

**DRAFT Program, as of Thursday November 30, 2023**



## **LEVERAGING THE POWER OF COLLABORATION**

Tacoma Downtown Marriott

Pre-conference: Dec. 6    Conference: Dec. 7 & 8



**Wednesday, December 6**  
***Separate Pre-Registration Required***

**7:30-9:00**

**Check-in and Continental Breakfast**

**9:00-12:00**

**Pre-Conference Morning Sessions**

**1. New District Assessment Coordinators: Equipped and Ready to Go! (Point Defiance, 3rd floor)**

**Presenters:** Shelby Johnson, Senior Data Analyst; Lucas Snider, Associate Director; Jenna Sheets, Assessment Specialist; Susan Seegers, Assessment Specialist; Christopher Hanczrik, Director of Assessment Operations; Kara Todd, Special Projects and Assessment Coordinator; Leslie Huff, ELP Assessment Coordinator, and Toni Wheeler, Director, Content Development OSPI

**Description:** This session will focus on equipping new and new-ish District Assessment Coordinators with the essential knowledge and skills needed to successfully manage state test administrations. The session will be interactive. Led by the OSPI's assessment team, Test Directors Network Planning team, and several experienced DACs, session attendees will learn to navigate key systems and access key resources needed to be confident and comfortable in leading their district's test administration.

**2. Attracting, Supporting, and Sustaining School Leaders (Union, 3rd floor)**

**Presenters:** Dr. Scott Seaman, Executive Director and Kamrica Ary-Turner, Associate Director, AWSP

**Description:** What are the consequences of constant leadership turnover? Besides financial costs, impacts on culture, systems, and learning for both students and adults can have lasting negative effects. If highly effective school leaders are the number one influence on student achievement, then supporting leadership should be top priority for every district.

Come engage with the leadership of the Association of Washington School Principals around strategies to attract highly effective school leaders, build strong systems to grow (and keep) your own leaders, provide research-based and relevant ongoing professional development and support, and most importantly, sustain your school leaders so they commit long-term to the students, staff, and school communities they serve. Participants will walk away with resources, tools, and tangible strategies to keep their best leaders.

### **3. Using Purposeful Assessment to Empower the PLC Process (Stadium, 2nd floor)**

**Presenters:** Topher Mauerhan, Assessment and Analytics Account Executive and Jeremy O'Neil, National Academic Advisor, Renaissance Learning

**Description:** Establishing a comprehensive assessment framework can seem daunting. In this collaborative session, learn best practices on establishing common standard-aligned assessments, how to deliver the right assessment at the right time to inform instructional decisions, and how to use assessment data to empower conversations within PLCs so educators can see every student.

### **4. The Reality of Behavior and Mental Health Screening in Schools (Proctor I, 2nd floor)**

**Presenter:** David Tudor, Director of K12 System Change and Implementation, The Center for Educational Effectiveness

**Description:** Discover the realities of implementing behavior and mental health screening in schools in this engaging presentation. Drawing on the Center for Educational Effectiveness' collaboration with Gwinnett County Public Schools, we'll explore the challenges, benefits, and considerations involved. Gain practical implementation strategies, from staff training to data management, and access valuable resources from successful work in Gwinnett County. Join us to prioritize student well-being and success.

### **5. Navigating the Future: Exploring the Pros and Cons of AI in K-12 Education (Proctor II, 2nd floor)**

**Presenter:** Bre Urness- Straight, Director of Educational Technology, OSPI

**Description:** Join us for a thought-provoking panel discussion that delves into the dynamic world of artificial intelligence (AI) and its impact on K-12 education. As AI technologies continue to advance, educators, and school district administrators are faced with exciting opportunities and potential challenges. In this interactive session, our panel of experts will engage in a comprehensive exploration of the pros and cons of integrating AI into the K-12 educational landscape.

### **6. Leveraging Collective Efficacy as the Fuel for Powerful Collaboration (Commencement II, 2nd floor)**

**Presenter:** Stephanie Thomas, Coordinator of Instructional Programs, Spokane Public Schools

**Description:** Robust collective efficacy is an essential characteristic for teams to access their full power when solving problems and overcoming challenges. During this session we will focus on 1) understanding the sources and the enabling conditions for collective efficacy by engaging with the research of Bandura, Donohoo, Hattie and others, 2) understanding the role of collective teacher efficacy in school success, 3) and learning strategies to embed opportunities to foster collective efficacy within existing meeting, collaboration, and professional learning time. Participants will leave with ready-to-use tools and resources. The session will be complemented by the afternoon design studio but has been developed to stand alone for participants who attend only the AM session.

**12:00-1:00 Lunch**

**1:00-4:00**

## **Pre-Conference Afternoon Sessions**

### **7. An Introduction to Data Literacy (Point Defiance, 3rd floor)**

**Presenters:** Erich Bolz, V.P. , Research & District Engagement and John Steach Ed. D., CEO of the Center for Educational Effectiveness.

**Description:** How do you leverage each of the four data domains (Demographic, Perceptual, Contextual, and Academic) to identify, guide, and monitor continuous improvement work? Learn how to get the most out of the data already available and identify current gaps in your school progress monitoring. You will walk away with proven strategies to turn your data into action and improved student outcomes.

### **8. American Indian/Alaskan Native Issues in Washington's K-12 Education System (Union, 3rd floor)**

**Presenters:** Maxine Alex, Office of Native Education OSPI and Dr. Kenneth Olden, Wapato Public Schools

**Description:** This session will cover how the sovereign status of American Indian/Alaskan Native peoples has had a wide range of impacts on their self-governance, rights, and access to quality education. Specifically, we will detail how legislative movements in Washington led to the development and adoption of the Since Time Immemorial (STI) curriculum and to the passage of SB5252 and HB1426 which led to the requirement of G2G Tribal Consultation training for district superintendents, school boards, and school administrators. Participants in this pre-conference session will learn about:

- Issues and implications of race/ethnicity identification policies that lead to massive under and mis-identification of Native students in Washington,
- How practices of "maximum representation" may be used to correct this issue, and
- How data-driven processes can help build successful collaborative relationships with Tribes during the Tribal Consultation process.

Eligible participants attending this session will receive credit for three of the five required hours under SB5252 and HB1426.

### **9. Digging Deeper with WIDA: An Action Planning Event (Stadium, 2nd floor)**

**Presenters:** Heidi LaMare, Multilingual Learner & Continuous Improvement Coordinator, and Amy Colburn, Continuous Improvement & Data Coordinator, Northwest Educational Service District 189

**Description:** This session will allow participants to examine their WIDA data by school and/or district to find data trends in language acquisition that can and should be used in instructional and school improvement planning. Participants will work to analyze their own WIDA frequency reports and align them to the school improvement and professional development plans to maximize language growth for English learners. This interactive session encourages teams to attend together to engage in rich dialogue around language acquisition within content areas.

**10. Reimagining Learning: How Data Show the Lived Experiences of Students and Families (Proctor I, 2nd floor)**

**Presenter:** Dr. Cassie Martin, Executive Director of Special Education; RJ Monton, Director of MTSS, Jamie Kidder, and Alexandra Toney, OSPI

**Description:** This session focuses on actionable practices and strategies to increase engagement and improve systems to prepare students for their post-secondary goals. Discussions will reframe existing myths about learning and highlight strategies for students to engage and meaningfully progress in required learning standards. Finally, the session will provide a deep dive into the Least Restrictive Environment (LRE) Data Platform, including special education demographics compared with LRE; LRE for Black SWD; and LRE 3.

**11. Reimagining Re-engagement Readiness for Sustained Student Success (Proctor II, 2nd floor)**

**Presenter:** Dr. Michelle Smith, Assistant Principal, Pasco School District and Dr. Shannon Calderone, Assistant Professor, WSU-Everett

**Description:** Unearthing the truth about student disengagement from learning & school is one of the most intractable problems of practice researchers and educators face. In the absence of adequate interventions, front-line teachers and administrators battle learner disengagement during any given school day. This workshop focuses on identifying diverse forms of student disengagement both within and outside the classroom. Participants will have an opportunity to assess disengagement patterns & trends in their school/district and learn about different tools and strategies designed to support re-engagement.

**12. Leveraging Collective Efficacy as the Fuel for Powerful Collaboration: Design Studio (Commencement II, 2nd floor)**

**Presenter:** Stephanie Thomas, Coordinator of Instructional Programs, Spokane Public Schools

**Description:** Given the importance of collective efficacy to the success of our students, teachers, and schools, what actions can be woven into our systems to proactively grow collective efficacy? During this session we will focus on applying our understanding of the sources and the enabling conditions for collective efficacy to design opportunities to foster collective efficacy within existing meeting, collaboration, and professional learning time. Participants will leave with ready-to-use tools and resources, personalized tools created during the session, and access to a group of collaborators for later support. The design studio will be complemented by the morning session but has been developed to stand alone for participants who already have a background in collective efficacy research and attend only the PM session.

**4:30-7:00 Happy Hour**  
Hosted by Renaissance Learning

Zeek's Pizza (Upstairs)  
1702 Pacific Ave,  
Tacoma, WA 98402

[Please RSVP](#)

**Renaissance**  
**See Every Student.**

# Thursday, December 7

**7:00-8:00 Check-in and Continental Breakfast**

**8:00-10:00 Opening Session**

**Welcome**

**OSPI Address**

**Keynote Address**

**Shane Safir, Author of *Street Data* and *The Listening Leader***

**10:00-10:15 Transition time**

**10:15-11:30**

**Breakout Session #1**

## **1.1 Keynote Follow-Up Session (Point Defiance, 3<sup>rd</sup> floor)**

**Lead Presenter:** Shane Safir

**Description:** This session will give participants the opportunity to discuss ideas presented at the keynote presentation as well as raise questions and make comments.

## **1.2 Reimagining Assessment for Student Growth Goals: Understanding vs. Judging through Culturally Responsive Formative Assessment (Union, 3<sup>rd</sup> floor)**

**Lead Presenter:** Maja Wilson, ELA Assessment Specialist, OSPI

**Co-Presenters:** Katie Taylor, Director of Educator Effectiveness, OSPI; Serena O'Neill, Math Assessment Specialist, OSPI

**Description:** Participants will learn how Student Growth Goals support culturally responsive formative assessment. Participants will connect with resources to learn what culturally responsive formative assessment is, why it is important, and what it looks like in classrooms. They will explore how they can promote culturally responsive formative assessment through the SGG process. This session will highlight a collaboration between members of two departments at OSPI to reimagine assessment as a collaboration between teachers and students during the Student Growth Goal process.

## **1.3 Nested MTSS: Building Cohesive Systems for Student Success Together (Chambers Bay I, 3<sup>rd</sup> floor)**

**Lead Presenter:** Alicia Jacob, Executive Director of Teaching and Learning, Selah School District

**Co-Presenters:** Hunter Sissom, Director of Student Success; Betty Lopez, Executive Director of Special Services; Kristi Irion, Director of Student Support, Selah School District

**Description:** Join us as we delve into real life examples of the power of nested MTSS frameworks, discussing how collaboration among educators fosters cohesive systems to address diverse student needs, ensuring their success across academic, behavioral, and social-emotional domains. We will share our experience across buildings and districts.

#### **1.4 Getting it Right: Applying Continuous Improvement to Program Implementation and Efficacy (Tacoma room, 2<sup>nd</sup> floor)**

**Lead Presenter:** Melissa Beard, Researcher, Melissa Beard Consulting, LLC

**Co-Presenter:** Paul Harvey, Success in Education Consulting

**Description:** How many times have you started a new initiative but isn't having the impact you imagined? You know it needs to be changed or discontinued but for numerous reasons, people don't want things to change. Come learn how to take the time to set up a way to evaluate the program and tie this to the budget decision making process BEFORE you start that next initiative.

#### **1.5 Language Equity: Competency-based Credits, the Seal of Biliteracy, and Assessment (Stadium, 2<sup>nd</sup> floor)**

**Lead Presenter:** Veronica Trapani-Huebner, Associate Director of Content - World Languages and International Education, OSPI

**Co-Presenter:** Brian Gabele, Director of Assessment & Program Evaluation , Clover Park School District

**Description:** With Superintendent Reykdal's goal of all Washington students having access to dual language opportunities by 2040, districts will need to understand how and why languages are assessed. The task of tracking and assessing language proficiency is a multi-layered task and this session will address the many opportunities and challenges that can arise from districts looking to help all students earn credit for languages they already speak and the Washington State Seal of Biliteracy supports multilingualism through language proficiency assessment and promotes it as a beneficial skill.

#### **1.6 Criterion- and Content-Referenced Measures of Growth in K-8 Reading and Mathematics (Proctor I, 2<sup>nd</sup> floor)**

**Lead Presenter:** Peter Swerdzewski, PhD, Senior Director of Assessment Markets, Curriculum Associates

**Description:** Growth goals designed to move students toward grade-level proficiency are essential following pandemic disruptions. This session shares research findings using i-Ready Stretch Growth. In Reading and Math, 95% and 80% of students who met Stretch Growth for two years finished the school year at Early On Grade Level or Above. Students who met Stretch Growth engaged with i-Ready Personalized Instruction more than students who met only Typical Growth, or less. Content-Referenced Growth, a measure to support teachers in taking instructionally actionable steps to reach growth targets, is previewed.

#### **1.7 Max AI/AN Identification Issues and Access to Equitable Education Opportunities for Native Students (Proctor II, 2<sup>nd</sup> floor)**

**Lead Presenter:** Kenneth Olden, Director of Assessment and Data, Wapato School District

**Co-Presenters:** Susan Hou, Washington STEM; Min Hwangbo, Washington STEM; Dr. Gene Kim, UW

**Description:** This session will detail the efforts being done to improve the identification of American Indian / Alaskan Native students in Washington State, the history of the two-step race/ethnicity identification process that has led to the disenfranchisement of Native students, and how systems used by both the state and federal government have further compounded this issue. This has severe implications for the Native students, who tend to be misidentified at the district, state, and federal levels and therefore have limited access to treaty rights and equitable educational opportunities.

**1.8 Seattle Preschool Program: Evaluation Results and Implications (Commencement I, 2<sup>nd</sup> floor)**

**Lead Presenter:** Ashley Pierson, Senior Researcher, American Institutes for Research

**Co-Presenters:** Rosa Ammon-Ciaglo, Department of Education and Early Learning, City of Seattle and Vicki Nishioka, Managing Researcher, Education Northwest

**Description:** This session will present results from an equity-focused mixed-methods evaluation of the Seattle Preschool Program. This evaluation incorporates family and teacher surveys and focus groups with a quasi-experimental matched analysis of program impact. Together, we will explore the Seattle Preschool Program model, family and teacher perspectives, key outcomes, and lessons learned. In small groups, participants will discuss the results and potential implications for policy and practice.

**1.9 Standards Review Project Update (Commencement II, 2<sup>nd</sup> floor)**

**Lead Presenter:** Kara Todd, Special Projects and Assessment Coordinator, OSPI

**Co-Presenters:** Angela Allen, Associate Director of Learning Standards, OSPI; Heidi Aijala, Associate Director of Secondary ELA, Arlene Crum, Director of Secondary Mathematics, OSPI; Laura Grant, Associate Director of Elementary Mathematics, OSPI; Carey Kirkwood, Associate Director of Elementary ELA; Jacob Parikh, Science Assessment Specialist, OSPI; Korey Peterson, Science Assessment Specialist, OSPI

**Description:** OSPI staff will share the approach and status of the standards review project which started last year. Attendees will be able to provide feedback about the current drafts of the updated ELA, math, and science learning standards. Attendees will also be asked to share ideas about implementation support for district and schools.

**11:30-11:45 Transition time**

<p><b>11:30-1:30</b> <b>WERA Photo Booth</b> Sponsored by Imagine Learning</p>	
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**11:45-12:45 Lunch**

**12:45-1:00 Transition time**



**1:00-2:15**

## **Breakout Session #2**

### **2.1 Technology-Based Support Shows Promising Long-Term Impact on Math Learning: Initial Results From a Randomized Controlled Trial in Middle Schools (Point Defiance, 3rd floor)**

**Lead Presenter:** Mingyu Feng, Research Director, WestEd

**Description:** The use of educational technology for improving K-12 math education has expanded dramatically recently. ASSISTments, a widely used digital platform, was one of the few digital learning programs recommended for use in response to the COVID-19 pandemic. An efficacy study conducted in Maine found that using ASSISTments significantly increased student math scores. From 2018-2021 WestEd conducted a replication study to test the replicability of the findings in a more diverse population and measured the long-term impact of ASSISTments on student math learning, one year after the intervention was over. This presentation will describe the ASSISTments program and discuss the findings from the analysis of the follow-up study.

### **2.2 Updates on the Preliminary SGP Project (Union, 3<sup>rd</sup> floor)**

**Lead Presenter:** Brian Gabele, Director of Assessment & Program Evaluation, Clover Park School District

**Description:** The 2022-23 school year was the first year of the Preliminary SGP Project. The project was founded for one reason: to get as-accurate-as-possible SBA student growth percentiles into the hands of school districts within a month following the end of the state's Smarter Balanced Assessment window. This presentation will cover the challenges and successes of the Project and compare the Preliminary SGPs to the ones eventually released by OSPI for the Clover Park School District. Finally, you will see an example of research that was made possible over the summer by having the Preliminary SGPs.

### **2.3 From Absent to Engaged: Data-Informed Strategies for Attendance Improvement**

**(Chambers Bay I, 3<sup>rd</sup> floor) **CANCELED****

~~**Lead Presenter:** Shelby Lockhart, Attendance Program Manager, ESD 105~~

~~**Description:** "From Absent to Engaged" explores data-driven strategies for student attendance and engagement. Leveraging the Attendance Integrity Tool, participants identify improvement areas in their current practices. We highlight the significance of data-informed Attendance Team Action Plans and visual data for systemic attendance improvement. The session also delves into data systems to address student absenteeism and analyzes withdrawal and dropout data to reduce student dropouts.~~

### **2.4 Game Day (Tacoma room, 2<sup>nd</sup> floor)**

**Lead Presenter:** Michele Bledsoe, Assistant Professor, St. Martin's University

**Co-Presenters:** Dr. Glenn Malone, City University; Kris Diamond - Principal of Hunt Elementary in Puyallup School District; Dr. Mark Knight - Principal of Edgemont Junior High in Puyallup School District

**Description:** Whether you are looking at a framework for teaching or leading, you will find evidence that effective practitioners engage in collaboration with others. Collaboration improves effectiveness, efficiency, and contributes to job satisfaction of team members. Knowing how to collaborate is a skill that can be developed through practice and reflection. Today's session will offer practical, ready-to-implement collaborative strategies focused on student achievement that participants can use immediately in their school or professional setting.

## **2.5 College & Career Readiness: Rising to the Challenge (Stadium, 2<sup>nd</sup> floor)**

**Lead Presenter:** Thomas McDermott, College & Career Readiness Director, Auburn School District

**Description:** What are the societal, economic, & educational forces that impact College & Career Readiness (CCR) efforts? What systems & approaches best support collaborative work to graduate students who are ready to be successful in post-secondary learning? How can district & school leaders communicate clearly about CCR in a way that motivates & inspires? Delve into these questions, consider statistical data driving CCR efforts, engage in collaborative discussion, and walk away with ideas and resources you can weave into your own work based on best practice efforts being employed in the field.

## **2.6 Designing a Comprehensive MTSS System with Data (Proctor I, 2<sup>nd</sup> floor)**

**Lead Presenter:** David Harwell, Director, Data Analytics and Academic Planning, Houghton Mifflin Harcourt

**Description:** Supporting the success of ALL students is a critical part of the mission of today's schools and districts. Designing a Comprehensive MTSS System with Data will help you examine achievement data, as well as guide you through outlining a professional learning plan centered on driving student outcomes. See how to collaboratively develop a thorough inventory of current resources and practices with prioritized recommendations and possible next steps.

## **2.7 Firm Expectations, Flexible Means: Creative Solutions to addressing the Credit Deficiency Gap (Proctor II, 2<sup>nd</sup> floor)**

**Lead Presenter:** Alexia Hadfield, ALE/CTE Director, Principal, North Mason School District

**Co-Presenter:** Kris York, Teacher, North Mason School District

**Description:** Learn how one small district implemented both a high-school level evening program and STEM to bridge the achievement gap for their most vulnerable students. Brainstorm how these options might work in your community, especially in our post-Covid educational system, so that students will re-engage in education vital to their future success. Collaborate with other professionals regarding the ins and outs of these innovative methods for student retention and high school completion.

## **2.8 Inclusivity in the Preschool Classroom: Laying the groundwork for success. (Commencement I, 2<sup>nd</sup> floor)**

**Lead Presenter:** Chrissy Free, Categorical Administrator, Vancouver Public Schools

**Co-Presenter:** Charlotte Pellens, Director of Categorical Programs, Vancouver Public Schools

**Description:** This session gathers everything you need to know to launch a successful inclusive early childhood program, bringing together the powerhouses : Title I A and Special Education. A must for leaders of early childhood programs, learn how inclusive education benefits all children, how to train school staff to work as a team to make it happen, the nuts and bolts of program development, this will help current and future early childhood leaders assemble highly effective inclusion teams and develop programs where every child learns and thrives.

## **2.9 District-Wide Secondary Math Common Assessment Development: Perspectives from Teachers Leaders, Administrators, and Psychometricians (Commencement II, 2<sup>nd</sup> floor)**

**Lead Presenter:** Fengyi Hung Ph.D., Director - Assessment and Research, Tacoma Public Schools

**Co-Presenters:** Timothy Chalberg, Secondary Mathematics Instructional Facilitator, Kami Huynh, Assessment Project Specialist, Tammy Larson, Director - Curriculum & Instruction, Zeek Edmond, Assistant Superintendent- Teaching & Learning, Tacoma Public Schools

**Description:** Learn about Tacoma Public School's collaborative efforts in developing district-wide secondary math common assessments. This session covers how well these assessments measure mastery, inform instructional next steps, and align with district priority standards and Continuous Achievement Plan (CAP) goals. Gain practical knowledge and resources by exploring system support, data integration, item quality analysis, and training. The aim is to empower educators to leverage collaborative assessments as a catalyst for reimagining and measuring success in secondary math education.

### **2:15-2:45 Snack break with transition time**

**2:45-4:00**

### **Breakout Session #3**

#### **3.1 MTSS in Washington State: Debunking Myths and Rooting Realities (Point Defiance, 3<sup>rd</sup> floor)**

**Lead Presenter:** RJ Monton, Director of MTSS, OSPI

**Description:** This session will explore the realities of MTSS in Washington state across the continuum of supports. We will investigate evidence-based practices teaming at the state, regional, district, and school level. We will explore data protocols that can be incorporated in teaming structures and behaviors across that continuum. Finally, we will do this while exposing commonly believed myths about MTSS and replacing those myths with solid foundations of reality. Come to this session prepared to share, challenge current thinking, ask questions, and seek allies in the advancement of practice in Washington State

#### **3.2 Interactions, Collaboration, and Decision Making Between School and Central Office Level Administrators in Dual Language Immersion Programs. (Union, 3<sup>rd</sup> floor)**

**Lead Presenter:** Dr. Matt Bona, Executive Director of Early Learning, Educational Service District 123

**Description:** Currently there is a gap in the research in showing any examples of how or if collaborative interactions or decision making takes place between central office leaders and school leaders concerning bilingual dual language immersion programs within school districts. This presentation will focus on an empirical single case study that was conducted in order understand how central office leaders and school leaders interact and collaborate to make decisions concerning dual language immersion programming in their school district.

### **3.3 Outcome Focus: Identifying the Right Measures for Targeting and Monitoring Improvement (Chambers Bay I, 3<sup>rd</sup> floor)**

**Lead Presenter:** John Steach, CEO, The Center for Educational Effectiveness

**Description:** What does your district monitor? If not student outcomes, this is your session. Explore the value of different data types (demographic, perceptual, contextual, and academic) and how each helps create a clear image of success. Reflect on key questions relative to what and how to monitor district progress.

### **3.4 Creating a WERA Postsecondary Transitions SIG: A Membership-Wide Invitation for Open Dialogue (Tacoma room, 2<sup>nd</sup> floor)**

**Lead Presenter:** Shannon Calderone, Assistant Professor, WSU-Everett

**Co-Presenter:** Paul Stern, Stern Analytics and WERA Executive Secretary

**Description:** Is your school, district, or organization committed to helping increase the number of students that transition into postsecondary options after high school? WERA has received funding to explore the creation of a new Special Interest Group (SIG) focused on students' postsecondary transitions. Come share your interests in this area, hear results from a recently completed survey of school counselors, and learn how you could co-host student focus groups with WERA in early 2024. We need your help to answer: How can WERA support postsecondary transitions for students in Washington?

### **3.5 Statewide Update on Dual Credit Programs: Enrollment & Credit Attainment (Stadium, 2<sup>nd</sup> floor)**

**Lead Presenter:** Katie Weaver Randall, Director, Education Research & Data Center

**Co-Presenter:** Liz Dehlbom, Senior Data Scientist, Education Research & Data Center

**Description:** ERDC staff will provide an overview of the 2023 Dual Credit Report and the new statewide Dual Credit Dashboard. Dual credit courses give high school students the potential to earn both college and high school credit. ERDC examined dual credit participation, as well as high school and postsecondary credit attainment, by following eight cohorts of students who were expected to graduate from Washington public schools in 2015 through 2022. Come learn more about ERDC's findings and hear about future projects to examine dual credit in Washington.

### **3.6 Data Governance (Proctor I, 2<sup>nd</sup> floor)**

**Lead Presenter:** Jen Appleyard, Director of Data Governance, OSPI

**Description:** OSPI staff from the Center for Improvement of Student Learning (CISL) will share the status and highlights of OSPI's K12 Data Governance process and structure. Come learn about the process and duties of the Data Governance groups and preview the data governance process for the coming school year. Attendees will have an opportunity to provide feedback and share ideas.

### **3.7 WCAS Data and Resources (Proctor II, 2<sup>nd</sup> floor)**

**Lead Presenter:** Jacob Parikh, Science Assessment Specialist, OSPI

**Co-Presenter:** Korey Peterson, Science Assessment Specialist, OSPI

**Description:** This session will provide an overview of state-level WCAS data, information on accessing local data, and a framework for asking systematic questions using assessment data. Participants will discuss and reflect on how science is taught in their local contexts and on the needs and experiences of their students. Resources available to improve student access to and success with the Next Generation Science Standards (NGSS) will be provided and discussed.

### **3.8 Critical Collaboration For Inclusion and Social Justice: Reimagining Equity-Focused PLCs (Commencement I, 2<sup>nd</sup> floor)**

**Lead Presenter:** Sylvia Bagley, Assistant Teaching Professor of Equitable Instructional Leadership, University of Washington College of Education

**Co-Presenters:** Naomi Fair, doctoral student, UW and Michelle Ling, teacher, and Heather Snookal, Principal, Bellevue School District

**Description:** Teacher leaders are uniquely poised to drive meaningful change in how their colleagues make sense of students' progress and overall well-being. In this presentation, we discuss two examples of how and why teacher leaders (including coaches) can play a crucial role in working together with colleagues and administration to reimagine and measure student success from a more holistic perspective, including Freirian culture circles focused on inclusion, and a professional inquiry cycle based on a combination of "Data Wise" and "Street Data" models.

### **3.9 Reimagining Partnerships to Ensure Multiple Layers for Student Success (Commencement II, 2<sup>nd</sup> floor)**

**Lead Presenter:** Nancy Potter, School Development Manager, Cambridge University Press & Assessment

**Co-Presenters:** John Hannah, Superintendent Morton School District; Dr. Matthew Kaye and Jeff Brewer, School Implementation Manager, Theo Kaufman, Senior Data Analyst, Cambridge University Press & Assessment

**Description:** Three educators from different perspectives, John Hannah, Morton School District Superintendent, and representatives from Cambridge International will explore strategies on improving student outcomes. Morton will share their story to explore factors which contribute to student/teacher success. Their accountability, SBAC and OSPI report card measures, triangulated with Cambridge results. Join a discussion peppered with research, qualitative, and quantitative data from a variety of schools, on what works to increase student ownership, engagement, and college/career success. Engage in creating a hands/heart/mind theory of action.

**4:30-6:30**

**Networking Reception**

**Hosted by Curriculum Associates**

El Gaucho  
2119 Pacific Ave,  
Tacoma, WA 98402

[Please RSVP](#)



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**Curriculum Associates®**

# Friday, December 8

7:30-8:30

Check-in and Continental Breakfast

8:30-10:30 Opening Session

Welcome, Business Meeting, and Awards

Keynote Address

Dr. Jenni Donohoo:

**“The Power of Working Together: Fostering Collective Teacher Efficacy”**

10:30-10:45 Transition time

10:45-12:00

Breakout Session #4

## **4.1 Keynote Follow-Up Session (Point Defiance, 3<sup>rd</sup> floor)**

**Lead Presenter:** Jenni Donohoo

**Description:** This session will give participants the opportunity to discuss ideas presented at the keynote presentation as well as raise questions and make comments.

## **4.2 Collaboration is Key! Best Practices for Supporting MTSS (Union, 3<sup>rd</sup> floor)**

**Lead Presenter:** Topher Mauerhan, Assessment & Analytics Account Executive, Renaissance Learning

**Co-Presenters:** Shelby Lockhart, Attendance Program Manager, ESD 105; Keshia Armstrong, Assessment Professional Development Specialist, Yakima School District

**Description:** In this session, Dr. Shelby Lockhart and Keshia Armstrong will highlight how their team has supported their implementation of MTSS in the Yakima School District. Learn how they empower conversations with the Superintendent's cabinet, establish dynamic dashboards to set and monitor school improvement goals, and utilize early warning systems to identify students that may need additional supports through Renaissance's eduCLIMBER.

### **4.3 The Performance-Based Graduation Pathway Option and Equitable Access to Graduation Pathways (Chambers Bay I, 3<sup>rd</sup> floor)**

**Lead Presenter:** Linda Drake, Director of Career-and College-Readiness Initiatives, State Board of Ed

**Co-Presenter:** Alissa Muller, Director of the Mastery-based Learning Collaborative, State Board of Ed

**Description:** Learn about the new option for meeting the pathway graduation requirement, the performance-based pathway. The performance-based pathway allows students to show what they know and can do in real-world ways that align with their individual goals for life after high school. Participants in this session will learn about newly adopted rules to implement, and tools to support, this pathway option. Participants will also have the opportunity to share and discuss strategies for identifying and responding to inequitable access to different pathway options.

### **4.4 Data Viz SIG Gallery: Sharing data to collaborate (Tacoma room, 2<sup>nd</sup> floor)**

**Lead Presenter:** David Ogden, Assessment Facilitator, Renton School District

**Description:** Districts or service providers from across Washington sign up to share their data visualizations that align with the symposium theme: "Leveraging the Power of Collaboration: Working Together to Reimagine and Measure Success" Volunteers will have 5-7 minutes to share their data visualizations with 3-5 minutes of questions and feedback.

### **4.5 Connecting Statewide Accountability, School Recognition, and System Health Reporting to the Statewide School Climate Collection and the Basic Education Collection (Stadium, 2nd floor)**

**Lead Presenter:** Andrew Parr, Research Director, State Board of Education

**Co-Presenters:** Randy Spaulding, Ph.D., Executive Director, State Board of Education and Viktoria Bobyleva, M.A., M.Ed., Basic Education Manager, State Board of Education

**Description:** The State Board of Education (SBE) is statutorily tasked with accountability, recognition, reporting on the educational system health, and certifying school districts for basic education. After reporting on the recently adopted Conditions for Learning in the 2022 System Health report, the SBE advanced the state's effort to administer a statewide school climate survey. We are exploring the use of public data sources and other existing and potential data (e.g., Basic Education collection and a school climate survey) to report on the Conditions for Learning for Washington students.

### **4.6 Unlocking the Power of Data: Seeking Guidance for Dashboard Enhancement (Proctor I, 2<sup>nd</sup> floor)**

**Lead Presenter:** Andrew Weller, Senior Data Visualization Specialist, ERDC

**Co-Presenter:** Bonnie Nelson, Data Governance, ERDC

**Description:** ERDC hosts several dashboards to share education metrics related to early learning, K12, postsecondary, and workforce outcomes. Our goals for this session include:

- 1) Informing WERA members about dashboards available to them;
- 2) Seeking input on metrics for existing dashboards; and
- 3) Brainstorming ideas for future dashboards and/or data visualizations to help school leaders.

### **4.7 Math Language Routines for Multilingual Learners Success (Proctor II, 2<sup>nd</sup> floor)**

**Lead Presenter:** Maeghan Bowman, Assistant Director Multilingual Education, Auburn School District

**Co-Presenter:** Adam Ladage, Director of Student Learning, Auburn School District

**Description:** Join us in an exploration and discussion of how Math Language Routines (MLR) can have a positive impact on all students' learning! MLR not only support English Language Development, but also mathematical thinking and how students express themselves. Presenters will share their outcomes and the impacts of MLR on Multilingual students specifically. Participants will learn through practice and collaborative discussion with colleagues.

#### **4.8 CISL's Resource Clearinghouse: Goals, Standards, and Design (Commencement I, 2<sup>nd</sup> floor)**

**Lead Presenter:** Heather Rees, Research and Policy Development Program Manager, OSPI

**Co-Presenter:** Andrew Nelson, Ph.D., Research Analyst, OSPI

**Description:** In this session, OSPI's Center for the Improvement of Student Learning (CISL) will share the newly redesigned Resource Clearinghouse hosted on the OSPI website. We will describe the purpose, goals, and structure of the site as well as how to use it and how to make submissions. Participants will learn about the design and implementation of our fit, quality and equity standards. Come share your needs and wants for how the Resource Clearinghouse can support your work.

#### **4.9 Streamlining Qualitative Data for Educational Practitioners (Commencement II, 2<sup>nd</sup> floor)**

**Lead Presenter:** Susan Rose, Instructional Coach, Quincy School District

**Co-Presenters:** April Murray, ELA Teacher; Felicie Becker, Quincy High School Principal, Quincy School District

**Description:** Qualitative data can provide powerful insights into student experience. However, this method can also be challenging because of significant barriers that crop up during data collection and analysis. This presentation provides insights on how practitioners can streamline this process and implement findings. Session highlights include an overview of a study that utilized student-voice data from rural Latinx students to identify post-secondary goals, how the school responded to findings, and an update on year two of the study.

### **12:00-1:00 Lunch and Book Signing with Jenni Donohoo**

### **1:00-1:15 Transition time**

### **1:15-2:45 Breakout Session #5**

#### **5.1 District Assessment Coordinator Network Meeting (Point Defiance, 3<sup>rd</sup> floor)**

**Lead Presenter:** Brian Rick, Bellingham School District

**Co-Presenters:** Brian Loffer, Bethel School District; Derek Tucci, Northshore School District; Heather Stroh, Shoreline School District; Nicholas Bontrager, Moses Lake School District

**Description:** Join assessment directors and coordinators from across the state to network around key issues impacting the work we do each day. This is the annual winter meeting of the assessment network - a WERA special interest group - and definitely the session to attend for both new and experienced DACs. This session is strategically placed at the end of the conference to help participants process and make plans based on what was learned during the conference.

#### **5.2 Developing Strategies to Best Support all K-12 District Staff Professional Development, Health, and Wellness (Union, 3<sup>rd</sup> floor)**

**Lead Presenter:** Richard Hazzard, Founder, 17000.solutions

**Co-Presenter:** Dr. Chris Granger, Superintendent, Blaine School District

**Description:** Developing Strategies to Support K-12 District Staff Professional Development, Health, and Wellness: The Blaine School District sought to develop strategies to support staff professional development, health, and wellness. Join us as we share the project goals, research methodology, analysis, and the prioritized list of actions the district initiated. Consider our work and engage in discussion of practical strategies for continuous improvement and overcoming obstacles to success in this critical area of need while you connect with fellow change agents in the K-12 public education sector.



### **5.3 Integrated Student Supports: An Implementation Plan Overview (Chambers Bay I, 3<sup>rd</sup> floor)**

**Lead Presenter:** Rebecca Estock, Integrated Student Supports Program Supervisor, OSPI

**Co-Presenters:** Annie Pennell, Learning Assistance Program, Program Supervisor, OSPI; Dr. Sheila Gerrish, Title 1, Part A, Program Supervisor, OSPI

**Description:** Senate House Bill (HB) 1208 (2021) modified the state's Learning Assistance Program (LAP) laws under Revised Code of Washington (RCW) Chapter 28A.165. Beginning September 1, 2025, Local Education Agencies (LEAs) will be required to budget and expend LAP funds using the Washington Integrated Student Supports Protocol (WISSP) in accordance with RCW 28A.300.139. This session will provide clarification of the law, an overview of Integrated Student Supports (ISS), and next steps we are taking at OSPI to support statewide implementation.

### **5.4 Superstar Superintendents: Where are the Women in District Leadership? (Tacoma room, 2<sup>nd</sup> floor)**

**Lead Presenter:** Dr. Ingrid Colvard, Superintendent, Stevenson- Carson School District

**Co-Presenter:** Kim Fry, Professional Learning Coordinator, WASA

**Description:** Where are the women in top district leadership roles? Despite research on the advantages of women in executive leadership, more than half of Washington principals and central office administrators are female, yet only 25% of superintendents are women. Findings from recent dissertation research and data gathered by the Washington Association of School Administrators (WASA) will be explored.

### **5.5 Laboratory for Collaboration: Exploring Empowerment, Engagement, Belongingness Among Middle School Students through Youth Participatory Action Research (Stadium, 2<sup>nd</sup> floor)**

**Lead Presenter:** Elizabeth Barker, Assistant Director of Research & Evaluation, Kent School District

**Co-Presenters:** Katherine Hinkelman, Nicholas Teal, Evan Barbour, Narine Balayan, Nicole Dock, and four students from Kent Laboratory Academy: Maya Hyder, Kayden McFarland, Graciana Kristenson, and Khadir Jobira

**Description:** Kent School District's unique research team of district and school staff with student researchers offers key insights from their exploration of promising practices to support middle school transition at Kent Laboratory Academy. Researchers studied student engagement and belonging through an asset lens and empowerment research based in youth participatory action research. This session reviews lessons from leveraging a unique research collaboration into actionable strategies for a district to empower middle schoolers to build community and belonging in school after the COVID-19 pandemic.

### **5.6 Triple the Challenge, Triple the Collaboration: Addressing the Needs of Multilingual Struggling Readers (Proctor I, 2<sup>nd</sup> floor)**

**Lead Presenter:** Randi Freeman, ML Specialist, Othello School District

**Description:** This session will share the collaborative efforts taken by a Multilingual Learner Specialist, the Special Education team, and a 3rd grade National Board Certified Reading Teacher to address the needs of 74 heterogeneous Multilingual Learners in grades 3-6 who struggled to learn to read in English. Attendees will experience a demonstration lesson from Dr. Cardenas-Hagan's "Working with English Language Learners (WELLS)", a culturally affirming curriculum developed for Spanish-speaking learners of English used in the intervention. Pre/post assessment tools and promising results will be shared.

### **5.7 Panel Discussion: How Computer Adaptive Tests (CATs) Can Strengthen MTSS/RTI Implementations (Proctor II, 2<sup>nd</sup> floor)**

**Lead Presenter:** Peter Swerdzewski, PhD, Senior Director of Assessment Markets, Curriculum Associates

**Co-Presenters:** Josh Sain, EdD, Assessment Implementation Consultant, Curriculum Associates, Jane Donohue, MEd, Senior Program Manager, Curriculum Associates; Michelle Pickard, Director of Teaching and Learning Services, Issaquah School District and Kristen Sadler, Lead Professional Development Specialist, Curriculum Associates

**Description:** Attendees will learn how Computer Adaptive Tests (CATs) provide insights into student learning and strengthen MTSS/RTI implementations. Topics will include: Test Flow: CATs adapt to find the precise level of proficiency of each student in the most efficient way possible. The panel will discuss how CATs can challenge students and help inform instruction. Over Testing: Can CATs serve as a complement to some traditional fixed-form tests? Is additional data worth the loss of instructional time? Scoring: Panelists will discuss how CATs are scored and how these scores can be used for growth goals.

### **5.8 ClimeTime's First Five Years: Collaboration to Imagine and Reimagine Climate Science Professional Learning (Commencement I, 2<sup>nd</sup> floor)**

**Lead Presenter:** Hilary Loeb, Director, Strategy, Evaluation and Learning, Puget Sound Educational Service District (PSESD)

**Co-Presenters:** Maddy Colson, Educational Equity and Evaluation Consultant, PSESD; Ellen Ebert, Director, Secondary Education Content and Pathways Preparation, OSPI; Shila Hodgins, Educational Equity and Evaluation Consultant, PSESD, and Stacy Meyer, Regional Science Coordinator, ESD 112

**Description:** In 2018, Governor Inslee approved a \$4 million proviso for teacher professional development for the Next Generation Science Standards and climate science instruction, giving birth to ClimeTime. This session will share key findings from the ClimeTime retrospective report, documenting five years of collaboration between OSPI, Educational Service Districts, UW and community-based organizations. Aimed at individuals providing professional development, district leadership and STEM teaching, the interactive session shares key successes and lessons learned since ClimeTime's inception.

### **5.9 Effectively Intervening in Social and Academic Behaviors (Commencement II, 2<sup>nd</sup> floor)**

**Lead Presenter:** Sarah Clark, Teacher, Tacoma Public Schools

**Description:** In recent years, educators have experienced an increase in students impacted by negative social and academic behaviors, K-12. This presentation will address the difference between social and academic behaviors, present methods for tracking behavior data, offer strategies and processes for supporting social and academic behaviors, and offer collaborative opportunities for brainstorming, asking questions, challenging ideas, and sharing relative experiences.

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