28th Annual Conference
At-A-Glance

Friday, October 11, 2019

7:15 am - 5:00 pm  Registration  Congdon School of Health Sciences Lobby
7:30 - 8:05 am  Breakfast  Congdon School of Health Sciences Ballroom
8:10 - 8:25 am  General Session  Congdon School of Health Sciences Ballroom
8:40 - 9:40 am  Concurrent Session I  Stout School of Education - Rms 117, 120, 128, 220
9:50 - 10:50 am  Concurrent Session II  Stout School of Education - Rms 117, 120, 128, 220
11:00 am - noon  Concurrent Session III  Stout School of Education - Rms 117, 120, 128, 220
12:15 - 1:20 pm  Millman Award Luncheon  Congdon School of Health Sciences Ballroom
1:30- 2:30 pm  Roundtable Session  Congdon School of Health Sciences Ballroom
2:45 - 3:45 pm  Concurrent Session IV  Stout School of Education - Rms 117, 120, 128, 220
3:45 - 4:00 pm  Afternoon Snack  Stout School of Education - Room 128
4:00 - 5:00 pm  Concurrent Session V  Stout School of Education - Rms 117, 120, 128, 220
5:10 - 6:00 pm  Past Presidents and Officer’s Meeting*  Stout School of Education - Room 220

Saturday, October 12, 2019

7:15 am - 2:00 pm  Registration  Congdon School of Health Sciences Lobby
7:30 - 8:05 am  Breakfast  Congdon School of Health Sciences Ballroom
8:10 - 8:45 am  General Session/Keynote  Congdon School of Health Sciences Ballroom
9:00 - 10:00 am  Concurrent Session VI  Stout School of Education - Rms 117, 120, 128, 220
10:10 - 11:10 am  Concurrent Session VII  Stout School of Education - Rms 117, 120, 128, 220
11:20 am - 12:20 pm  Concurrent Session VIII  Stout School of Education - Rms 117, 120, 128, 220
12:35 - 1:10 pm  Lunch & Business Meeting  Congdon School of Health Sciences Ballroom
1:15 - 1:45 pm  Doc Student Poster Session  Congdon School of Health Sciences Balcony
2:00 - 3:00 pm  Concurrent Session IX  Stout School of Education - Rms 117, 120, 128, 220
3:10 - 3:45 pm  CREATE Board Meeting*  Stout School of Education - Room 128

*Denotes closed session
Dear Colleagues,

On behalf of the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE), I would like to welcome you to our 28th Annual Conference at High Point University. This year we have another outstanding conference planned with nationally renowned speakers and scholars, as well as sessions that address a range of interesting educational topics and issues. We are honored to present the prestigious Jason Millman Award to Dr. Donald Yarbrough and our keynote speaker is Dr. Steven Tozer. We look forward to their presentations.

I would like to acknowledge a few of the many people and organizations who helped make this year’s conference possible. First, I would sincerely like to thank High Point University for hosting the 2019 CREATE Conference and for their generous support of our organization. We are extremely fortunate to be able to bring this conference to such an enterprising university. A sincere thanks goes to Dr. Steven Bingham, CREATE President-Elect, from High Point University for his tireless work behind the scenes to ensure that the conference at HPU is a great success. I would also like to thank Dr. Doug Wren, CREATE Past-President, for generously sharing his time and expertise throughout the year for all things CREATE. To the Board of Directors, it’s been an honor to work with you this past year. I appreciate your hard work and dedication to moving our organization forward. Finally, thank you to all our sponsors—Pearson, High Point University, Appalachian State University, the College of Charleston, Future-Ready Leaders Now, C. Geiger Consulting, and the University of North Carolina Wilmington—for your generous contributions.

My first exposure to CREATE was in 2001 as a doctoral student presenting my work examining the effects of state-mandated and locally developed teacher evaluation systems. I was inspired by the expertise of the practitioners and scholars I met at the conference and found their insights and feedback most helpful as I developed my dissertation. Nearly 20 years later, I am still impressed by the quality of work of the scholars in this field and the impact they have had on educational assessment and evaluation policy and practice. I am confident your time spent at CREATE will be equally as beneficial.

Again, welcome to the 2019 CREATE Conference. I hope you enjoy your time at High Point University and leave with a renewed sense of commitment to Keeping It Real: Making Our Work Matter. Thank you for serving at this important time in our field!

Sincerely,

Susan Colby
CREATE President
The CREATE Board of Directors is honored to announce the 2019 Jason Millman Award Recipient

Donald Yarbrough, Ph.D.

Donald B. Yarbrough is Professor of Educational Measurement and Statistics with a secondary appointment in Educational Policy and Leadership Studies at the University of Iowa (UI). He began his professional career as an English teacher at the Gymnasium Sarstedt in Niedersachsen and as a teacher educator at the Kant Pädagogische Hochschule in Braunschweig, (West) Germany. Dr. Yarbrough received his M.A. in Germanic Languages & Linguistics from the University of Kentucky (1972) and his Ph.D. in Educational Psychology from the University of Georgia (1982).

In 1992, Dr. Yarbrough founded the Center for Evaluation and Assessment at UI and served as its director for two decades. Dr. Yarbrough is a member of the Iowa Academy of Education. From 1996 to 2015, he served as the National Council on Measurement in Education delegate to the Joint Committee on Standards for Educational Evaluation. Dr. Yarbrough also served as Task Force Chair for the development of the 3rd edition of the Program Evaluation Standards. His current scholarship focuses on the scholarly and scientific foundations for evaluation standards and their use in educational improvement. His recent scholarly initiatives are focused on investigating the applicability of the Program Evaluation Standards to testing programs and to educational programs in different cultures and languages. He has just completed NSF sponsored research to metaevaluate the Iowa State STEM Initiative Evaluation.

The Jason Millman Award

Dr. Jason Millman (1933-1998) was 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 over 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.
CREATE 2019 Keynote Speaker

Steven Tozer, Ph.D.

Until retiring from his academic position at the University of Illinois Chicago (UIC) in August 2018, Steve Tozer was founding Coordinator of the UIC EdD Urban Education Leadership program, which in partnership with Chicago Public Schools (CPS), has received national awards for exemplary practice from leading academic and policy organizations, such as the University Council of Education Administration and the Council of the Great City Schools, a professional organization of urban superintendents. Dr. Tozer is also founding Director of UIC’s Center for Urban Education Leadership, which recently received the Carnegie Foundation Spotlight Award for Quality in Continuous Improvement.

Dr. Tozer was educated at Dartmouth College, Loyola University, and the University of Illinois Urbana-Champaign (UIUC). He served as head of Curriculum and Instruction at UIUC, Chair of Policy Studies at UIC, President of the American Educational Studies Association, and President of the Council for Social Foundations of Education. In 2008, he chaired an Illinois Board of Education Legislative Task Force that led to the nation’s first PK-12 principal endorsement.

Author or co-author of over 50 journal articles and book chapters, he is lead author of School and Society, Historical and Contemporary Perspectives, 8th Edition (McGraw-Hill, 2019) and lead editor of The Handbook of Research in Social Foundations of Education (Routledge, 2011). He was named a University Faculty Fellow and University Scholar at UIC. In 2017 he was appointed as a Fellow of the George W. Bush Institute School Leadership Initiative, which focuses on changing school leader policy nationwide. He is currently engaged in research and practice in improving school leadership policy at the district, state, and higher education policy levels, including a funded project to improve principal supervision and development in Chicago Public Schools.
CONCURRENT SESSION I

8:40 - 9:40 am  Stout 117

Keeping it Real - Avoiding Worst Practices in Program Evaluation
Tatia Prieto – Prismatic Services, Inc.

Good program evaluation depends on good evaluation questions. Ask the wrong questions and your amazing program may be consigned to the dustbin of “failed” ideas. Bad evaluation questions often stem from four areas: measuring the wrong things, using ineffective measurement tools, forcing analysis methods, or forcing the results timeline.

Evaluating a Complex Secondary Curriculum: Lessons Learned
Chris Fuga, Paula Egelson, and Rebecca Purser – Southern Regional Education Board (SREB)

This session will examine an evaluation of a complex secondary curriculum and the extent to which it achieved its stated goals. Research challenges included unclear program goals, lack of resources, and incomplete or missing data. Topics will include an overview of the evaluation, challenges faced, and lessons learned for future evaluations.

8:40 - 9:40 am  Stout 120

Innovating Teaching and Leadership Learning: A Closer Look at Impacting Preservice Teaching and Leadership Programs
William Sterrett, Angie Reid-Griffin, Dennis Kubasko, Steven Hooker, Kerry Robinson, Ginger Rhodes, Andy Ryder and D.J. Stroud and Valerie Pait – University of North Carolina Wilmington

This session provides a Year 2 to infuse teaching and learning in preservice teacher and leadership preparation programs. Faculty from teacher and leader preparation programs have worked together to “reshape the supervision narrative” of how teachers and administrators can learn together... before they assume their roles.

Accelerated Teacher Residency: Advancing the Growth of Veteran and Emerging Educators Simultaneously
Kevin Eakes – College of Charleston

Explore an accelerated, summer teacher residency model that prepares emerging educators to thrive and promotes teacher leadership for veteran teachers. Evidence of success, details about how the program began and has evolved, and ideas for implementing similar initiatives in other settings will be shared.
While helping the U.S. Navy modernize its training and assessment procedures, CRESST-UCLA researchers developed an innovative type of performance task called a knowledge map. Knowledge maps can be used formatively and/or summatively in K-12 and college/university classrooms.

Objective Scoring of Performance Tasks
Stephen Court, John Lee, and Markus Iseli – CRESST-UCLA
This presentation addresses an innovative approach to scoring certain types of performance tasks. Developed by CRESST-UCLA researchers while helping the U.S. Navy modernize its training and assessment procedures, the methods are appropriate for formative and/or summative use in K-12 and college/university classrooms.

The Need to Evaluate Technology in Higher Education
Robert Waller – Columbus State University
Current technology clearly provides global higher education with the means for providing educational experiences to an expanding number of clients. Global higher education in the 21st century revolves around the use and application of technology, particularly the teaching and learning.

The What Works Clearinghouse: Synthesizing Rigorous Research for Education Decision-Makers
Dana Rotz – Mathematica
The What Works Clearinghouse (WWC) has been the premier source of evidence-based research for education decision makers since 2002. This presentation discusses the WWC review process for educational research, the various types of products developed by the WWC, and the ways in which the WWC disseminates information to stakeholders.

CONCURRENT SESSION II

The Accreditation & Accountability Team (AAT) “Keeps It Real” for a University Educational Leadership Preparation Program by “Making Our Work Matter” Each Time the Program Faculty Meet
Glenn Koonce, John Hanes, and Kurt Kreassig – Regent University
The purpose of this presentation will be to explore how assessment and evaluation collective analysis is used by the faculty in its AAT meetings for continuous improvement in their university educational leadership preparation program.

Designing Experiential Learning and Assessments for a School Leadership Program
Stacy Leggett – Western Kentucky University
This presentation will focus on learning experiences and work tasks aligned to situational learning theory developed through the redesign of a leadership program. This presentation will encourage discussion of how these experiences draw in school contexts to better reflect the complexity of school leadership, provide varying degrees of authenticity, and fit into the assessment framework.
9:50 - 10:50 am    Stout 120

**Instructional Design with the Learner in Mind**
*Janice Bennett – Virginia Beach City Public Schools, and Lynell Powell – Enjoy Learning LLC*

How teachers design learning experiences is crucial because it ensures that students receive instruction in ways that are effective and meaningful to them. This session will focus on supporting teachers in improving their instructional design through the use of student feedback and reflection.

**Through the Looking Glass: How Preservice Teachers Reflect on their Practice Using a Technology-Enhanced Tool**
*Morgan Blanton – Appalachian State University*

In this session, participants will learn how one professor has used technology-enhanced tools to teach preservice teachers how to give themselves feedback and reflect on their own practices. Findings will be shared regarding common themes in their reflections. The technology used to aid their reflection practices will be demonstrated.

9:50 - 10:50 am    Stout 128

**Improving Teacher Assessment Literacy Through Performance Assessment Scoring Calibration**
*Sean Owen, Cliff Thames, Ben Alexander, and Mike Adams – Research and Curriculum Unit, Mississippi State University*

Since 2010, Mississippi has been assessing a subset of its career and technical education pathways using performance assessments. The Research and Curriculum Unit (RCU) partnered with pathway teachers to improve the assessment scoring process. In this session, we’ll share the scoring calibration protocol we used, qualitative teacher feedback we received, and quantitative score data.

**Increasing CTE Teachers’ Assessment Literacy through Professional Development**
*Cliff Thames, Ben Alexander, and Mike Adam – Research and Curriculum Unit, Mississippi State University*

During the spring and summer of 2019, the RCU assessment team created professional development aimed at increasing career technical education (CTE) teachers’ assessment literacy and their capacity to create assessments. In this presentation, we will discuss our journey from working exclusively with state-level assessment to working in CTE centers to increase assessment literacy.

9:50 - 10:50 am    Stout 220

**Designing Conceptual Math with the Brick Math**
*Shirley Disseler and Brianna Beard – High Point University*

Participants will learn about new curriculum research regarding student engagement and motivation to learn math involving the Brick Math Series. Participants will experience activities from the curriculum. Discourse around research on play and design thinking in content will be part of the session.

**PrimeD: A Framework for Embedding Research and Evaluation in Professional Development of Mathematics Teachers**
*Christopher Rakes – University of Maryland Baltimore County*

This session will describe how the PrimeD framework integrates evaluation and research into the professional development of mathematics teachers. Special attention will be given to the connections between robust evaluation and research plans and the quality of the professional development experience.
**CONCURRENT SESSION III**

**11:00 am - 12:00 noon**

**Stout 117**

**How Case Studies Strengthen Program Evaluations**

*Paula Egelson, Chris Fuga, and Rebecca Purser – Southern Regional Education Board (SREB)*

In the development of a program evaluation of a complex secondary career technical education (CTE) program, case studies of exemplary sites in low-wealth communities were used to strengthen the evaluation. The two case studies focused on details associated with program instruction, marketing, industry partners, access to resources, and teacher quality.

**Do Business Intelligence Dashboards Affect Teacher Self-Efficacy and Instructional Practices in CTE Programs?**

*Sean Owen – Research and Curriculum Unit, Mississippi State University*

This presentation shares study results that examined the impact of business intelligence dashboards designed for Mississippi educators in secondary, career and technical education programs as it relates to teacher self-efficacy and instructional modification. Attendees can use the design principles of this study to implement similar practices in other states.

**11:00 am - 12:00 noon**

**Stout 120**

**eCoaching: Providing Preservice Teachers with Real-Time Feedback**

*Morgan Blanton – Appalachian State University*

In this session, participants will learn about eCoaching, an innovative professional learning strategy. eCoaching uses technology-enhanced tools to provide real-time feedback to preservice teachers while they are teaching. eCoaching will be described, logistics will be demonstrated, and findings will be shared.

**Grading Practices and Reporting Learner Progress**

*Linda Feldstein – Fort Hays State University*

Few aspects of the education profession are as ubiquitous as grading. But are we preparing preservice teachers to implement grading practices that improve their students’ engagement in and ownership of learning? Join me in discussing this action research project related to increasing preservice teachers’ preparation for a standards-based grading environment.

**11:00 am - 12:00 noon**

**Stout 128**

**Using Performance Tasks to Measure the 4Cs**

*Serena Halstead and Spencer Ziegler – Wake County Public Schools*

The purpose of this session is to explain to participants the process Wake County Public Schools has used for developing, piloting, administering, and scoring performance tasks. We will discuss our findings and explain how we have communicated the results to parents and district staff.

**Assessing Deeper Learning with Performance Tasks**

*Doug Wren – Wren Educational Consulting, and Chris Gareis – William & Mary*

Two defining characteristics of the post-NCLB era are a focus on deeper learning outcomes and a shift from standardized tests toward more authentic indicators of student learning, namely through the use of performance tasks. This session presents a rationale for such assessments, illustrated by a district-level system of integrated performance tasks.
Leadership: The Real Focus for Teachers in Today’s Schools and Universities  
*Linda M. Campbell – Johns Hopkins University*

In today’s world, K-16 students are bombarded with social, mental, emotional, and physical issues that heretofore existed, but did not constitute dominant school related safety and wellness issues. The question becomes, how do teachers cope within these environments and administer education to future generations? They must become leadership change agents.

Lessons Learned from the First Year Implementation of the Health and Opioid Prevention Education (HOPE) Curriculum in Ohio Schools  
*Yoko Miura, Kevin Lorson, and Colleen Saxen – Wright State University*

We will share the lessons learned from the first year implementation of the Health and Opioid Prevention Education (HOPE) curriculum, which aims to support schools in addressing all components of student health including physical, mental, emotional, social, and behavioral in participating Ohio schools.

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<td>Each roundtable will be presented twice so attendees can attend two different presentations. At 1:55 pm, the room moderator will ask for round 1 to wrap up so attendees can move to a new table for round 2.</td>
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Measuring Awareness of Attitudes  
*Corrie Block – Bellarmine University, and Steven LaBounty-McNair – History UnErased, Inc.*

Join us for a methodological conversation regarding these drafts of our research questions.

How aware are teachers of:
- their own attitudes about gender and sexual identities?
- public attitudes about gender and sexual identities?

How do teachers make sense of their attitudes about gender and sexual identities related to public attitudes?

Opportunities for Corrective Instruction and Intervention for Secondary Schools  
*Michelle Burton – High Point University/Vance County Schools*

Several options for corrective instruction and intervention for high schools will be presented. Real life examples will be presented using the documents from actual North Carolina and Virginia schools. Options for larger and smaller schools will be shared during the discussion.

Examining the Creation of College-Going Cultures in High Schools  
*Carrie Hodge – Appalachian State University*

This roundtable discussion will define what a college-going culture is and how it differs from college readiness as well as give an overview of the 9 college-going culture principles. Participants will be encouraged to share how their schools are implementing a college culture and alignment with the 9 principles.

Promoting Teacher Leadership for Beginning Teachers: Lessons Learned from a B.A. to M.Ed. Leadership Program  
*Dustin Johnson – High Point University*

This roundtable session will focus on lessons learned during the first two years of a B.A. to M.Ed. program in Educational Leadership at High Point University. The B.A. to M.Ed. program is designed to provide leadership roles and opportunities for beginning teachers in traditional public, private, charter, and magnet school settings.
Co-Teaching Online: Research & Experiences of Two Instructors
Melissa Martin and Judith Collazo – University of South Carolina Aiken
Co-teaching is a common practice in higher education (Morelock et al., 2017), yet little research has been conducted about the impacts of co-teaching online. Researchers explored the implementation of co-teaching during an online summer graduate course. We will share research, benefits, and challenges of teaching online as well as experiences will be shared.

Let's Talk Trauma
Cherie Wash – Charleston County School District
Did you know that 13 of every 30 students experience toxic stress from three or more adverse childhood experiences? This roundtable discussion will provide some insight on how traumatized students can react and perform in their classrooms. Trauma cues will be indentified, brain development will be explored, and how these factors impact student behaviors and performance.

Teaching Practices and Learning Experiences of One Alternative Principal Preparation Program
Barbara Zwadyk – High Point University, and Jennifer Cooper – Guilford County Schools
This presentation shares one slice of a multi-case study that used a qualitative design to examine the lived experiences of graduates from an alternative principal preparation program, focusing on how post-graduates viewed the Academy’s teaching practices and which principal preparation practices had the biggest impact on their administrative practices.

CONCURRENT SESSION IV

2:45 - 3:45 pm Stout 117
Implications from Performance-Based General Education Program Evaluation at a Comprehensive University
Tina Hogan and Susan Colby – Appalachian State University
The authors of this presentation will discuss Appalachian’s general education program evaluation process and implications from a two-year implementation effort. We significantly revised our program evaluation system and transitioned from reporting and testing at the course level to analyzing student learning across the general education program to better inform continuous improvement efforts.

The Relationship Among Technology: Accountability and Learning
Robert Waller – Columbus State University
Enhancing quality student learning is an essential mandate for global higher education. Global higher education leaders at all levels are subjected to immense pressures to improve the education of students. Global higher education has been characterized as a process-centered institution, concerned with “how to educate” rather than assessing what students learn and what they know when they leave the institution.
Quality Control for Interim Assessments  
Stephen Court – CRESST-UCLA, and Doug Wren – Wren Educational Consulting
At the K-12 and postsecondary levels, the results from multiple-choice tests are used for formative and summative purposes. In this session, the presenters use a set of benchmark assessments to highlight test design and data analysis issues, including typical item flaws.

Examining Predictors of Item Performance in Wide-Scale Assessment  
Olivia Cortellini – Council for Aid to Education
Although numerous textbooks and instructional materials present guidelines for developing quality items, there has been little empirical evidence to examine how adherence to these guidelines impacts item performance. Thus, the present study examines how various features of test items predict item performance.

CREATE Panel for Graduate Students  
Panelists: CREATE Board Members Steven Bingham, Jacqueline Craven, Paula Egelson, Stacy Leggett, and Jennifer McGee
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 highly experienced CREATE Board members will share advice to help you on your graduate/doctoral journey.

State Initiatives to Improve Use of Student Assessments and Data  
Rolf Blank – STEM K-12 Research
My research in STEM K-12 education has focused on student assessment policies and practices, and how assessment systems are developed to improve use of data by educators. The paper will report on findings of a new in-depth analysis of initiatives in 21 states that are highlighted by resources, professional development models, and tools to increase access and use of students assessments.

Evaluating Collaborative Efforts to Improve STEM Instruction in Pakistan  
William Sterrett, Mahnaz Moallem, Chris Gordon, Sohail Sukhera, Jess Boersma, and Karl Ricanek – University of North Carolina Wilmington
This session overviews a recent US State Department sponsored effort between faculty in three universities to enhance middle school STEM instruction in Pakistan. This session will focus on curriculum alignment, engagement of teachers and students, and evaluation of the project over the one-year effort.

The Language of Learning: Issues in Writing Program Learning Outcomes  
James Van Haneghan – University of South Alabama
The oft given advice for writing program learning outcomes is to use verbs indicative of levels of the revised Bloom’s taxonomy. An alternative framework developed by Adelman (2015) is compared to Bloom’s. The heuristic value of Adelman’s approach as well as the linguistic polysemy that limits both approaches are discussed.

Session description continued on the next page.
Project-Based Assessment in Higher Education
Barbara Howard – Appalachian State University
This session will share projects, rubrics, and scoring guides developed for online, face to face, and international collaborative classes. This may be of interest to those working with higher education faculty in developing courses, assessing students or improving pedagogy as well as faculty members who just need fresh ideas!

Agent Urgent & His Data Notebook
Mallory Heffelfinger – High Point University/Alamance-Burlington School System
Promote Student Agency and Urgency with Student Data Notebooks. Including research, resources, and examples for implementing Data Notebooks in an elementary classroom, join us as we assign the case, collect the evidence, and solve the mystery of who is really in charge of the learning taking place inside your classroom!

Enhancing Teaching and Learning through Critical Visual Methods
Jennifer Luettke, Theresa Redmond, Jewel Davis, and Martha McCaughey – Appalachian State University
Join us for an exploration of the intersection between critical media literacy and visual methodologies in teaching and assessment. We’ll share how we have integrated the visual methods into our own practice, how our perspectives have shifted, and what that has meant for our students.

Access to Grade Level Instruction: A Pathway to Equity
Jen Arberg and Joy Cantey – Guilford County Schools
Learn about a district’s journey implementing new curriculum resources in 126 schools, kindergarten through 9th grade. Explore challenges and successes, along with structures and protocols used with implementation roll-out, participant feedback, and professional development. Discuss the importance of high-quality curriculum aligned to grade-level standards in improving outcomes for all students.

Building a Balanced Assessment System
Spencer Ziegler and Serena Halstead – Wake County Public School System
In this session we will share the strategies and resources that we have used within Wake County Public School System in order to develop and implement a balanced assessment system that accurately reflects students’ knowledge of core curriculum standards as well as the 4Cs.

Where CIA Alignment Misses the Mark: Early Elementary Teachers’ Perspectives of Classroom Assessment Pitfalls
Leah Shy – William & Mary
Children in early childhood (birth-age 8) have unique developmental needs, but these are often overlooked in the context of classroom assessment practices. Based on interviews with 35 K-2 teachers, this presentation will share the major categories of consideration when developing, delivering, and analyzing assessments in the early elementary years.

Rasch Analysis of the Organizational Climate Index Among Elementary School Teachers
Nicole Vaux – Lindenwood University, and Sijia Zhang – University of Alabama
Vaux’s (2015) investigation of organizational climate and its effect on school effectiveness prompted use of Rasch partial credit analysis to examine item calibrations and fit statistics of scale. With elementary teachers from 67 schools in Northern Alabama, we used differential item functioning (DIF) to see if teachers’ perceptions of their self-efficacy was invariant across school districts.
**28th Annual CREATE Conference**

**Keeping it Real: Making Our Work Matter**

**Saturday, October 12, 2019**

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**CONCURRENT SESSION VI**

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| 9:00 -10:00 am| Stout 117| **A New Peer Review for Higher Ed**  
*Barbara Howard – Appalachian State University*  
Is there a way to encourage collaboration through a process of peer review tied to departmental and/or discipline standards? This session will examine such a process developed for a graduate program struggling to incorporate inclusive excellence into its courses. The process and tools are adaptable and will be shared. |
| 9:00- 10:00 am| Stout 120| **Navigating Theory to Practice through Case-Based Learning**  
*J.R. Moller and Grettel Arias Orozco – University of North Carolina Greensboro*  
Graduate evaluation education needs a case-based learning approach to bridge the gap between evaluation theory and practice. This work postulates that utilizing this teaching method would benefit the field by targeting evaluator competencies, increasing awareness of the forums/contexts evaluation occurs in, and understanding evaluation impact without posing risk to stakeholders. |
| 9:00 -10:00 am| Stout 117| **Incubating Innovation through Intrapreneurship**  
*Zachary Haney – Isle of Wight County Schools/Old Dominon University, and Tiffany Truitt – Isle of Wight County Schools/William and Mary*  
This session outlines how the instructional coach and principal entrepreneur can embrace intrapreneurial strategies for teacher effectiveness. Participants will be exposed to one school’s transformation into an innovation incubator using this leadership framework and develop their own structures promoting pedagogical growth and a culture of feedback at school. |
| 9:00 -10:00 am| Stout 120| **Bringing the University and School Together: A Faculty-in-Residence Model at a North Carolina Collaborative School**  
*William Sterrett, Donyell Roseboro, Sabrina Hill-Black, Jim Stocker, Kathy Fox, Jeremy Hilburn, and Jodi Hebert – University of North Carolina Wilmington*  
This session will overview a two-year implementation of a Faculty-in-Residence effort aimed at bringing university faculty and a K-8 lab school together in a manner to foster collaboration, enhance reflection, improve instruction, and provide a context for faculty, teachers, and administrators to work together. |
9:00 - 9:30 am  
**Question and Answer Session with the Keynote Speaker**  
*Steven Tozer, Professor Emeritus – University of Illinois Chicago*  
Dr. Tozer is recognized for using research to inform practice, particularly in the area of school leadership. His work is grounded in the schools and spans to the policy arenas (district, state, higher education). His impact working in partnership with the Chicago Public Schools enhanced principal supervision and other related topics. This is a unique opportunity to gain insight into these areas.

9:00 - 10:00 am  
**Student Learning Walks, Using Student Voice to Amplify Instruction**  
*Sheila Wilson – Virginia Beach City Public Schools*  
As schools continue to grapple with meeting the needs of an ever-changing student population, it is becoming more apparent that there is a need for another fresh perspective - that of the student. This presentation will outline one elementary school’s innovative creation and use of Student Learning Walks to inform relevant and effective instructional practice.

**Examining Inequity in Students’ School and Classroom Experiences Using Student Surveys**  
*Rebecca Purser, Paula Egelson, and Chris Fuga – Southern Regional Education Board (SREB)*  
This session will feature findings from a research study that explores equity in school and classroom practices through student survey results. Presenters will discuss significance, methodology, conclusions and recommendations of the study as well as provide insight on how survey research quantitative methods were used to inform the research questions.

### CONCURRENT SESSION VII

10:10 - 11:10 am  
**Fake Reality and Deep Fakes: Responding to Technological Innovations That Contort Truth in the Academic Arena**  
*John Hanes – Regent University, and David Hanes – Cisco Systems*  
Recent innovations in technology, particularly artificial intelligence, have produced text, audio, and video deep fakes that create a virtual world where it is seemingly impossible to distinguish that which is true. Reality itself is apparently being challenged, and this leaves researchers and academics seeking better methods for the future.

**Using Technology to Build Capacity for Quality Assurance in Global Higher Education**  
*Robert Waller – Columbus State University*  
International society has assumed a globalized emphasis, supported and sustained by technology. In this rapidly changing environment global higher education institutions are expected to offer the highest quality education, especially technology skills and competencies, to a widely diverse audience at a cost that can be supported by society.
### 10:10 - 11:10 am Stout 120

**Urban School Synergy Project: Helping Preservice Teachers Thrive in High Needs Schools**  
*Kevin Eakes, Kelley White – College of Charleston, and Abigail Woods – Charleston County Schools*

This session will describe innovative ways to support and sustain preservice teachers in high needs schools through an overview of the Urban School Synergy Project, a partnership between the College of Charleston and Memminger Elementary School. Program outcomes and ideas for implementation in other settings will be shared.

### 10:10 - 11:10 am Stout 128

**Examining Patterns in Teacher Efficacy, Engagement, and Growth Mindset**  
*Jennifer McGee – Appalachian State University*

Teacher self-efficacy, engagement, and growth mindset data were collected from teachers who are currently teaching in schools where GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) programming is present. Data were analyzed for patterns in responses by grade level and subject taught. Results will further inform GEAR UP programming.

### 10:10 - 11:10 am Stout 220

**The Importance of Emotional Intelligence in the Teaching Profession: A Literature Review on Chinese Teachers**  
*Ke Huang – William & Mary*

In this session, I will present the analysis on measurement utilized in China on teachers’ emotional intelligence (EI), share the summary of evidence-based findings, and provide implications of the studies reviewed. Findings of this literature review indicate that there are significant relationships among teachers’ EI, teachers’ well-being, and teachers’ job performance in China.

**The Challenge of Education Reform: Lessons from New Zealand That We All Need to Hear**  
*Don Klinger – University of Waikato, New Zealand*

New Zealand recently reviewed its massive 1987 Tomorrow’s Schools initiative, and concluded the intents to increase educational achievement and equity were not at all met. This all too familiar finding is critically important for researchers, practitioners, and policy makers and this case offers important lessons for us to consider.

### 10:10 - 11:10 am Stout 220

**Assessment Literacy: Tactics for Traction, Strategies for Success**  
*Stephen Court – CRESST-UCLA*

Raising assessment skill and knowledge (ASK) would be the most cost-effective way to make dramatic improvements in educational outcomes. As national organizations, CREATE, and the National Association of Assessment Directors (NAAD) seem perfectly positioned to lead a multi-organizational campaign to raise assessment literacy levels. To learn more, attend this session.

"**We Know That...**"  
*Corrie Block – Bellarmine University, and Christopher DeLuca – Queens University*

We investigated preservice teachers’ classroom level measurements of learning related to the Approaches to Classroom Assessment Inventory (ACAI). The ACAI was completed three times within two concurrent semesters. Data suggest that their work is not aligned to what they “know.” As time progressed they “know” less and their work aligned.
CONCURRENT SESSION VIII

11:20 am - 12:20 pm  Stout 117
Self-Monitoring: Supporting Program Staff with Monitoring Their Initiatives
Dina Bulgakov-Cooke and Colleen Paeplow – Wake County Public School System
This presentation provides an overview of the Wake County Public School System’s self-monitoring process as a method of building district capacity to evaluate program effectiveness. The Data, Research, and Accountability team helps program staff understand how to select programs with evidence of effectiveness and provides professional development on evaluation methods.

Gifted and Marginalized: Supporting Retention of Students of Color in Advanced Classes
Julie Malcolm – High Point University
Culturally and Linguistically Diverse students are underrepresented in gifted education programs for a variety of reasons. For the students who do gain entrance, they are at risk for dropping out through microaggressions and a lack of culturally responsive teaching. Join this session for a review of the relevant research and thoughtful conversation for supporting these students.

11:20 am - 12:20 pm  Stout 120
Exploring Citizen Journalism in Doctoral Coursework: Cultivating Research Skills in a Culture of Social Media
Jacqueline Craven – Delta State University
Cultivating doctoral candidates’ research skills in preparation for dissertation completion requires multiple opportunities for students to learn about & practice the skills they need for dissertation research. A novel approach for enhancing candidates’ abilities to investigate & explore potential connections among variables based solely upon extant literature/media is via citizen journalism.

Against All Odds: Purposeful Programming and Support in a Doctor of Education Degree Program
Kimberly Jamison – George Washington University
Since an estimated one in two doctoral students nationwide do not complete their degree, this qualitative study aimed to gather perceptions and experiences of current doctoral students enrolled in a redesigned Doctor of Education degree program in Administration and Policy Studies at one large private university on the east coast.

11:20 am - 12:20 pm  Stout 220
Blended Learning: How to Use Technology for Engaging Instruction
Daina Lieberman – Fairfax County Public Schools
If you’d like an overview of blended learning, advice on how to implement it, and some tools you can start using right away, this is the session for you. Concepts addressed will include flipped classroom, station rotation, personalized learning, and the SAMR model.

The Impact of 1:1 Technology Implementation on Student Engagement in High School Classrooms
Kandy Smith, Stacy Leggett, and Marguerita Desander – Western Kentucky University
This presentation will share findings from an evaluation of 1:1 technology implementation in a large public high school, findings with a focus on engagement. Researchers will share themes and their processes for coding and making meaning of the data, inviting session participants to offer feedback concerning coding choices.
Understanding Growth Models and How They Impact Teacher and School Evaluations
Stanley Rabinowicz – Pearson
States and school districts are incorporating growth models into a range of accountability and evaluation systems at increasing rates. However, there is no single universally accepted growth model. This session covers characteristics of appropriate assessments for student growth, factors used to measure, types being used, and what technical criteria to apply.

Lunch & CREATE Business Meeting
Congdon Ballroom
Each conference attendee’s registration fee includes a one-year membership with CREATE.

Building Entrepreneurial Self-Efficacy (ESE): How Undergraduate Students Make Meaning of Their Entrepreneurial Experiences
Amy Kurfist – Old Dominion University
This qualitative, interview-based research study explores the developmental relationship between curricular and co-curricular entrepreneurship education and feelings of entrepreneurial self-efficacy (ESE) as well as how the developing feelings of ESE relate to future entrepreneurial intentions.

Opening Eyes to What They Don’t Know: Talking about Race with White Preservice Teachers
Stacy Martin – Winthrop University
What happens in today’s university classrooms when we talk about race and cultural differences? This mixed-methods study examines a sampling of White preservice teachers’ racial and generational identities and the ways in which they conceptualize race. Discover how you can implement self-evaluation activities and lead difficult conversations in the classroom.

An Investigation of International Student Orientation on Student-Perceived Academic Success and Social Integration in a Southeastern University
Vidah Otieno – High Point University
Researchers affiliated with High Point University will explore the possible impact of researcher-design international study orientation sessions on participating student perception of academic and social outcomes. Survey and interview data will be analyzed to determine perceived impacts and understandings that may contribute to successful acclimation of international students in US post-secondary education settings.

How School Leaders, Teachers, and Black Girls Experience the Return to School Following Suspension
Natasha Saunders – George Washington University
There is much left uncovered as to how schools can meet the needs of African American females when returning from suspension. Using Critical Race Feminism and Schein’s theory of organizational culture, the research proposal seeks to understand how teachers, school leaders, and Black girls within two Mid-Atlantic school districts experience the return from suspension.
A System of IEP Creation and Implementation for Adjudicated Youth  
Jessica Shupik – George Washington University  
This session will present a dissertation case study on a system for creating and implementing IEPs in one secure care facility school. The purpose of this study is to identify and examine the federal policies for adjudicated youth with special needs.

How Current School Leaders Describe Their Awareness of Social Justice Issues  
Teresa Warner – University of North Carolina Wilmington  
Consistency in keeping social justice front and center of our leadership and teaching practices in the P-16 arena will result in personal and societal growth, as a people, a nation and across the world. Educators are called to provide equal access to a quality education for all students and groups.

CONCURRENT SESSION IX

2:00 - 3:00 pm  
An Implementation Evaluation of a Student Leadership Program  
Neelam Awan – High Point University  
The researcher’s employer, Surry County Schools, has recently acquired a leadership development framework for students in collaboration with the Center for Creative Leadership. The researcher is proposing a leadership academy prototype that engages students in the process of designing student leadership curriculum based on the students' experiences in the academy and their feedback.

Program Assessment in an International Setting  
Barbara Howard – Appalachian State University  
This session will provide insight into assessment of Distance Education programs offered by the University of Free State, South Africa. Resulting from a Fulbright Specialist project, this session may be of interest to those who are planning program assessments within their own universities or who are seeking international collaborations.

2:00 - 3:00 pm  
Research Findings Related to the New Practice Tests Offered for Mississippi’s CTE MS-CPAS Assessments  
Cliff Thames, Ben Alexander, and Mike Adam – Mississippi State University, Research and Curriculum Unit  
Mississippi’s CTE end-of-course assessments are now high-stakes, and teachers are feeling the pressures that often accompany these tests. To help CTE teachers better prepare their students for these tests, the Research and Curriculum Unit has created practice tests. In this session we will discuss our research findings and future plans.

An Investigation of an English-Learner Program in a Southeastern State School District  
Regina King – Burke County (NC) Schools, and Steven Bingham – High Point University  
Children whose first language is not English struggle with reading at far greater rates than their native peers. In a case study of an English-Learner instructional program in a southeastern state school district, researchers found that teacher participants implemented most program components with fidelity. Concerns-based Adoption Model (CBAM) was found to be a reliable predictor of staged teacher concerns.
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.
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