  Doctoral Student Poster Session/Reception  Matoaka Woods

Friday, October 12, 2018

8:00 am - 3:30 pm  Registration  Concourse
8:30 - 9:30 am  General Session and Keynote  Matoaka Woods
9:40 - 10:40 am  Concurrent Session VI  Multiple Locations
10:50 - 11:50 am  Concurrent Sessions VII  Multiple Locations
12:00 - 1:20 pm  Millman Award Luncheon  Matoaka Woods
1:30 - 2:30 pm  Concurrent Session VIII  Multiple Locations
2:40 - 3:40 pm  Concurrent Sessions IX  Multiple Locations
3:50 - 4:50 pm  Round Table Session  Matoaka Woods
5:00 - 5:30 pm  CREATE Business Meeting  Matoaka Woods
5:30 - 6:00 pm  Closed Session: Board Meeting  Board Room
Dear Colleagues,

On behalf of the Board of Directors of the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE), I want to welcome you to the 27th CREATE Annual Conference. We have another outstanding conference planned, with nationally renowned speakers and sessions that address a range of interesting educational topics and issues.

If this is your first time at our conference, I hope you have a similar experience as I did during my first CREATE Conference in 2014, the last time the School of Education at William and Mary served as host. I discovered that CREATE is a close-knit organization of thoughtful, dedicated professionals who are interested in advancing education at all levels. Some of our members are recognized at the state, national, or international levels. Others are distinguished graduate students, educators, researchers, and evaluators who attend our conference to share their fine work, many returning multiple times to present at CREATE.

This year we are honored to present the Jason Millman Award to Eva Baker, a scholar whose service and accomplishments in the field of education during her career are almost unsurpassed. We are also fortunate to have two acclaimed keynote speakers to begin the conference each day. Chris Gareis is a past president of CREATE, and Tom Guskey is a current board member.

I would like to acknowledge a few of the many people who helped make this year’s conference possible. We are indebted to Amy Colley, Executive Director of the School-University Research Network (SURN) of William and Mary, for working with CREATE so we can once again meet in this first-class venue in one of America’s most historic cities. My sincere appreciation goes out to LaTryce Butler and Zachary McCoy, also of SURN, for their hard work. While everyone on the CREATE Board of Directors contributed to the planning and organization of the conference, I want to extend special thanks to CREATE’s President-Elect, Susan Colby, and Danielle Hahn, whose responsibilities went above and beyond her position of Treasurer.

Finally, thank you to our sponsors, C. Geiger Consulting, Appalachian State University, High Point University, and the College of Charleston for your generous contributions. Without these sponsorships, we would not be able to keep our registration fees affordable year after year.

Again, welcome to the 2018 CREATE Conference. I hope you enjoy your time in Williamsburg.

Doug Wren

Douglas G. Wren, Ed.D.
President, Consortium for Research on Educational Assessment and Teaching Effectiveness
Educational Measurement and Assessment Specialist, Virginia Beach City Public Schools
The CREATE Board of Directors is honored to announce
the 2018 Jason Millman Award Recipient

Eva Baker, Ed.D.

Dr. Eva Baker serves as Distinguished Research Professor at UCLA, where she also directs the Center for the Study of Evaluation, the Center for Research on Evaluation, Standards, and Student Testing, and the Center for Advanced Technology in Schools. Her teaching and research interests include the following:

• Integration of instruction and measurement, including design and validation of principles for developing instructional systems and new measures of complex human performance;

• Design of technologically sophisticated testing and evaluation systems of assessment in large-scale environments for both military and civilian education; and

• International, national, and state policy deliberations on assessment.

Dr. Baker is a past president of the American Educational Research Association and the World Educational Research Association; she is also a member of the National Academy of Education. Dr. Baker co-chaired the committee that developed the 1999 *Standards for Educational and Psychological Testing*. To add to her long list of achievements and honors, Dr. Eva Baker will receive an award named in honor of her longtime friend and colleague, Jason Millman.

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. For 20 years, 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

Christopher R. Gareis, Ed.D.

Dr. Christopher Gareis is a Professor of Educational Leadership in the School of Education at William & Mary, where he has also served as Associate Dean for Teacher Education and Professional Services. Dr. Gareis started his career in education as a high school English teacher in Suffolk, Virginia, and has worked as a middle school principal and assistant principal for Williamsburg-James City County Public Schools. Dr. Gareis earned his doctorate from William & Mary in 1996. He has co-authored books on teacher-made assessments, teacher portfolios, and teacher compensation, and written numerous book chapters and journal articles on these and other topics.

Dr. Gareis received the Charles Clear Research Award from the Virginia Educational Research Association and was a co-recipient of the first School Technology Leadership Research Award from the University Council for Educational Administration. Dr. Gareis has had the honor of guest lecturing at Yunnan Normal University in China; two years later, he was invited to address the Asia-Pacific Education Assessment Conference in Singapore on the topic of teacher-made assessments.

Thomas R. Guskey, Ph.D.

Dr. Thomas Guskey is Professor Emeritus at the University of Kentucky, where he has served as Department Chair, Head of the Educational Psychology Area Committee, and President of the Faculty Council in the College of Education. Dr. Guskey began his career in education as a middle school teacher and administrator with the Chicago Public Schools. After receiving his doctorate from the University of Chicago—his advisor was Benjamin Bloom—Dr. Guskey became the first director of the Center for the Improvement of Teaching & Learning, a national research center. He has served as a visiting professor or distinguished lecturer at 17 universities in the US, Australia, Canada, and New Zealand.

Dr. Guskey has authored/edited 24 award-winning books and over 250 book chapters, articles, and papers on educational measurement, evaluation, assessment, grading, and professional learning. He served on the Policy Research Team of the National Commission on Teaching and America’s Future and the task force to develop the National Standards for Professional Development.

Dr. Guskey’s many honors include being named a Fellow in the American Educational Research Association (AERA); he also received the AERA’s prestigious Relating Research to Practice Award. He has also received Learning Forward’s Distinguished Contributions to the Field Award, the Association of Educational Publishers’ Distinguished Achievement Award, the Albert Nelson Marquis Lifetime Achievement Award, and CREATE’s Jason Millman Award.
**27th Annual CREATE Conference**
**Assessment and Evaluation at the Crossroads**
**Thursday, October 11, 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 10:10 am</td>
<td>Convening Session</td>
<td>Matoaka Woods</td>
</tr>
<tr>
<td><strong>Welcome:</strong></td>
<td>Doug Wren, CREATE President</td>
<td></td>
</tr>
<tr>
<td><strong>Amy Colley,</strong> Executive Director, School-University Research Network, William &amp; Mary</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 1 Keynote Address:</strong> “Exploring the Intersectionality of Performance Assessments: Crossroads, Crosswords, and Crosshairs.” – Christopher R. Gareis, Professor of Educational Leadership, William &amp; Mary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Concurrent Session I**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:20 - 10:50 am</td>
<td>Question and Answer Session with Chris Gareis</td>
<td>Matoaka Woods</td>
</tr>
<tr>
<td>“Continuing the Exploration: An Open Conversation about Performance Assessment”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:20 - 11:20 am</td>
<td>Longitudinal Study of Academy and Advanced Academic Programs in Virginia Beach City Public Schools</td>
<td>Dogwood A</td>
</tr>
<tr>
<td>Allison Bock, Robert Veigel, and Heidi Janicki - Virginia Beach City Public Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presenters will provide an overview of high school academy and advanced academic programs offered in Virginia Beach City Public Schools and describe the longitudinal study implemented to monitor outcomes for these programs. The presenters will discuss findings related to measures of students' college and career readiness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluating the Effectiveness of SREB’S Advanced Career (AC) Program**

Chris Fuga, Paula Egelson, and Rebecca Purser - Southern Regional Education Board

This session will explore an evaluation of SREB’s Advanced Career program, including the methodology, findings and lessons learned from the project, followed by a discussion of the challenges faced when evaluating classroom practices.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renee Carr - George Washington University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The proposed study is an exploratory comparative case study that explains how two high schools with different performance trajectories utilize SEL in their attempt to improve student learning. Recent interviews and observations with school-based teachers and administrators inform how they work in different contexts, utilize, and operationalize SEL at the classroom and school levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Essential Understandings for Social and Emotional Curriculum**

Bronwyn MacFarlane - University of Arkansas at Little Rock

Curricular inclusion of Social-Emotional Learning is important for individual development. Participants will learn about research-based best practices for designing social and emotional educational experiences. Strategies and ideas for creating affective curriculum will be shared to build students' social and emotional literacy and meet the differentiated affective needs of advanced learners in the classroom.
The Accreditation & Accountability Team (AAT): Collective Analysis for Educator Preparation Program Improvement
Glenn Koonce, John Hanes, and John Kurt Kreassiģ - Regent University
The purpose of this presentation will be to explore assessment and evaluation collective analysis used at an university for involving all parties in strategies for successful teacher education and educational leadership program reviews, state program approval, and national accreditation.

Innovation in Teaching and Leadership Learning: Principals and Teachers Working Together to Improve Teaching
William Sterrett, Steven Hooker, Kerry Robinson, Angelia Reid-Griffin, Ginger Rhodes, Dennis Kubasko, and Andrew Ryder - University of North Carolina Wilmington
This session overviews a grant effort that brings preservice teachers and preservice principals—and their respective faculty—together to foster dialogue and reflection regarding teaching and learning in the STEM classroom environment. Innovation in Teaching and Leadership Learning (iTALL) considers what principals look for in STEM teaching, how they provide feedback, and what teachers do with that feedback.

Establishing the Starting Line: Using Standards of Learning (SOL) Data to Set a Baseline for Student Performance
Joseph Ellis - Newport News Public Schools
The Student Detail by Question Report provided through PearsonAccess contains a wealth of valuable information relative to student performance. This information can help administrators and teachers understand their students' strengths and weaknesses, establishing the starting line for the current year's instruction.

The School Improvement Scholastic Review (SISR): Can a Teacher Perception Survey Predict Student Achievement?
Gary Houchens, Kimberlee Everson, and John-Patrick Clark - Western Kentucky University
The School Improvement Scholastic Review (SISR), a teacher survey instrument, was administered in 111 Kentucky schools. Results suggest the SISR was predictive of student-level achievement outcomes at the elementary and middle school levels and for overall achievement at elementary, middle, and high school. Details and implications will be discussed.

The Future of Student Learning and Assessment
John Fischetti - University of Newcastle, Australia
This session will present some of the new models of schooling where traditional forms of assessment are being replaced both by technologies that are emerging in the VR and AI worlds and in the design of the schools so that dynamic dialectic learning is replacing didactic learning.

Leading Models for Formative Assessment Initiatives
Rolf Blank - STEM K-12 Research
Interest is very high in improving methods of formative classroom assessment. As states move toward a balanced comprehensive system of student assessment—What are leading strategies for improving formative classroom assessment? How are formative assessments linked to end of course assessments to improve overall student learning? What are leading designs for professional development with formative assessments?
11:30 am - 12:30 pm  Dogwood B

**Effective Methods of Instruction to Address Post-secondary Education Curriculum of Students with Intellectual Disabilities**

*Alexandra Chanto-Wetter - University of South Alabama*

The presentation provides results on implementation of behavior skills training (BST) in combination with in-situ training and in-situ assessments to teach personal safety and prevention skills in a course of a postsecondary education program for young adults with intellectual disabilities ages 18 to 25, which objective is gainful employment.

---

11:30 am - 12:30 pm  Holly A

**Designing and Implementing Programs in Specialized School Settings**

*Bronwyn MacFarlane - University of Arkansas at Little Rock*

Specialized Schools are created with the intention of developing high-level talents by using best practices in unique settings. Participants will learn about research-based content-specific learning experiences, various specialized schools, innovative programs, partnerships, and more. Both theoretical and practical issues connected to specialized opportunities for advanced students will be shared.

---

11:30 am - 12:30 pm  Holly B

**An Exploratory Study of Improving Education Majors' Career-Readiness**

*Olivia Cortellini - Council for Aid to Education*

This exploratory study aims to determine some potential areas in which colleges can improve in fostering education students’ career-readiness based on students’ perspectives. Education majors who graduated in 2017 responded to a survey asking them to identify ways in which their schools could have better prepared them for their careers.

---

**Fortified: Student Teacher Perceptions of Support from their Cooperating Teachers**

*Cheryl Gould - Regent University*

This study examined student teacher perceptions of cooperating teachers’ support during internships using 180 surveys completed over a 3-year period. Results provided university faculty and K-12 partners with insights into strengths and shortcomings. The session will focus on key findings and discussion of recommendations for those involved with preparing effective teachers.
**Using Assessment Data Effectively For Purposes of Research or Evaluation**  
Stephen Court and Robert Veigel - Virginia Beach City Public Schools  
How do public school districts use assessment results in their research and evaluation endeavors? Do stakeholders possess sufficient levels of assessment literacy to benefit from the information in research or evaluation reports? To find out, come hear us present the findings of our most recent survey.

**Building Evaluation into a School System**  
Rebecca Towery, Stafford County Public Schools  
This best practices session will examine the process taken to develop and implement evaluation into a mid-sized school district of approximately 30,000 students. The session will share the mixed methods process developed and will close with information on initial challenges and next steps.

**Lunch with a Smart Cookie**  
Join a CREATE board member for lunch. Short bios and designated table numbers are on page 23.

1:40 - 2:40 pm  
**Using the Community of Inquiry Instrument (COI) to Measure Presence in Virtual Learning Environments**  
Les Bolt, Terry McClannon, and Amy Cheney - Appalachian State University  
This presentation provides an update of ongoing research on using the COI instrument to measure presence in virtual learning environments using a sample of 1000+ graduate students. A CFA of the COI instrument is also provided to help determine the utility and efficacy of that instrument in these virtual settings.

**STEMbling Toward Student Success: Evaluating EdTech’s Impact in STEM Courses**  
Chris Willis - North Carolina State University DELTA  
Today’s focus on edtech and fast-paced STEM fields creates the perfect combination of technology innovation and obsolescence that makes evaluating its impact on learning and engagement both difficult and imperative. This session shares the tools and procedures DELTA uses to evaluate edtech’s impact and results from recent course redesign projects.

**Turn Up the Heat: Examining School Evaluation and Degrees of Poverty**  
Morgan Blanton - Appalachian State University  
What does the letter grade really mean? This research presentation explains the correlation between school report card letter grades and degrees of poverty. A critical analysis of high poverty schools and teacher effectiveness scores is used to further investigate the relationship poverty has on school evaluation results. Over 2400 schools' data were used to describe the current state of school evaluation.

**Principals' Instructional Leadership Practices for Promoting Academic Achievement of Students of Color and Children from Low-income Families**  
Jill Cabrera Davis - University of Mississippi; Jacqueline Craven - Delta State University; Tom Brady - University of Mississippi; Michael Putnam  
Presenters interviewed principals of high-performing schools in one of the poorest regions of the U.S. to learn how they practice instructional leadership to promote achievement of students of color and children from low-income families. Presenters will focus on promising instructional leadership practices for student populations which generally underachieve in academics.
School-Level Factors that Support Teachers’ Data Literacy
Lisa Abrams - Virginia Commonwealth University; Nancy Hoover - Chesterfield County Public Schools

The emphasis on data is a powerful force behind educational reform. This mixed-methods study examined the impact of a teacher professional development to support data-use practices among elementary and middle-school teams. Findings showed increases in data literacy, efficacy, and collaboration. Principal interviews revealed how organizational factors facilitated data-use and improvement cultures.

Examining the Effects of an Urban Teacher Residency Program on Students’ Math and Reading Achievement: Evidence from Classroom-Based and Benchmark Measures
Christine Bae - Virginia Commonwealth University

This study examined elementary students’ math and reading progress using classroom-based and benchmark measures among two groups of first-year teachers (urban teacher residency [UTR] vs. comparison). Results provide insights regarding the impact of UTRs on student achievement. The interpretation of scores from different assessments for instructional and program decisions are discussed.

Professional Knowledge Development in First-year Teachers: A Case Study from an Urban Teacher Residency
Samantha Hope - Virginia Commonwealth University; David Marshall - Auburn University

Teacher residency programs have been offered as one remedy to address teacher retention issues in urban school districts. We conducted a longitudinal qualitative study with teacher residency program participants to explore how teacher professional knowledge is developed in a residency program.

Concurrent Session IV

Evaluating a Professional Development Program that Prepares New Teachers for the Classroom
Paula Egelson - Southern Regional Education Board

The Teaching to Lead (T2L) 200-hour professional development program for new CTE teachers was created to meet the unique needs of CTE teachers. Previous evaluations of the T2L program have shown that teacher self-efficacy increases from the onset to the conclusion of the professional development program. New teachers remain in teaching and do use the instructional strategies learned in T2L in their classrooms.

Using Interactive Dashboards to Tell the Story of the Impact of CTE Programs
Sean Owen - Mississippi State University

This presentation shares the results of a study that examined the impact of online dashboards designed for secondary, career and technical education (CTE) programs. Attendees will learn how to use Tableau Public and use a design process to design a dashboard that communicates the importance of CTE programs.

Effective Staff Assessment and Evaluation Utilizing Visual Scaling
Mark Deschaine and Raymond Francis - Central Michigan University

Visual Scaling provides a collegial and cooperative process for educators and administrators to discuss teacher performance utilizing a variety of available artifacts. This interactive session will allow participants to apply the basics of the Visual Scaling Model.

The Challenges and Rewards of Creating and Operating a University-based Statewide Teacher Evaluation System
Marc Doss - University of Missouri

In 2011, the College of Education at the University of Missouri created a research-based teacher evaluation model that has been widely adopted across Missouri. This presentation will outline the challenges and rewards in the development, growth, and sustainability of a university-based teacher evaluation system.
**Growing Great Teachers Project**  
*David Adams - Denver Public Schools, McMeen Elementary; Sean Kavanaugh - Denver Public Schools, Hill Campus of Arts & Sciences*

In this session school leaders will be able to identify the infrastructure needed to accelerate teacher growth and ultimately student achievement. Leaders will learn how to personalize professional development based on an observation/feedback/coaching cycle. Leaders will also see how data-driven instruction and common lesson planning serve as accelerators to student achievement.

**Providing Equity and Access to Students Most in Need: What Great Teachers Do in the U.S. and China**  
*Xianxuan Xu - Stronge & Associates; James Stronge - William & Mary; Leslie Grant - William & Mary*

In this session, we share findings from a cross-cultural analysis of U.S. and China award-winning teachers who teach in schools with challenged student populations. Our findings indicate that these great teachers use a variety of instructional activities, have high engagement, and focus on meeting students' academic, affective, and out of school needs.

**From Play to Pedagogy: Formative Childhood Experiences and the Development of Preservice Elementary Science Educators**  
*Jennifer McGee and Carrie Murray - Appalachian State University*

Using mixed methods approaches, we examined the potential impact of Environmental Socialization experiences on a sample of elementary education preservice teachers. Based on our findings, we posit the lack of exposure outdoor learning experiences may impact the concerns that our participants shared about teaching science in an outdoor setting.

**Developmentally Appropriate Practice in Classroom Assessment Textbooks: A Content Analysis**  
*Leah Shy - William & Mary*

Research shows that assessment literacy is under-emphasized in teacher preparation programs and that early elementary teachers also tend to have weak knowledge of developmentally appropriate practices. This content analysis of assessment textbooks was conducted to determine to what extent preservice curriculum materials address developmentally appropriate practices in classroom assessment.

**Teachers at the Crossroads: How Teacher Leadership Experiences and Opportunities Impact Early Career Minority Teachers’ Career Trajectory Plans**  
*Tamilah Richardson - George Washington University*

This presentation is a discussion of findings from a mixed-methods study on how early career minority teachers understand and experience teacher leadership. Attention will also be devoted to the conduciveness of their individual school's culture for teacher leadership development and how all of these factors impacted career trajectory plans.

**How Does Teachers’ Responsiveness to Evaluator Feedback Relate to the Frequency and Characteristics of the Feedback?**  
*Marina Serdiouk, Marc Brodersen, and Kara Underwood - Marzano Research*

This study examined how the frequency of evaluator feedback and perceptions of the feedback relate to teachers’ responsiveness to the feedback. The frequency of verbal and written feedback was positively related to teachers’ responsiveness, irrespective of their perceptions of the feedback. Presenters will discuss the implications for teacher evaluation systems.
Concurrent Session V

4:00 - 5:00 pm 60-minute Panel Session Dogwood A
Q&A Panel for Graduate Students
Moderators: Tara Wilson and Tamilah Richardson - George Washington University
Panelists: John Fischetti - University of Newcastle, Australia; Paula Egelson – Southern Educational Research Board; Tom Guskey - University of Kentucky; Jennifer McGee - Appalachian State University; Barbara Howard - Appalachian State University; Stefan Merchant - Queen’s University, Ontario
Join fellow graduate students and doctoral candidates in asking questions about the dissertation process, publishing concerns, post-doc career planning, and anything else you want to know! Our panel of knowledgeable CREATE board members will share their experience and provide advice to help you on your graduate/doctoral journey.

4:00 - 5:00 pm Dogwood B
Creating a Learning Environment Fit for Kids
Sheila Wilson and Janice Bennett - Virginia Beach City Public Schools
Participants will learn how flexible spaces can transform the learning environment by empowering student agency and promoting collaboration. Additionally, the benefits of goal setting and progress monitoring for teachers and students and examples of how teachers and students can collaborate to create, self-assess, and reflect upon academic goals will be provided.

Using Multiple Intelligences for Learner Personalization and the Design of Learning Spaces
Elaine Fogliani - Women Education Leaders in Virginia (WELV)
How do we create harmony between space and learning? How do we create a framework for school and classroom design using the lens of personalized learning and the 8 Intelligences? This interactive session will create a framework for redesigning our learning spaces to meet the needs of all learners.

4:00 - 5:00 pm Holly A
Digital Principals: Improving Education and Collaboration with Tech-Savvy Leadership
William Sterrett - University of North Carolina Wilmington; Jayson Richardson - University of Kentucky
How do tech-savvy principals help staff and students learn and grow, overcome challenges, share successes, and build a culture of innovation in their schools? Today's "digital principals" are transforming schools and disrupting the norms of school leadership by revolutionizing the role of collaborative school leader. This session will share findings from a research study and offer examples from the field.

Using Text Mining to Explore Learning Outcomes, Objectives, Standards, and Assessment Items
James Van Haneghan and Melissa Dean - University of South Alabama
Large quantities of Text documents are often part of educational evaluation. In this presentation, we explore insights gained through analyses with the text mining software QDAminer/ WordStat. Our efforts to develop a content dictionary of Revised Bloom’s Taxonomy Verbs and phrases to evaluate learning outcomes will be discussed.

4:00 - 5:00 pm Holly B
Peer Review as an Instrument of Cultural Change
Linda Feldstein and Gary Andersen - Fort Hays State University
This session examines the current and desired practices of the peer review process. We will examine faculty peer review as a feedback mechanism designed to shift the culture of teaching and learning towards continual improvement. Engage with us in dialog about best practices in peer review.
**A Phenomenological Study of ALEKS in Introductory College Math Courses**

**Kristina McCloud - ECPI University and Old Dominion University**

The session will discuss a phenomenological study on the perceptions of students and faculty of ALEKS. The session will address the two research questions from the study with a description of the research and data analysis process, results, and recommendations for current improvements to the use of ALEKS.

**Engaging Teachers in Collaborative Assessment Design: A Design-Based Research Case Study**

**Gabriel Reich and Kimberly Bowman - Virginia Commonwealth University**

We will describe a year-long professional development in assessment design with Virginia history teachers. Participants will be able to track the development of two successful teachers towards sophisticated assessment designs that engaged students' historical thinking and that worked within the teachers' institutional constraints.

**Looking for Evidence of Understanding: Quality Rubric Development to Measure What You Intend to Measure**

**Ashley Priebe Brown - Mississippi State University**

Learn about the tools Mississippi uses to develop its CTE performance assessments. This session will focus on rubrics, best practices, and resources that you can use to develop your own rubrics.

**School Principals as Learners: Connecting the Dots from Learning Experiences to the Principalship**

**Terrie Allsbrooks - George Washington University**

The principalship is a challenging role. School success is the responsibility of the person serving as principal. How can district leaders ensure school principals will be met with success? This presentation considers abstract experiences of the principal, the impact of the experiences and successful schools as possible benchmarks.

**Transitioning between Psychiatric Hospitalization and Public High School: The Student Perspective**

**Alisa Daniel - George Washington University**

Students regularly transition between psychiatric hospitalization and public high school. A qualitative study was conducted in order to understand the student experience while transitioning between settings regarding connectedness, academic supports, and emotional supports. Results yielded implications for district leaders and school leaders, and transition teams.

**The Role of Leadership in School Innovation: A Case Study**

**Savannah Denning - Western Kentucky University**

This presentation is a dissertation research study exploring the role of school and district leaders in fostering personalized learning environments. The qualitative case study will follow the superintendent, principals, and teacher leaders of a Kentucky- designated “District of Innovation” throughout implementation of an innovation plan. Participant feedback will be solicited.
Karen Drosinos - Regent University
This session will present a current doctoral dissertation study on the construct of academic resilience through a qualitative grounded theory research design. The purpose of the study is to investigate teacher perceptions associated with academic resilience in order to address functional characteristics within the elementary learning environment that may impact student capacity to be academically resilient.

The Influence of Educational Supports for African-American Young Women in Intermediate Schools
Charlene Evans-Smith - George Washington University
Research poster identifying best practices incorporated by educational leaders facilitate a culture of achievement and empowerment for African-American young women in intermediate schools.

The Learning Principal; A Qualitative Look into the Knowledge, Skills, and Dispositions of School Leaders
Zachary Haney - Old Dominion University
A case study in the phenomenological tradition exploring from the perspectives of principals what knowledge, skills, and dispositions contribute most to their practices relative to school finance, and how and in what way did they learn these knowledge, skills, and dispositions that they most associate to school finance.

Evaluating Climate Literacy through Teacher Mentoring Programs
Sarah Nuss - William & Mary and Virginia Institute of Marine Science
To increase climate literacy in local, rural classrooms, the Chesapeake Bay National Estuarine Research Reserve conducted Climate Education for a Changing Bay, a program for Earth Science students. Goals included enhancing climate literacy in high vulnerability areas, while also evaluating the use of a teacher mentoring program to deliver content.

Leah Shy - William & Mary
K-2 teachers must navigate a balancing act between developmentally appropriate practices of early childhood and standards-based demands of elementary school, especially when it comes to classroom assessment. This dissertation is using a constructivist grounded theory methodology to create a theory to explain the development of K-2 teachers’ approaches towards assessment.

Speech Language Pathologists and Behavior Management Training
Erin Stehle - Virginia Commonwealth University
Speech and language pathologists may provide services for youth with language impairments who also exhibit problem behaviors. A survey study reports on the level and quantity of behavior management training speech language pathologists receive before entering the field. Along with their level of confidence in working with youth with language impairment and problematic behaviors.
Developing a Scale to Measure Teacher Self-Efficacy for Parental Engagement
Noel Williams - William & Mary
Teachers self-efficacy beliefs influence teachers’ behaviors and actions, therefore teacher self-efficacy as it relates to parental engagement is an important variable for predicting specific behaviors among teachers. This poster presentation describes the process of creating and validating a scale that measures teachers self-efficacy of family engagement.

Reaching the Digital Student: Examining Course Redesign Data to Determine Student Needs and Preferences Related to Course Structure, Technology, and Support
Chris Willis - North Carolina State University DELTA
This poster presents the results of course redesign data analyses using student survey, qualitative feedback, assignment scores, and final course grades. It provides insight on students’ needs and preferences related to course structure, technology, learning habits, and support, and how pedagogical elements and materials impact student learning and engagement.

A Multiple-Perspective Approach to Grade Interpretation and Use
Wei Yan - Queen’s University, Ontario
Based on McMillan (2003) and Kunnath (2017), this study adopted a multiple-perspective approach to investigate the interpretation and use of high school grades from China. As a context-dependent construct (e.g., Brookhart, 2003), grades are constructed in different levels of context by various stakeholders including teachers, students, parents, and school administrators.

Qualities of Urban Educators: Understanding the Development of Teacher Qualities in an Urban Residency Program
Samantha Hope - Virginia Commonwealth University
Urban schools often face high rates of teacher turnover. Residency programs seek to overcome this by developing teachers for urban schools. We investigate qualities such as flexibility, patience, and consistency that participants in the urban teacher residency program describe as being essential for teachers in the urban environment.
27th Annual CREATE Conference
Assessment and Evaluation at the Crossroads
Friday, October 12, 2018

8:00 am - 3:30 pm
Registration Concourse

8:30 - 9:30 am General Session Matoaka Woods
Announcements: Doug Wren, CREATE President
Day 2 Keynote Address: “Dispelling Myths to Reveal the Truth” – Thomas R. Guskey, Professor Emeritus, College of Education, University of Kentucky

Concurrent Session VI

9:40 - 10:10 am Matoaka Woods
Question and Answer Session with Tom Guskey

9:40 - 10:40 am Dogwood A
What Does Calm Look Like? Perceptions of School-wide Mindfulness Initiatives
Rabecca Gaddie and Tom Stewart - Western Kentucky University
One educational cooperative consultant and one university professor examine school-wide mindfulness practices at two Kentucky elementary schools. They will compare and contrast mindfulness techniques/programs the two schools chose to utilize. This presentation will focus on their ongoing research and will highlight preliminary data on teacher and administrator perceptions.

Poquoson City Public Schools Project Based Learning Implementation
Chelsea Kulp - Poquoson City Public Schools; Kristi Wagner - Shaffer Evaluation Group
Poquoson is currently implementing Project Based Learning to prepare students for post-secondary success. This session will share challenges and roadblocks to PBL implementation and the ways in which our division has met these challenges thus far. We will also share tips for successful implementation, including teacher field trips, ambassador groups comprised of teachers and of students, and vertical teaming.

9:40 - 10:40 am Holly A
Virginia Principals’ Knowledge of Classroom Assessment and Support of Assessment for Learning Practices
Rachel Ball - William & Mary and King William County Public Schools
The purpose of this study was to investigate the assessment literacy of Virginia principals and describe how principals with varying levels of assessment literacy integrate assessment leadership practices that support assessment for learning. This study investigated the differences in assessment literacy between elementary and secondary principals and across principals’ predominant method of training.

SURN Visible Leaders Impact Learning
Amy Colley - William & Mary; Patricia Shaffer - Shaffer Evaluation Group
William & Mary’s SURN Visible Leaders Impact Learning: Data, Feedback, Action2.0 cultivates a shared language of learning through collaborative observations and professional development for principals, teacher leaders, and central office supervisors. This session describes the program design and the results of the evaluation study.
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Presentation Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:40 - 10:40 am</td>
<td>Dogwood B</td>
<td><em>Will the Real School Leaders Please Stand Up?</em></td>
<td>Linda Campbell - Johns Hopkins University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the 21st century, school leaders and identified teacher leaders in classrooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>are challenged to meet the vast academic, social, safety, and emotional needs of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>students and their corresponding school communities. In 2015, I researched the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>leadership experiences of principal identified teacher leaders in a qualitative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>research study of K-12 teachers and school administrators.</td>
<td></td>
</tr>
<tr>
<td>9:40 - 10:40 am</td>
<td>Holly B</td>
<td><em>Improving Mindfulness, Mindset, Anxiety, and Content Knowledge in Mathematics for Preservice Teachers</em></td>
<td>Savannah Denning - Western Kentucky University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This presentation includes quantitative and qualitative results from a study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>involving preservice elementary teachers participating in professional learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>seminars incorporating strategies for improving mindfulness, reducing anxiety,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and improving self-efficacy and growth mindset. The study includes a personalized</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning component designed to develop participants’ self-efficacy and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>mathematics content knowledge.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Using Contemplative Practice in Teacher Education</em></td>
<td>Sara Zimmerman - Appalachian State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructors collaborated to teach a preservice teacher education course examining</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the concepts of language and culture with the expectation that mindfulness-based</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>reflective practice could enhance comprehension of course content and provide</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>introspection for transformation. By evaluating the journal posts, instructors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>were able to gain valuable insight into students’ cultural beliefs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In 2016-2018, students voiced dissent in schools across Virginia and the U.S.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This presentation analyzes Virginia schools (2016-2018), where students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>dissented on police brutality, “the Muslim ban,” incivility in schools, DACA,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>confederate legacies, and gun violence. The paper explores the First Amendment,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>forms of protest, the 2017 elections, and civility.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This session overviews a two-year research project involving three university</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>faculty and three undergraduate student-athletes who collaborated to gain insights</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>from student-athletes across all 19 varsity teams regarding their experiences as</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>student athletes. This project provides a conceptual framework to maximize &quot;high</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>impact practices&quot; and improve student outcomes.</td>
<td></td>
</tr>
<tr>
<td>10:50 - 11:50 am</td>
<td>Dogwood B</td>
<td><em>Using English Language Learners’ Feedback to Improve Reading Skills and Instruction</em></td>
<td>Maryann Hasso - Victor Valley Union High School District</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The session will involve discussing six themes and instructional strategies that</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>will benefit ELL students’ in their engagement with English reading. These themes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>were bilingual instruction, quality of reading lessons (such as gamifying reading),</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>culturally responsive instruction, the use of an active learning instructional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>model (such as language instruction), and instructional time for choosing literature.</td>
<td></td>
</tr>
</tbody>
</table>
Dealing with Dialect: Diagnostic and Instructional Implications of African American English in the Classroom

Dionna Latimer-Hearn - Notre Dame of Maryland University and REACT Initiative

Educators often have limited linguistic training and understanding of the African American English (AAE) dialect and the implications of students using this dialect in the educational setting. This presentation was developed to increase educators’ awareness and understanding of AAE while assisting educators in overcoming potential barriers presented by the dialect.

Novice APs’ Perceptions of Professional Development Opportunities

Tara Wilson - George Washington University

Understanding the perceptions of novice assistant principals’ professional development could illuminate current school leadership preparation practices. Perceptions of first-year K-12 APs’ professional development processes in a large urban school district are shared through qualitative, basic interpretive research. Findings may offer improvement strategies for retention and enhancement of high quality school leaders.

Improving Administrator Preparation through a Developmental Concerns Lens

Kimberly Jamison and Jennifer Clayton - George Washington University

This mixed-methods research study utilized Developmental Concerns Theory as a lens to explore the concerns of current candidates enrolled in an administrator preparation program at the university level about becoming administrators in the future based upon current expectations and standards for school and district leaders. Findings have implications for universities, school districts, and policymakers.

Review of Teacher Candidate Evaluation Instruments and Approaches to Ensure Reliability and Validity

Marc Brodersen - REL Central at Marzano Research; Allen Jantz - Bethel College; McKenzie Haines - REL Central at Marzano Research; Stephen Meyer - REL Central at Marzano Research

Presenters will highlight the work of a researcher-practitioner partnership that is focused on examining the reliability and validity of the Kansas Student Observation Assessment Record (SOAR). They will share a review of widely administered teacher candidate evaluation instruments and discuss how the partnership will inform the development of the SOAR.

Teacher Candidates’ Skill in Analyzing and Representing Student Learning and Implications for edTPA

Susan Colby and Jennifer McGee - Appalachian State University

The expanding use of edTPA as the primary performance assessment determining readiness for teaching has added increased attention to preparing teacher candidates for the assessment of student learning. The authors of this presentation will discuss findings from a research study examining the correlations between edTPA results and an Analysis of Student Learning assignment in a large educator preparation program.

Technology and Data: A New Framework for School-Based Human Resources Administration

Douglas Davis - University of Mississippi; Denver Fowler - California State University, Sacramento

The presentation describes a new school-based model of Human Resource Development. The model includes the use of technology in HRD to improve teacher capacity. We emphasize the use of data in teacher recruiting, hiring, induction, and professional growth. Finally, we focus on program evaluation to monitor, evaluate, and revise practices.
### Concurrent Session VIII

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session Title</th>
<th>Presenter(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:50 - 11:50 am</td>
<td>Board Room</td>
<td><strong>Expanding Data-based Practices in Education: Military-Connected Students</strong></td>
<td>Gail Flanagan and Tressa Aulenbach - Norfolk Public Schools</td>
<td>This session will address expanding data-based practices using military-connected student and Department of Defense grant data to support teaching and learning needs, overall accountability, and beyond. Quality of data for empirical evidence, increased identification, school climate, geographical information, student achievement, and evaluation will be discussed.</td>
</tr>
<tr>
<td>12:00 - 1:20 pm</td>
<td>Matoaka Woods</td>
<td><strong>Millman Award Luncheon</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 - 2:00 pm</td>
<td>Dogwood A</td>
<td><strong>Question and Answer Session with Eva Baker</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 - 2:30 pm</td>
<td>Dogwood B</td>
<td><strong>Are We Grading the “Write” Stuff? The Relationship between Teachers’ Expectations, Students’ Self-Regulation, and Writing Achievement</strong></td>
<td>Michael Broda, Eric Ekholm, and Sharon Zumbrunn - Virginia Commonwealth University</td>
<td>Grades are often criticized as a “noisy” measure of student performance. But what makes up the “noise”? We investigate the relationship between students’ writing grades and student- and teacher- reported writing self-regulation. We find that even after accounting for ability, background, and demographics, student grades are predicted by their teachers’ discrepant expectations.</td>
</tr>
<tr>
<td>1:30 - 2:30 pm</td>
<td>Holly A</td>
<td><strong>Assessing Self-Regulation in Secondary Schools</strong></td>
<td>Stefan Merchant - Queen's University, Ontario</td>
<td>This session presents findings from a mixed methods research study conducted in Ontario, Canada that examined how secondary teachers assess self-regulation. Findings from the study, along with their implications will be presented.</td>
</tr>
<tr>
<td>1:30 - 2:30 pm</td>
<td>Holly A</td>
<td><strong>Enhancing the Professional Learning Community</strong></td>
<td>Jessica Duggan - William &amp; Mary</td>
<td>Professional learning environments improve teacher instruction, leading to greater academic success for our children. This session will outline a professional learning model that builds on the strong foundations of professional learning communities (PLCs), to advance a positive learning culture for teachers while building capacity to develop and explore their expertise.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Research-Based Practices for Productive Team-Based Collaboration within an Improvement Culture</strong></td>
<td>Nancy Hoover - Chesterfield County Public Schools; Lisa Abrams - Virginia Commonwealth University</td>
<td>This session highlights practical strategies school district administrators, building principals, instructional specialists and teacher leaders can implement to support data-driven instructional approaches and cultivate improvement cultures. The organizational, communication, and process oriented strategies emerged from the findings of a two-year research-practitioner partnership designed to build data-use capacity.</td>
</tr>
</tbody>
</table>
Teacher Candidates’ Approaches to Assessment: Homogenous Population or Discrete Classes?
Andrew Coombs, Christopher DeLuca, and Stephen MacGregor - Queen’s University
Teacher candidates’ (n=457) approaches to assessment were analyzed through latent class analysis. Three classes were identified: eager assessors, contemporary assessors, and hesitant assessors. Membership to these classes was determined by motivation for pursuing teacher education, perceived relevance of classroom assessment, teacher certification, age, and commonly experienced assessment education methods.

Exploring the Influence of Assessment Education and Student Teaching on Teacher Candidates’ Assessment Literacy
Andrew Coombs - Queen's University; Christopher Gareis - William & Mary; Christopher DeLuca - Queen’s University; Kay Uchiyama - University of West Florida
This study analyzed teacher candidates’ approaches to classroom assessment at three points in a preservice program. Results suggest possible implications for preservice programming and in particular, assessment courses and student teaching experiences. Specifically, how varied experiences as a teacher candidate contribute to different understandings and knowledge in assessment.

Implementing the Program Evaluation Standard in Real-Time Settings
Paula Egelson, Rebecca Purser, and Chris Fuga - Southern Regional Education Board
The Program Evaluation Standards (PES) were created by the Joint Committee on Standards for Education Evaluation. These 30 standards are organized around the five key attributes of utility, feasibility, propriety, accuracy and accountability. In this session, we will examine common evaluation issues and connect them to the PES and discuss how PES can resolve evaluation issues and strengthen the evaluation process.

Using School Improvement Surveys to Gauge Fidelity of Implementation
Rebecca Purser, Paula Egelson, and Chris Fuga - Southern Regional Education Board
Using sample data from the 2018 School Improvement Student and Teacher Surveys and accompanying reports, this session will showcase a mock “data workshop,” in which SREB assists educators in effectively interpreting and utilizing survey results to internally gauge fidelity of implementation of a school improvement framework.

Concurrent Session IX

Postcards from the Edge: Evaluating the Western Kentucky University Principal Preparation Initiative Through the Lens of Partnerships
Moderator: Margie DeSander - Western Kentucky University
Panelists: Stacy Leggett - Western Kentucky University; Nick Brake - Owensboro Public Schools; Jim Flynn - Simpson County Schools; Eve Proffitt - Educational Professional Standards Board
Western Kentucky University in partnership with the Green River Regional Educational Cooperative and the Education Professional Standards Board are engaged in a principal preparation redesign process, to meet the needs of local context, and impact standards and regulations for principal development. This panel will share the evaluation of the process and outcomes.

A Study of Teacher Perceptions of 21st Century Student Learning in a One-to-One Instructional Environment
Laura Brooks - Gardner-Webb University; Steven Bingham - High Point University
Affiliates of Gardner-Webb University studied a 1:1 laptop program at a public school in a southeastern state. The mixed methods study examined teachers’ integration of laptops, the perceived benefits, and the challenges associated with implementing the program. Findings indicated a need for teacher technology training that is specific to content area and that encourages student-centered instruction.
2:40 - 3:40 pm  
**Dogwood B**

**Connecting Digital Content and Traditional Instruction: A Project to Advance Teacher Knowledge and Student Achievement in Elementary Schools**  
*Kevin Eakes - College of Charleston*  
Examine the positive impact of a digital literacy program in a high needs elementary school. Project components included professional learning, accountability check-ins, and achievement recognition. Data from 500 students, teacher surveys, and correlations with other academic measures detail the project’s instructional influence and highlight how to replicate with other programs.

2:40 - 3:40 pm  
**Holly A**

**Large-Scale Performance Tasks: Development, Implementation, and Scoring**  
*Doug Wren - Virginia Beach City Public Schools*  
Assessment at the state and district levels is changing. The Every Student Succeeds Act allows states more flexibility. The Virginia Department of Education requires local districts “to demonstrate progress in moving toward the use of performance assessments.” The presenter will share lessons learned from statewide performance assessment programs and a districtwide performance task, which has been administered in Virginia Beach since 2010.

2:40 - 3:40 pm  
**Holly B**

**Paradigm Shifts in Mathematics Teacher Education**  
*Christopher Rakes - University of Maryland Baltimore County*  
This session will describe how implementation of the PrimeD framework led to the restructuring of a mathematics methods course and the effects on preservice teaching quality. Findings revealed that an explicit challenge space and focus on participant leadership were pivotal to reform efforts.

**Forging Mutually Beneficial School-University Partnership in Language Teacher Education**  
*Doaa Rashed - University of Maryland Baltimore County*  
This session describes a redesigned ESOL teaching methods course that combines content knowledge with teaching practices through school-university partnership of an after school club for 1st and 2nd grade ESOL students. The project aims to maximize the effect of this experience on ESOL students’ literacy skills and student teachers’ self-efficacy.

3:50 - 4:50 pm  
**Matoaka Woods**

**Round Table Sessions**

**Behavior & Advanced Placement (Table 1)**  
*Corrie Block - Bellarmine University; Scottie Collier - Jefferson County Public Schools*  
An elementary school seeks to increase the number of students of color in its gifted program. For identification purposes, CogAT is being replaced with Robert Sternberg’s, Triarchic Theory of Intelligence. We found that student behavior changed when we used formative assessments to design corrective and enrichment classroom level instruction.
### Round Table Sessions

**Breaking the Code to CS Education in Virginia (Table 2)**  
*Angela R. de Mik - Norfolk Public Schools; Kristi Wagner - Shaffer Evaluation Services*  
In November 2017, the Virginia Legislature voted new K-12 VA SOLs in Computer Science (CS) Education that are expected to be taught in Virginia School districts in 2019. The K-8 standards were designed to be integrated into instruction in multiple subject areas. We will discuss the progress of our 5-year DoDEA grant to help bring the new VA CS SOLs into elementary grant schools.

**The Effects of the Global Standards Movement on Education Policy Making (Table 3)**  
*Travis Dunlap - George Washington University*  
The global standards movement is a critical matter in understanding comparative international education and education policy making. This roundtable presentation will discuss the effects of PISA, TIMMS and PIRLS test on national education systems around the world.

**The Role of Principals in Evaluating STEM Classrooms: Perceptions, Feedback Skills, and Positionality (Table 4)**  
*Justin Fischetti, William Sterrett, Ginger Rhodes, and Dennis Kubasko - University of North Carolina Wilmington*  
A case study analysis of four middle school principals who evaluate teachers of science, technology, engineering, and math (STEM) to better understand their perceptions of STEM teaching, positionality, and feedback mechanisms. This study has implications for better understanding teacher evaluation as well as the preparation and professional development of principals.

**Do We Really Know What Students Know in Higher Education? (Table 5)**  
*Barbara Howard - Appalachian State University*  
This Round Table session focuses on sound assessment practices in higher education. The facilitator's perspective is grounded in research and experience. A variety of assessment instruments and strategies will be up for discussion including projects, quizzes, tests, theses, comprehensive exams, rubrics, grading scales, and student portfolios. Join the conversation!

**Considering a Constellation of Factors: A Framework for Designing Effective Formative Assessment (Table 6)**  
*Sarah Hylton - William & Mary*  
This interactive presentation offers a framework for understanding formative assessment and provides opportunities for its practical application. The framework maintains that formative assessment is an intentional process mediated by a constellation of factors. Clarity about these factors and their interaction provides a foundational basis for designing effective classroom formative assessment.

**I Earned My Doctorate, Now What? (Table 7)**  
*Lakisha Ireland, Sheila Wilson, and Janice Bennett - Virginia Beach City Public Schools*  
Lead from where you are. This roundtable discussion will explore the nuances associated with postdoctoral attainment. This interactive dialogue will engage participants in reflective discussions centered on being an effective leader regardless of position.

**Practices Promoting and Hindering Student Engagement with 1:1 Technology (Table 8)**  
*Stacy Leggett and Kandy Smith - Western Kentucky University*  
This session describes preliminary findings from a research project that sought to describe what engagement involving 1:1 technology looks like as reported by classroom teachers and school administrators. Particular attention was paid to how students were engaged with digital texts and how teachers used technology to promote student literacy.
Technology and Informal learning in Adults: Assessing Education, Needs and Impact (Table 9)
Priyadarshini Pattath - Virginia Commonwealth University and Lifelong Learning Institute, Chesterfield
This ongoing study describes the informal learning opportunities that older adults have experienced and explores their impact on their technical knowledge, technical anxiety and self-efficacy in fully benefitting from the recent technologies. Impact as well as barriers will be discussed.

How Network Improvement Community (NIC) Leaders Enhance School Team Capacity to Use and Spread the Improvement Science Inquiry: A Discourse Analysis (Table 10)
Marian Robinson - George Washington University
Increasingly, Network Improvement Communities are offering schools and districts a novel, practical collaborative approach to understanding common problems and testing solutions to fit diverse school contexts (Carnegie Foundation, 2015). The paper explores how NIC leaders augment educator “soft skills” by cultivating team cohesiveness, teacher leadership, and innovation adaptation.

The Mechanisms of Relationship Recovery for Suspended African American Girls (Table 11)
Natasha Saunders - George Washington University
African American girls are suspended at disproportionate rates than their White counterparts. However, little is known about the purposeful organizational structures schools employ to reduce repeat suspensions for African American girls.

IEP Implementation for Adjudicated Youth (Table 12)
Jessica Shupik - George Washington University
In this roundtable session, I will be discussing my research on IEP implementation for adjudicated youth within a juvenile justice center school in New Jersey. I will share seminal research, the frameworks that I used to develop my study, and any information that I have uncovered.

The Enneagram’s Impact on School Leaders’ Self-Awareness (Table 13)
Tom Stewart and Gary Houchens - Western Kentucky University
Many students in these researchers’ recent principal preparation courses have used the Enneagram as a potential tool for self-reflection, communication, and conflict resolution. In this session researchers will present results from their recent naturalistic phenomenological study intended to assess the perceived effects of engaging in an Enneagram personality-typing coursework component.

Building Grading Policy Framework: A Document Analysis (Table 14)
Lizzie Yan - Queen’s University, Ontario
This document analysis of grading policies examines the extent that grading policies from provincial, district, school levels support each other to form a coherent and clear policy framework to follow for teachers and school administers. It further provides an insight of how grading policy framework guide teachers’ grading practice.

A one-year membership to CREATE is included with each conference attendee’s registration fee. Please join us for a brief business meeting at the conclusion of the 27th Annual CREATE Conference.
<table>
<thead>
<tr>
<th>Table #</th>
<th>Board Member</th>
<th>Born in</th>
<th>Hometown</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Steven Bingham</td>
<td>Asheboro, NC</td>
<td>Jamestown, NC</td>
<td>UNC Greensboro</td>
<td>UNC Greensboro</td>
<td>UNC Greensboro</td>
</tr>
<tr>
<td></td>
<td>Research Interests: Principal development, human performance improvement, job-embedded learning, program development and evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Susan Colby</td>
<td>Minnesota</td>
<td>Minneapolis, MN</td>
<td>U of Minnesota</td>
<td>U of Colorado Denver</td>
<td>East Carolina U</td>
</tr>
<tr>
<td></td>
<td>Research Interests: Teacher education, classroom and program assessment, faculty and academic development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Stephen Court</td>
<td>Boston, MA</td>
<td>Boston, MA</td>
<td>Bennington College</td>
<td>Boston College</td>
<td>U of Iowa (ABD)</td>
</tr>
<tr>
<td></td>
<td>Research Interests: Validity of accountability systems, instructional sensitivity, assessment comparability, assessment design and development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Jacqueline Craven</td>
<td>Florence, AL</td>
<td>Collinwood, TN</td>
<td>U of North Alabama</td>
<td>Delta State U</td>
<td>U of Mississippi</td>
</tr>
<tr>
<td></td>
<td>Research Interests: Doctoral curriculum/online instruction, research design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Kevin Eakes</td>
<td>Lucama, NC</td>
<td>Lucama, NC</td>
<td>Appalachian State U</td>
<td>UNC Greensboro</td>
<td>Auburn U</td>
</tr>
<tr>
<td></td>
<td>Research Interests: Preservice and in-service teacher development, teacher evaluation, teacher residency programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Paula Egelson</td>
<td>Aurora, IL</td>
<td>Wheaton, IL</td>
<td>Rockford College</td>
<td>Western Carolina U</td>
<td>UNC Greensboro</td>
</tr>
<tr>
<td></td>
<td>Research Interests: Career technical and education (CTE), school improvement, assessment, low-performing students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Tom Guskey</td>
<td>A Hospital</td>
<td>Moved Frequently</td>
<td>Thiel College</td>
<td>Boston College</td>
<td>U of Chicago</td>
</tr>
<tr>
<td></td>
<td>Research Interests: Educational measurement and evaluation, professional learning and change, grading and reporting student learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Barbara Howard</td>
<td>Winston-Salem, NC</td>
<td>Winston-Salem, NC</td>
<td>Wake Forest U</td>
<td>Appalachian State U</td>
<td>Appalachian State U</td>
</tr>
<tr>
<td></td>
<td>Research Interests: Leadership theory and practice, leadership development, assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Stacy Leggett</td>
<td>Meridian, MS</td>
<td>Jackson, MS</td>
<td>Mississippi College</td>
<td>East Carolina U</td>
<td>George Washington U</td>
</tr>
<tr>
<td></td>
<td>Research Interests: Principal preparation and learning, rural schools, developing teacher capacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Interests: STEM education, classroom assessment, program evaluation, applied research methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Stefan Merchant</td>
<td>Montreal, Quebec</td>
<td>Vancouver, BC</td>
<td>U of British Columbia</td>
<td>U of British Columbia</td>
<td>Queen’s U, Ontario</td>
</tr>
<tr>
<td></td>
<td>Research Interests: 21st century skills, classroom assessment, program evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Sean Owen</td>
<td>New Orleans, LA</td>
<td>Vicksburg, MS</td>
<td>U of Mississippi</td>
<td>Delta State U</td>
<td>Mississippi State U</td>
</tr>
<tr>
<td></td>
<td>Research Interests: Statewide CTE assessment implementation (reporting methods, performance-based assessment, national certification examinations)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Interests: Assistant principal preparation, school leadership professional development, K-12 reading/literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Doug Wren</td>
<td>Gary, IN</td>
<td>Atlanta, GA</td>
<td>U of Georgia</td>
<td>VA Commonwealth U</td>
<td>U of Georgia</td>
</tr>
<tr>
<td></td>
<td>Research Interests: Children’s test anxiety, performance task development and scoring, K-12 assessment development and improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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, 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 our generous sponsors who support CREATE and the 2018 CREATE Conference
IF YOU WANT TO LEAD
MASTER YOUR FUTURE

BE FIRST. BE AN APPALACHIAN STUDENT.

Master your future with graduate study at Appalachian’s Reich College of Education. 16 programs of study are available:

MASTER’S PROGRAMS
- Clinical Mental Health Counseling
- Curriculum Specialist
- Educational Media
- Elementary Education
- Higher Education
- Library Science
- Marriage and Family Therapy
- Middle Grades Education
- Professional School Counseling
- Reading Education
- School Administration
- Special Education
- Student Affairs Administration

SPECIALIST DEGREE PROGRAMS (Ed.S.)
- Higher Education
- Educational Administration

EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM (Ed.D.)

EXPLORE:
www.rcoe.appstate.edu

GRADUATE PROGRAMS

FIRST FOR TEACHING

Reich College of Education 151 College Street | Appalachian State University | Boone, NC 28608 | 828-262-2232