

**WERA GENERAL SESSIONS, Thursday, December 12, 2019**

Presenter		Co-Presenters	Session Type	Presentation Title	Presentation Description	Room	Day	Time
Duane	Baker	Stacy Mehlberg, Ronak Patel	<a href="#">75 Minute Roundtable</a>	Talking to Learn: How Are Students Talking in Class?	This presentation provides research on how students across Washington talk in their classroom and how teachers facilitate student talk. The study of hundreds of classrooms looked at how students interacted in class, how they talked, what they talked about, and who they talked to. This led to projections about how much academic talk students participate in during the entire school day. The study yielded startling results and recommendations for future classroom support to increase purposeful student talk. We will discuss how best to support teachers and principals in professional development that focuses on purposeful student talk.	Horizon	Thursday, December 12th	10:30- 11:45
Jessica	Beaver	Kathleen Vasquez	<a href="#">75 Minute Session</a>	A Continuous Improvement Approach to Curriculum Adoption and Implementation	In 2016, Seattle Public Schools adopted a new K-5 ELA curriculum and used a distributed leadership approach to implement it in all 73 elementary schools. The curriculum department then partnered with the research department to provide real-time, formative feedback about what was working, what the pain points were, and where to make strategic shifts. The result: a mindful approach to curriculum implementation that has become the district model for curriculum adoptions and a key strategy for eliminating opportunity gaps for students of color furthest from educational justice.	Orcas A	Thursday, December 12th	10:30- 11:45

Tanisha	Brandon-Felder		<a href="#">75 Minute Session</a>	Using Racial Equity for Transformation	Shoreline School District is a community in the midst of examining how are system perpetuates the inequities we are trying to dismantle. Awareness is the first step. With awareness comes various strategic steps that collectively work towards creating more equitable outcomes for students. We are not there yet, but come see where we are in the process and start looking at what you can implement in your own district.	Emerald C	Thursday, December 12th	10:30-11:45
Dawn	Cope	Allison Greenburg, Jacob Parikh, Korey Peterson	<a href="#">75 Minute Session</a>	State Summative Science Test: Year 2	Students in grades 5, 8, and 11 took the Washington Comprehensive Assessment of Science (WCAS) for the second time in spring 2019. At this session, OSPI staff will share information and gather session attendee questions and feedback on anything related to the WCAS. This effort will inform OSPI's continued development of resources and supports to inform learning and assessment outcomes for all students.	Mercer A	Thursday, December 12th	10:30-11:45

Amanda	Crisostomo	Katie Taylor, Kelly Nicols	<a href="#">75 Minute Session</a>	The Power of One: The T-Bird Experience	The “Shadow a Student” challenge has been gaining momentum as a way for administrators and teachers to see school through student eyes, and use what is learned to create change at a school site. However, allowing for every staff member to have this experience is often daunting and not financially feasible. Come to this session to learn how a group of administrators and coaches created a similar experience for an entire staff.	San Juan	Thursday, December 12th	10:30- 11:45
Kimberly	DeRousie	Lucas Snider, Susan Seegers, Shelby Johnson, Christopher Hanczrik	<a href="#">75 Minute Session</a>	Statewide Assessment Implementation Basics: Understanding the systems and resources needed for successful spring 2020 test administrations	For new District Assessment Coordinators, understand the basic operational systems used and the resources available to successfully administer the statewide assessments. OSPI’s Assessment team will detail the systems (CEDARS, TIDE, ARMS, etc.) used and resources (Quick Start User Guide, GTSA, PIRG, etc.) available for our statewide testing. The presenters will provide the big picture overview, including timelines and calendar, how systems integrate, and what specific areas to focus on and when	Glacier	Thursday, December 12th	10:30- 11:45

Rachel	Eifler	Sam Stevens	<a href="#">75 Minute Session</a>	Early Learning Fellows: A Statewide Network Dedicated to Excellence and Equity in Early Learning	Only 46% of incoming kindergarteners across the state are entering the K-12 system "school ready". Three years ago Early Learning Coordinators from each ESD across the state implemented the Early Learning Fellows into the already established Statewide Fellows program. This network is dedicated to creating collaborative relationships between early learning systems and school districts to bridge the gap and create equitable opportunities for children and families within the P-3 continuum. Come and learn how the Early Learning Fellows' Network has come together to engage in shared professional learning and created action plans to improve outcomes for our earliest learners.	Peninsula B	Thursday, December 12th	10:30-11:45
Dr. Michelle M.	Fox	Christine Moloney	<a href="#">75 Minute Session</a>	Getting Our Students Back On-Track for Graduation: A Case Study Examining the Effects of an Early Warning Intervention System Implementation in Grades 7-12	Research has shown that the implementation of an Early Warning Intervention System (EWIS) can help close achievement gaps and help students realize on-time graduation from high school. By using a set of highly predictive indicators to identify students who may be off-track for graduation, coupled with a system of corresponding interventions for attendance, discipline, and course performance, EWIS school teams can help get students back on track for graduation. In this session, you will learn how the Puyallup School District implemented an EWIS in grades 7-12 and examine their systems for identifying, tracking, monitoring, and supporting students who are off-track for graduation.	Elliot A	Thursday, December 12th	10:30-11:45

Brian	Gabele		<a href="#">75 Minute Session</a>	SBA Scale Score Growth Analysis & Introduction of a Tool to Quickly Forecast their SGPs	Student Growth Percentiles (SGPs) are generated by OSPI but are not immediately available to districts when most SBA scores arrive in early June; most districts do not receive their SGPs until mid-October of the following school year. Many agree that SGPs arrive too late to help inform important decisions that are made before the summer begins. This presentation will shine light on SBA scale score growth trends from one year to the next and introduce a new tool that participants can use to forecast their own student's individual SGPs. Initial testing of the tool finds that forecasted SGPs are strongly correlated (0.933) with SGPs generated by the state. Assessment Directors and Analysts are strongly encouraged to attend.	Crystal B	Thursday, December 12th	10:30-11:45
Dan	Goldhaber	John Krieg, Roddy Theobald	<a href="#">75 Minute Session</a>	Making the Most of Student Teaching: The Importance of Mentors and Scope for Change	We review recent research on student teaching in Washington that uses data from 15 teacher education programs participating in the Teacher Education Learning Collaborative. This research highlights the importance of mentor teachers in candidate development, the inequitable distribution of student teaching placements across the state, and the scope for change in student teaching placements given that only 3% of Washington teachers host a student teacher each year. We argue that schools and districts looking to close opportunity gaps and racial inequities should look to student teaching placements as a way of addressing teacher shortages and improving teacher effectiveness.	Crystal C	Thursday, December 12th	10:30-11:45

Traci	Haddad	Rhonda Walton, Kathryn Reid	<a href="#">75 Minute Session</a>	Starting with Strengths: Supporting Our ELL Students Through an Asset-Based Lens	Often our ELL students are seen through a deficit lens. Instructional decisions are then based on what the students are not yet able to do instead of recognizing what they are capable of and what strengths they bring as a multilingual student. This can result in inappropriate remediation and referrals for special education services. We need to better understand the strengths of our ELL students in order to provide opportunities for their participation in collaborative, engaging, and cognitively challenging learning. This session will provide you with processes and tools that educators can use to provide appropriate Tier 1 instruction as well as some targeted interventions. We will also share our district's process for referring an ELL student for Special Education services.	Elliot B	Thursday, December 12th	10:30-11:45
Rachel	Hoff	Naomi Kallmes	<a href="#">75 Minute Session</a>	Disrupting Racist Language Practices with Translanguaging	Traditional language policy and practices in the classroom privilege English and discriminate against multilingual students of color. With 100+ languages in Highline, translanguaging pedagogy is one strategy to meet our goal that all students graduate bilingual and biliterate. Translanguaging describes the language practices of bilingual people and its pedagogy supports students' home languages. Learn how we have used action research to investigate the use of translanguaging practices in Highline's multilingual classrooms to affirm students' identity, prevent language loss, and develop academic language.	Alpine	Thursday, December 12th	10:30-11:45

Brandon	Lagerquist	Sally Guzman, Danielle Sanders, Rashanah	<a href="#">75 Minute Session</a>	Culturally Responsive Data Collection for Family and Community Engagement	Edmonds School District has developed a cyclical process of culturally responsive data collection utilizing surveys and focus groups. Participating schools have seen response rates as high as 80% on a bi-annual family survey. This session will describe the process, the data, and the outcomes so that you leave with the knowledge and tools to implement at your district or school.	Mercer B	Thursday, December 12th	10:30-11:45
Becca	Lewis	Kendra Lomax, Alison Fox	<a href="#">75 Minute Session</a>	Learning, Planning, and Teaching Together: Facilitating Job-Embedded Professional Development	What structures and routines support educators to experiment with their instructional practice together in classrooms? This session explores designs for job-embedded learning (such as Learning Labs) and innovative teacher educator routines that can support collective teacher learning (such as facilitating collaborative planning and “teacher time out”). We will share web-based resources for learning about, planning for, and enacting these routines in your own setting.	Orcas B	Thursday, December 12th	10:30-11:45

Michael	Newman	Louanne Decker, Brendan Jeffreys	<a href="#">75 minute Roundtable</a>	Empowering Leadership Teams to Transform Schools	In this presentation participants will learn of a model which involves the leadership teams within schools across the district to undertake the challenges of working as effective teams. This model has been collaboratively developed, to increase communication and understanding of how to work together to strengthen a culture of continuous improvement which will increase student performance. In this collaboration we use the work of leadership expert, John C. Maxwell and Personality Insights. By developing their leadership capacity, the load for school improvement is shared by effective teams.	Horizon	Thursday, December 12th	10:30-11:45
Barbara	Peterson		<a href="#">75 Minute Roundtable</a>	Wordless picture books can be used to teach literacy skills to parents to promote parent/child reading for emergent EL; can engage refugee adolescents of multiple home languages in critical thinking in discussions with their peers using award-winning books with important universal	Teaching parents to learn, then teach, basic literacy and visual learning skills to their children using wordless picture books: When parents have low literacy in English (or their home language) educators tend not to engage them in teaching their children. We know that parental involvement is critical to students' gaining literacy. Many literacy markers can be discerned without text: mood, plot, characters, moral; readers can observe and anticipate. Most important: when parents read to their children and discuss the book, children gain additional vocabulary. When there are no words, parents of any level of literacy will provide a much richer vocabulary in discourse than might be 'read' when the words written are elementary level. This has been tested in the field with 40 rural migrant families during the summer of 2019. Engaging adolescents in critical conversations with peers on universal themes across languages: Using	Horizon	Thursday, December 12th	10:30-11:45



				<p>themes when no single text (written word) can otherwise bridge the literacy levels or language skills of the group; can be a source for encouraging writing and speaking in any language at myriad levels of language skill for heritage language learners and new learners.</p>	<p>acclaimed high-quality wordless picture books, students with low English literacy but high cognitive abilities can engage with each other in a facilitated conversation on universal themes. This has been tested in an urban classroom with refugee adolescent students in June 2019. Building assessments for written and oral language in any language using wordless picture books: Wordless picture books can be used as a multilayered 'prompt' for writing and speaking, allowing teachers to assess student learning in written or oral language in any language class. Also a strong source for inspiring vocabulary learning. Building visual literacy: Wordless picture books can be used to heighten students' ability to see and record visual narrative when there is no text to preempt or condition their observations, strengthening their narrative skills.</p>			
Jessica	Schenck	Tamara Holmlund, Kristin Shawn Huggins	<a href="#">75 minute Roundtable</a>	Reducing Opportunity Gaps in STEAM Learning	<p>In the Othello School District, we are working to reduce opportunity gaps in STEAM education by framing a district-wide vision. Using a five component rubric, scaled from developing to exemplary, school teams self-assess where they are in providing meaningful STEAM learning opportunities for all students. This fosters conversations about growth and areas for improvement. WERA attendees will be introduced to the rubric and how school teams use it to assess and plan upcoming work. We will also discuss how the rubric informed STEAM learning opportunities for students across the past three years.</p>	Horizon	Thursday, December 12th	10:30-11:45

Christopher	Merideth	Danielle Trollinger, Nicole Ralston	<a href="#">30 Minute Session</a>	Increasing Parental Involvement in School Among Underrepresented Populations	This presentation shares evidenced-based research to help educators increase parental involvement from families that may seek non-traditional ways of demonstrating their commitment to their children's education. Questions addressed include: How do the values and priorities of historically marginalized populations, including communities of color, differ from the normative dominant culture, and how do these differences impact parental involvement? What judgments do teachers place on parents as they convey their own expectations for how families should engage with school? And, how can educators utilize a culturally responsive framework to value the school contributions of communities of color?	Peninsula B	Thursday, December 12th	1:15-1:45
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Ishmael	Miller		<a href="#">30 Minute Session</a>	Crafting A Transformation Agenda: Utilizing Culturally Responsive Leadership to Close Opportunity Gaps	Educational organizations have consistently produced disproportionate rates of discipline and lower achievement scores for youth of color. These inequities reflect leadership practices that problematize communities of color social behavior and seeks to assimilate them into white middle-class American values. Leaders must be compelled to craft a transformative agenda that can create equity for all students. Culturally Responsive Leadership is framework of behaviors that seeks to create systemic equity. This presentation will discuss how the behaviors of Culturally Responsive Leadership can lead to a change in the critical beliefs and skills that educators need to close opportunity gaps.	Mercer A	Thursday, December 12th	1:15-1:45
Alison	White	Robert Danielson, Molly Kelton, Michaela Fallon	<a href="#">30 Minute Session</a>	Equity and Engagement through Art-based Assessment	Moving away from inflexible assessment measures, we will share how our team of WSU researchers uses art to assess student learning, understanding, and engagement in STEM. We'll highlight successes and lessons learned from experiences with our largely ELL youth from rural, migrant communities. And we'll discuss how using arts-based assessments can increase equity in education while simultaneously supporting students' autonomy and voice. Join us for an interactive discussion and art activity, and leave with ideas to enact these practices with your students.	Peninsula A	Thursday, December 12th	1:15-1:45

Dawn	Cope	Allison Greenburg, Jacob Parikh, Korey Peterson	<a href="#">75 Minute Session</a>	State Science Education and Assessment	Instruction and assessment aligned to the state science standards continue to be developed within Washington. In this session, OSPI staff will provide an overview of the process and outcomes for the development of the Washington Comprehensive Assessment of Science (WCAS). Staff from the Everett School District will describe how learnings from WCAS development are informing the development of elementary classroom assessments of the state science standards. This will include how local assessment and state assessment results are used together as multiple measures of student learning.	Crystal A	Thursday, December 12th	1:15-2:30
Kathleen	Cowin	Kathy Crowner, Gabiella Epperson, Jessica Schenck, Kristin Huggins	<a href="#">75 Minute Roundtable</a>	Stories Matter: Committing to Student and Family Engagement Through Examining Our Stories	Principals' beliefs and actions have powerful effects on the lives of students, families, staff, and the community. How do beginning school leaders learn to engage students and their families actively in all aspects of school? This session will demonstrate the connections between exploring personal narrative, naming core values, and creating effective student-family engagement practices. Participants will experience the process used to reflect on personal narrative around home and school engagement practices to enhance the connections between school, and students and their families.	Horizon	Thursday, December 12th	1:15-2:30

Nancy	Hertzog	Kristen Lamb, Jann Leppien	<a href="#">75 Minute Session</a>	Parents Need Cohorts Too!	Acceleration is a well-researched strategy to meet the needs of academically advanced students. However, very little research explores how parents support their children when they seek challenging and engaging learning experiences. Presenters address the theme of the conference by sharing results from a qualitative study that included 36 interviews and illuminated parents' experiences, specifically their concerns and expectations as they navigated and supported their children who often struggled when faced with challenge for the first time. One salient theme emerged: parents need cohorts to talk about their experiences with other parents and families whose children chose similar accelerated pathways.	Orcas A	Thursday, December 12th	1:15-2:30
Tracie	Kelly	Mark Klune, Wendy Ward, Heather Nelson, Tracie Kelly	<a href="#">75 Minute Session</a>	Language Matters	How we talk to students and each other matters. The specific language we use impacts how students view us - as warm demanders who care about them as individuals or as aloof adults who care only about our content. The implications for student learning are profound. Come learn how simple shifts in the words we use have the power to shape the way our students see us, themselves, and their potential as learners. This session will also explore the use of strength-based feedback to support all students in developing the self-efficacy needed to take ownership of their learning.	Elliot A	Thursday, December 12th	1:15-2:30

Jobi	Lawrence	Michelle McCoy	<a href="#">75 Minute Roundtable</a>	Using ELPA21 Scores to Inform Instruction in the Content Areas	How can we support our English learners' (EL) achievement in the content areas? This session will introduce educators to tools that can support ELs' development of English language proficiency and their access and achievement of academic content. Educators will walk through and discuss information from the ELPA21 score report and identify academic language features that can be incorporated into content area instruction. A framework for academic language will be shared, along with a template that helps to distinguish academic language demands from content demands for purposeful, scaffolded instruction. While these tools focus on support of ELs, they also can help our struggling readers who are not ELs.	Horizon	Thursday, December 12th	1:15-2:30
Brian	Loffer	Jennifer Wright	<a href="#">75 Minute Session</a>	Finding the Data - Then Analysis Begins	Student success is the goal. Before we can begin to act we need to identify students struggling. Our investigations should include systemic issues of groups of students, as well as individual students. Once identified, then the analysis can begin. This session will highlight several case studies of delving into group and individual student identification that result in identifying gaps in achievement and other indicators. Possible analysis methods will be discussed. Data sources will include Skyward, Homeroom and OSPI, although applicable to any student information or data warehouse system.	Crystal B	Thursday, December 12th	1:15-2:30
Jaime	Maxie		<a href="#">75 Minute Roundtable</a>	Renton Innovation Zone: One School's Journey to Improving Outcomes for Kids	Change takes time. For the past four years, Bryn Mawr Elementary, an elementary school of 450 students in the Renton School District, has been steadily closing the opportunity gap for its students. Student learning and school climate are reaching new heights, where two-	Horizon	Thursday, December 12th	1:15-2:30

					thirds of the students come from low-income backgrounds and 88% are students of color. With support of evidence-based practices from the University of Washington, the proportion of students reading at grade level or above by grade 4 increased, chronic absences are reduced, and school climate has dramatically improved. Presenters will share the model they have been implementing, highlighting successes, challenges, and practical steps for establishing a parallel journey.			
Matthew	Okun	Maria Breuder	<a href="#">75 Minute Session</a>	Closing Achievement Gaps and Socially Just Teaching Strategies	This session will explore how differentiated and socially just teaching strategies can have a powerful effect on closing achievement gaps. The facilitators will engage participants in productive dialogue about current and future work towards racial equity and social justice, especially for historically underserved students and/or those who are not typically in the “center” of the bell curve. Participants will be expected to participate in small group discussions on specific topics related to differentiated strategies that can be implemented in their curricula.	Emerald C	Thursday, December 12th	1:15-2:30

Alison	Resnick	Becca Lewis	<a href="#">75 Minute Session</a>	Crafting Professional Learning Coherence for Teachers across Content Areas	Professional development for elementary teachers is often content-specific or content-neutral. This can lead to instructional visions that are siloed by content. However, elementary school teachers generally facilitate learning across content areas. How can instructional leaders support teachers to make connections across professional learning experiences in order to develop a coherent vision of instruction across content areas? We will share strategies developed in a network of five schools where leaders designed and implemented coherent systems of learning supports for elementary teachers.	Mercer B	Thursday, December 12th	1:15-2:30
Amy	Roth McDuffie	Nicole Blake,	<a href="#">75 Minute Roundtable</a>	District-Wide Elementary Mathematics Curriculum Adoption with a Focus on Access and Equity for Students	This session will describe a process that a WA district engaged in to adopt an elementary mathematics curriculum, with a focus on supporting students' access and equity in learning mathematics. We will describe how a district administrator, a university mathematics educator, and teachers designed and implemented a process to select a curriculum program. To ensure that teachers learned about and piloted potential curriculum programs with integrity, we engaged in lesson study. We will share specific aspects of creating a tool for evaluating curriculum, as well as data collection and decision-making protocols used in the process.	Horizon	Thursday, December 12th	1:15-2:30



Jeff	Stone	Sharon Kriskovich	<a href="#">75 Minute Session</a>	Ethnic Studies - Disrupting Inequities Through Student Voice	Initiated by student petition, informed by student ideas, and held accountable by student voice, a team of educators from the Edmonds School District is creating an Ethnic Studies program that seeks to disrupt the inherent inequities within our institution of learning. This presentation will model how thinking about data differently can lead to systemic changes in learning that redefine the opportunity gaps in education.	Elliot B	Thursday, December 12th	1:15-2:30
Min	Sun	Clover Codd, Eric Anderson, Marge Plecki	<a href="#">75 Minute Session</a>	Systematic Teacher Talent Management: Partnering to Support Teachers	Prior studies indicate that talent management for beginning teachers not only boosts the effectiveness of the entire teacher workforce, but also addresses inequitable student learning opportunities and outcomes. Starting from 2018-19, Seattle Public Schools (SPS) have embarked on a major joint labor management program—Peer Assistance and Review (PAR)—with Seattle Education Association. PAR aims to build an integrated talent management system to effectively support teachers’ professional growth. This research-practice partnership between SPS and UW COE aims to accomplish three aims: (a) to gather evidence on baseline teacher effectiveness and HR practices; (b) to conduct rapid cycle, iterative, and problem-driven data inquiries to study PAR implementation; and (c) to identify policy levers for developing a culturally responsive workforce.	Orcas B	Thursday, December 12th	1:15-2:30

Andrea	Wessel	Greg Williamson	<a href="#">75 Minute Session</a>	Authentic Youth Engagement through an Equity Lens - Giving Youth a Seat at the Table	Youth engagement is a common buzzword utilized in a number of professional fields to demonstrate their connectedness with youth. Utilizing Roger Hart’s Ladder of Youth Participation framework, we will dive into what it means to work with youth through equitable partnership. Washington youth are facing a growing number of health concerns that include suicidal ideation, depression, and rising STD rates. We will review current research that shows when schools are utilizing the Whole Child Model, youth are the catalyst for change. When we address the needs of youth, they must be at the center of the conversation.	San Juan	Thursday, December 12th	1:15-2:30
Annia	Yoshizumi	Alejandra Perez, Shelby Cooley	<a href="#">75 Minute Session</a>	Let Us Succeed: Student College & Career Aspirations	Students—especially youth of color and first-generation students—are the most essential reporters of school climate and postsecondary preparedness. Creating feedback loops between students and staff, with qualitative and quantitative data, is a tool for change. Let Us Succeed is a report built from student focus groups (N= 43), a cross-district survey (N = 7,059 students; N = 11 schools), and a continuous improvement effort designed to identify barriers and best practices for college and career supports. This workshop will cover how to develop a youth voice process to drive systemic change.	Glacier	Thursday, December 12th	1:15-2:30

Julie	McCleery		<a href="#">30 Minute Session</a>	Inequities in access to physical activity: what role can schools play and why does it matter?	This presentation will be based on a recently completed landscape analysis of access to youth sport, physical activity, and outdoor recreation in King County. Inequities based on income, gender, disability, race/ethnicity, and primary language have an impact on who is accessing health-enhancing physical activities. Since physical activity and fitness positively impact cognition, behavior, and educational attainment, these inequities might be of interest to educators. The role of schools in addressing these issues will be discussed.	Mercer A	Thursday, December 12th	1:45-2:15
Stacy	Mehlberg	Duane Baker, Ronak Patel	<a href="#">30 minute session</a>	Interorganizational Collaboration in Education for Community Change: A Mixed Methods Study	In the fields of business and healthcare, researchers have found that organizations are more successful when they collaboratively share knowledge, resources, and time using a multidisciplinary approach. There is less empirical evidence supporting these findings in education, however. This mixed methods study explored an interorganizational collaboration (IOC) which was created by a school district and its community, to better understand how it was developed, supported, and sustained. Qualitative data included analysis of interviews, surveys, and document review while quantitative data included various key performance indicators such as graduation rates, state test scores, and postsecondary attendance. We found that the relationship between education and community was a critical variable in success and can translate to improved outcomes.	Peninsula B	Thursday, December 12th	1:45-2:15

Elizabeth	Sanders	Jessica Beaver, Manka Verghese, Anna Van Windekens	<a href="#">30 Minute Session</a>	High School English Learners' Math and Science Course-Taking: Staff Perceptions and School Practices in Seattle Public Schools	We present select survey results and case study findings from a two-year partnership between the University of Washington's College of Education and Seattle Public Schools focused on math and science course-taking trajectories, with particular focus on students designated as English learners (ELs). The survey, co-constructed by the partnership team, explored teacher and counselor perceptions of course sequencing, prerequisites, and advising. Our case study work employed interviews, observations, and document analysis to examine two district high schools' course advising and registration practices.	Peninsula A	Thursday, December 12th	1:45-2:15
Ashley	Birkeland		<a href="#">30 Minute Session</a>	Dual-Credit Access, Participation and Outcomes in Washington	Dual-credit has become a prominent topic in education as states look for additional opportunities to prepare students to succeed in college. Research has shown that students who earn college credit in high school are more likely to enroll in college and in Washington, there is currently a policy in place to increase enrollment in dual-credit courses. This presentation will provide a state-level view of who has access to which dual-credit options based on demographics, region and school size. This session will also cover the results of a predictive analysis of participation in dual-credit programs predicting high school graduation and college enrollment.	Peninsula A	Thursday, December 12th	2:45-3:15

Erynn	Alvers	Nita Hill	<a href="#">75 Minute Session</a>	Healthy Youth Survey: Using student input to steer building decision making	We will participate in new learning surrounding the Healthy Youth Survey, engaging participants to use this data in building improvement planning. Conversation around the importance of student voice in the removal of learning barriers is also a priority.	Elliot B	Thursday, December 12th	2:45-4:00
Jennifer	Brown Sanders		<a href="#">75 Minute Session</a>	Effects of Professional Development: How a Team of Elementary Teachers Co-Teach Math	Looking for ways to support teachers with inclusive instructional practices? I present findings from research on how professional development supported math interventionists, special education teachers, and elementary teachers. The professional development focused on planning and teaching strategies for access to core grade level standards, while also supporting students who have gaps in understandings. The professional development included learning from Cognitively Guided Instruction (Carpenter et al., 2015), 5 Practices (Smith & Stein, 2011), and how to transform tasks into rich math tasks (Boaler, Munson, & Williams, 2018; SanGiovanni, 2017).	Orcas B	Thursday, December 12th	2:45-4:00

April	Drake		<a href="#">75 Minute Session</a>	Leveling the Playing Field with Thinking Skills and Creative Problem Solving	Culturally, linguistically, and economically diverse students have long been underrepresented in gifted programs due to many factors including inequitable identification practices, differences in cultural values, limited experiences and opportunities both inside and outside of the school setting. These students often are "supported" through remedial coursework that can feel repetitive, boring, and unfair to the students we are trying to help. This session will provide strategies to help these students build their thinking skills through engaging, interactive, open-ended activities and projects that can provide opportunities for these students to shine and to reclaim their love for learning.	Mercer A	Thursday, December 12th	2:45-4:00
Ana	Elfers	Marge Plecki, Sue Anderson	<a href="#">75 Minute Session</a>	Essential Elements for School Leaders in Productively Managing TPEP	School leadership is key to successful TPEP implementation, but without adequate support balancing the sheer workload can be challenging. In this session, we discuss essential elements that influence the extent to which school leaders are able to productively engage with teachers. We focus on strategies for those who are the sole evaluator in a building as well as principals who share evaluation responsibilities. Finally, we explore issues of equitable access to supports and resources for school leaders in the implementation of evaluation policy.	San Juan	Thursday, December 12th	2:45-4:00

Anton	Jackson	Shelley O'Dell, Kara Todd, Dawn Cope	<a href="#">75 Minute Session</a>	Smarter Balanced Interim Assessments: Tools to Inform Learning and Teaching	Schools and districts are using English language arts and math interims throughout the year. In this session, OSPI staff will share and facilitate conversations around resources and support for integrating interims into classroom formative assessment practices. We will also look at how interim assessments and their data can inform system decisions.	Crystal A	Thursday, December 12th	2:45-4:00
Heidi	LaMare	Thad Williams	<a href="#">75 Minute Session</a>	Designing Dual Language Programs Using the Guiding Principles: The WHY and the HOW	Participants in this session will focus on the development and implementation of Dual Language programs. This will include the WHY behind the reasons to implement quality programs that focus on equity and achievement, as well as the practical HOW of using the Guiding Principles to make everyday decisions that create powerful programs and schools. We will focus on Spanish Dual Language as an additive model for bilingual English learners. Any educator involved in dual language program design, implementation or management is welcome to join.	Elliot A	Thursday, December 12th	2:45-4:00
Christine	Mac Donald	Sara Mosiman, Karla Landis, Ken Turner	<a href="#">75 Minute Session</a>	Physical Activity to Improve Performance Indicators	Research shows that sustained bursts (i.e. 15-30 minutes) of physical activity during childhood (K-5) may lead to enhanced neural activity and improved brain development, information processing, attention and cognition in children. Questions remain regarding 'how' this positive benefit may arise. Learn the latest research on physical activity and brain development – and how you can leverage key findings to improve academic performance and social and emotional learning at your school.	Mercer B	Thursday, December 12th	2:45-4:00

Tamera	Marcoe		<a href="#">75 Minute Roundtable</a>	How Social-Emotional Learning = Academic Gains	The responsibility to implement social-emotional learning in our schools and classrooms is epic. Developing students knowledge, attitudes and skills for recognizing and managing their emotions allows students opportunity to build healthy relationships with peers, provides for a more collaborative work environment, helps students to set and achieve goals, and reduces bullying or at-risk behaviors that can escalate over time. Without these skills, our students can not reach their educational capacities. Join us to learn more on implementing Social-Emotional teaching in order to help your students succeed.	Horizon	Thursday, December 12th	2:45-4:00
David	Ogden	Chadd Bennett	<a href="#">75 Minute Roundtable</a>	Data Visualization Roundtable	Join other data users from novice to expert to talk data visualization. All entry levels welcome to this session sponsored by the WERA Data Visualization SIG.	Horizon	Thursday, December 12th	2:45-4:00
Naomi Jeffery "NJP"	Petersen		<a href="#">75 Minute Session</a>	Taking Action to Reduce Social and Emotional Gaps for Diverse Students and Colleagues	Not just 13% of all students but of all people, including staff, have some form of chronic disability. Even more experience temporary conditions that make life difficult. We must identify the conditions and activities that most affect people who struggle—whether due to atypical neurological development or stressful living situations. We know which factors have the greatest effects on student learning and that social and emotional factors are their most powerful elements. Join us as we troubleshoot common interactions that can be toxic to the vulnerable and share effective strategies.	Glacier	Thursday, December 12th	2:45-4:00



Randy	Spaulding	Andrew Parr	<a href="#">75 Minute Session</a>	Recognizing Equity and Support in Local Schools	Over the past year, the State Board of Education (SBE), the Office of Superintendent of Public Instruction (OSPI), and the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) worked together to revise the Washington State school recognition system to more equitably recognize schools. In spring of 2019, in the first phase of the new state school recognition system, 216 schools were recognized which have demonstrated exemplary performance or who have made significant progress closing opportunity and achievement gaps in the Washington School Improvement Framework (WSIF) measures. This is the first phase of a new school recognition system that will more equitably recognize schools across the state including those that are seeing high achievement for all their students and those that are making substantial progress in improving achievement and graduation rates for their students. We will continue to build out this new recognition system over the next two years. This session will focus on what we learned during phase one, considerations to revise our approach for phase two, and we will solicit feedback from session participants on how to address the need for better local and qualitative information and strategies to incorporate community feedback into the process.	Crystal B	Thursday, December 12th	2:45-4:00
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(Beatrice) Kay	Starkey MEd		<a href="#">75 Minute Roundtable</a>	Suicide Awareness	Dispelling myths by learning facts and identifying possible suicidal warning signs. Updating resources and options in a guided discussion.	Horizon	Thursday, December 12th	2:45-4:00
Starla	Watson	Krishanna Armstrong	<a href="#">75 Minute Session</a>	Tools for increasing a classroom culture of conversation	Based on John Hattie's research on classroom conversations, and James Nottingham's resources on exploratory talk, we developed tools and structures for the classroom. Hattie's research on effective teacher practices, states that classroom conversations have an effect size of 0.82. The talk moves structures promote a safe classroom culture that explores deeper thinking, and engages students in having content driven conversations that include all types of learners from any background. These student-centered strategies push the learning and thinking so the students work through misconceptions in learning, challenge their own learning, and probe the thinking between peers.	Alpine	Thursday, December 12th	2:45-4:00
Deborah	Duitch	Alicia Brender	<a href="#">30 minute session</a>	Diverse Socio-Economic Preschool Classrooms: Bridging the Gap	Studies have found that children in preschool classrooms that are more economically diverse-learn more language and math skills than those in income segregated classrooms. Addressing socio-economic concerns and gaps through incorporating intentional strategies to integrate students from a differing economic backgrounds brings equity of opportunity to the very start of a young student's educational journey.	Peninsula A	Thursday, December 12th	3:15-3:45

**WERA GENERAL SESSIONS, Friday, December 13, 2019**

Presenter		Co-Presenters	Session Type	Presentation Title	Presentation Description	Room	Day	Time
Tony	Wilson		<a href="#">30 Minute Session</a>	National Assessment of Educational Progress (NAEP) 2019 State-Level Results	NAEP 2019 Math and Reading in grades 4 and 8 was administered between January 28 - March 15, 2019. State-level results for math and reading will be released sometime between October and late November 2019. This session will present Washington NAEP 2019 results.	Peninsula B	Friday, December 13th	10:45-11:15
Carina	Del Rosario	Sabrina Chacon Barajas, Carina Del Rosario	<a href="#">75 Minute Session</a>	Liberating Academic Mindsets: Culturally Responsive Arts Integration	Highline Creative Schools Initiative (HCSI) was a multiyear research project, in which researchers examined the impact of partnerships between classroom teachers and teaching artists on students' academic mindsets and related learner behaviors. The study shows that culturally responsive arts integration can help close the achievement gap. We will present our successful classroom practices, assessment tools - including observation tools, student surveys, and longitudinal data, which show the success of the HCSI program and strategies that can be applied across educational settings.	Columbia	Friday, December 13th	10:45-12:00

Beth	Bourque	Thom Worlund, Amber Nygard	<a href="#">75 Minute Session</a>	Whole Child, Whole School, Whole Community. North Mason School District's journey continues to build a comprehensive Multi-Tiered System of Support.	The 2019-2020 school year is the third year in our journey to have a comprehensive 3-tiered system that integrates the areas of academics, behavior, and social-emotional learning for our students. With guidance from the research and leaders in the field of education and mental health, we have explored frameworks such as the Integrated Systems Framework, Ci3T, and successful MTSS models in other schools that incorporate RTI and PBIS. Following implementation science and the data that shows the needs of our community and students, we spent a year installing practices and will be implementing our first phase of MTSS for the whole child in all schools K-12 this year. We will share our journey so far, our plans for the next 3 years, as well as the challenges, barriers, and successes we have experienced.	San Juan	Friday, December 13th	10:45- 12:00
Catherine	Carrison		<a href="#">75 Minute Session</a>	Developing a Master Plan for Dual Language Education	A well-developed and thorough Master Plan is the key to a strong and viable Dual Language Program. This session will overview state-recommended program models as well as the process for developing a comprehensive Dual Language Master Plan. Dr. Carrison will share steps to take from the first discussion with the Superintendent to the presentation of the completed Master Plan to the Board of Directors. Participants will leave the session with information and a variety of resources to guide them in the process of preparing a Master Plan for their Dual Language Program. It's never too early to start - Come join us and get to work on your Master Plan!	Orcas A	Friday, December 13th	10:45- 12:00

Annie	Cole	Chris Merideth	<a href="#">75 Minute Session</a>	Critical Beliefs about Learning: Research from Neuroscience, Psychology, and Language to Create Equitable Classrooms	Many current approaches to teaching and assessment are based on outdated models of how the brain learns best. Consequently, much pedagogy is limited in its ability to engage all learners. This breakout session will encourage participants to (1) think critically about learning definitions from various research fields (neuroscience, language learning theory, and cognitive neuroscience), (2) explore the Neuro-Semantic Language Learning Theory (NsLLT) and how it encompasses all three research bodies, and (3) learn to utilize the NsLLT to create classroom lectures and assessments that are equitable for all learners and reduce the achievement gap.	Orcas B	Friday, December 13th	10:45-12:00
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Alissa	Farias	Kris Drake, Uyen Christiansen, Alexa Zarelli	<a href="#">75 Minute Session</a>	Creating a Student Focused Data Driven Culture That Disrupts Racial Inequities and Empowers Students	Join Tacoma Public School's Data Coaches as they share examples of how they partner with schools to support data driven cultures that are student focused. Learn ways to coach up teams to empower students in taking ownership of their learning by putting data in their hands. Leave with ideas that can be implemented in your own buildings to continue the work of disrupting racial inequities.	Crystal B	Friday, December 13th	10:45-12:00
Lindsay	Grams		<a href="#">75 Minute Session</a>	Using District Assessments in Skyward	Join us in this session to learn about the District Assessment process in Skyward. We'll discuss how you would set up a District Assessment, push it out teacher's Gradebooks, how students complete the assessments online, and reports you can run to analysis results.	Glacier	Friday, December 13th	10:45-12:00

Jason	Gregory	Almai Malit	<a href="#">75 Minute Session</a>	Beyond Throwing Money at the Problem: Using Data to Improve Teaching and Learning for ELL Students	In this session, participants will hear how one school is using ELPA 21 scores, the Washington School Improvement Framework, and student and parent surveys to spark collaborative conversations. Puyallup High School was named a Tier II Targeted Intervention School because its students' ELL scores are in the bottom 5% in the state. Come hear our story of how we are overcoming staff resistance and supporting our ELL scholars. Be inspired and share ideas with other like-minded colleagues.	Elliot A	Friday, December 13th	10:45-12:00
John	Helgeson		<a href="#">75 Minute Session</a>	Championing Deep Engagement Through Moving Discussions	Students experiencing high expectations, deep engagement, and strong instruction are more likely to be successful in school. Increasing the number of opportunities to be deeply engaged in classroom discussion extends academic growth beyond that of a typical year. Physical movement paired with instructional strategies engages the brain, reduces stress and anxiety, builds social and emotional competencies, and fosters higher-level thinking. In this interactive session, participants will engage in movement activities paired with explicit discussion strategies that move students beyond compliance into deep engagement promoting critical thinking.	Mercer B	Friday, December 13th	10:45-12:00

Nancy	Hertzog	Kristen Lamb, Jann Leppien	<a href="#">75 Minute Session</a>	Reducing Opportunity Gaps in WA: What Can Teachers Do?	Teachers play a major role in creating learning environments that challenge all students. They are on the front lines of reducing opportunity gaps by providing rigorous instruction that is relevant and meaningful for all students. Presenters will share on-line professional development modules, funded from a federal Javits Grant that focused on ways to create rich learning contexts for integrating teaching strategies that increase access to advanced and accelerated learning opportunities for their diverse students. Examples of how teachers changed their practices will be highlighted as exemplars of research to practice implementation.	Alpine	Friday, December 13th	10:45- 12:00
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Anton	Jackson	Shelley O'Dell, Kara Todd, Dawn Cope	<a href="#">75 Minute Session</a>	State Summative Test Score Reports	Students in grades 3 through 8 and high school take state tests in English language arts, mathematics, and science. In this session, OSPI staff will introduce attendees to several different result reports: where to find them, what information is provided in many of the reports, and a few resources to help support an understanding of score reports in general. OSPI staff will then lead discussions on practices to unpack data from various summative test score reports and thoughts on integrating summative test data as one of multiple measures of student learning.	Mercer A	Friday, December 13th	10:45- 12:00
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Jennifer	Johnson		<a href="#">75 Minute Session</a>	Assessment and Accountability Best Practices for Two-way Dual Language	Participants will learn core principles and practices of assessment and accountability for Two-way Dual Language programs. This session will use the Guiding Principles for Dual Language Education from the Center for Applied Linguistics and interactive discussion will be centered around the three pillars of dual language education.	Elliot B	Friday, December 13th	10:45-12:00
Mark	McKechnie		<a href="#">75 Minute Roundtable</a>	Discipline Disparities: Root Cause Analysis and a Theory of Action	This workshop will cover research findings related to the causes of disparate discipline for students of color and review Washington data. A theory of action based upon practices that have been shown to reduce racial and other disparities in suspension and expulsion will be discussed. Participants will learn ways to assess the rates and causes of disparate discipline in their schools and districts and identify practices to address root causes.	Horizon	Friday, December 13th	10:45-12:00

Kathy	Nitta	Amy Roth McDuffie	<a href="#">75 Minute Roundtable</a>	Leveraging the edTPA for Preparing Teachers of Mathematics: Supporting Preservice Teachers' Development of Equitable Practices	The edTPA is consequential for teacher certification in Washington. While the edTPA is intended to ensure future teachers are well-prepared to teach mathematics to diverse learners, it can also have the unintended consequence of serving as a barrier to the profession, especially for minoritized groups. We will discuss tools and activities used in teacher preparation programs to: (1) support diverse preservice teachers in successfully meeting edTPA requirements, including mathematics and (2) develop preservice teachers' skills to enact equitable mathematics teaching practices supporting all learners. We will also explore connections to inservice teachers' professional development.	Horizon	Friday, December 13th	10:45-12:00
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Nancy	Potter		<a href="#">75 Minute Roundtable</a>	Assessment for Action: We can't change geography; we can improve achievement	Statistical tools, like Opportunity Insights graphically displays how environmental factors of neighborhoods can impact children's futures. Find out what schools are doing to overcome opportunity gaps resulting from environmental factors. Examine data, triangulate it to forecast your students' opportunity, learning methods to create a culture of academic success. Discover the latest research in next generation assessments. Join a data driven discussion inquiring how new state laws, (HB1599), exemplary classroom instruction, and pedagogy make a difference changing the lives of students.	Horizon	Friday, December 13th	10:45-12:00
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Alissa Heikkila	Vicky Barkley	Vicky Barkley	<a href="#">75 Minute Session</a>	Engagement isn't just compliance and fun activities: teaching strategies for increasing student agency and engagement	There are many complex reasons students have gaps in educational opportunities. We know that if students are intrinsically motivated they will be more engaged in rigorous learning. But, how can we motivate all students that fall into educational gaps? Researchers like Bandura and Hattie tell us that increasing student agency and fostering and structuring self-assessment opportunities can lead to increased engagement in learning. Though we will mention theory and research, this is a presentation of concrete engagement strategies. Participants will learn tips for building student agency and structuring self-assessment opportunities – all aligned to ELA and History literacy Standards.	Peninsula A	Friday, December 13th	10:45-12:00
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Elaine	Smith	Kevin Alfano	<a href="#">30 Minute Session</a>	If Not Just SBA...Then What?	Do you struggle with new and unique ways to engage staff in data? Do you have a hard time getting your staff to see a bigger picture than just the snapshot SBA data provides? Well we were, too! In this session we will share the journey we are on to move beyond only sharing SBA data each year and how we have begun to answer the question, "If not just SBA...then what?" We will share our whole-child vision behind this journey, examples of the unique data-mining activities we have designed for our district and building leaders, how this work has impacted our school strategic plans, and why we believe the questions we are asking are leading us to deeper conversations about the achievement and well-being of ALL students.	Peninsula B	Friday, December 13th	11:15-11:45
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Mona	Johnson		<a href="#">30 Minute Session</a>	An Update on Statewide Social-Emotional Learning Policy & Practice	As social-emotional learning (SEL) legislation & on the ground implementation evolves and is introduced into teaching curriculum, K-12 educators at all levels should understand the current WA State standards, benchmarks and indicators. This session will provide an overview of SEL in WA, including an update on 2SSB 5082 (2019) and OSPi's free online SEL Educator/Administrator Training Module.	Peninsula B	Friday, December 13th	1:15-1:45
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Julie	Kang	Jeomja Yeo, Nancy Yi Cline	<a href="#">30 Minute Session</a>	A University-District Partnership to Reduce Opportunity Gaps: A Case Study of a Hybrid ELL Endorsement Academy	This case study examines how a university-district partnership in an ELL endorsement program through a hybrid delivery model influences teachers' practice with emergent bilinguals. The partnership intends to provide teachers with embedded professional development to promote equitable education for emergent bilinguals. The study explores teachers' perceptions of how the hybrid ELL program has influenced their work with emergent bilinguals and what curriculum components have provided most affordances to their learning. The session will first briefly describe the infrastructure, design, and implementation of the model. Preliminary findings will then be shared and implications for research and practice will be discussed.	Crystal B	Friday, December 13th	1:15-1:45
Don	Rumsey		<a href="#">30 Minute Session</a>	The Middle School Experience: What We Have Learned From Student Voice	Our learners will spend approximately 15,000 hours in classrooms during their K-12 careers, and nearly all decisions about what they learn, how they will learn, how long they will learn it, and even when they eat and drink -are made by adults. Through student voice, this presentation presents first-hand accounts of what middle schoolers experience, what their teachers should know about them as free-thinking individuals, and, specifically, how teacher-student relationships affect sense of belonging, and social and emotional competencies of all student groups.	Mercer B	Friday, December 13th	1:15-1:45



Andy	Boyd	Mechelle L. LaLanne	<a href="#">75 Minute Session</a>	3-Dimensional High School Science OER Course Project	This session will focus on the work that has been completed over the past 4 years around the development, implementation, revision and reflection of 3 high school courses around the Achieve conceptual course bundles. The presentation will cover the courses of Integrated Physics and Chemistry as well as year 2 and 3. Participants will see the process of developing year one of the high school course, including phenomenon, activities, and assessments for each unit. Presenters will also highlight where to access the OER courses and lessons learned in the developmental process.	Columbia	Friday, December 13th	1:15-2:30
Ingrid	Colvard	Patricia Jones	<a href="#">75 Minute Session</a>	Closing Gaps and Building Bridges: Dual Language as a Transformational Tool		Elliot A	Friday, December 13th	1:15-2:30

Binita	Dahal	Julie Herdt, Nichelle Page, Guled Ali	<a href="#">75 Minute Session</a>	Using Family Engagement to Support Student Success	The Family Engagement Team from the Tukwila School District will share how they are using family engagement to support academic success. Topics will include: Immigrants, refugees, and undocumented family support and navigating the school system; McKinney-Vento supports; community engagement and building partnerships; building bridges between administration, schools, community and families.	Alpine	Friday, December 13th	1:15-2:30
Patty	Finnegan	Will Williams	<a href="#">75 Minute Session</a>	Washington's K-12 Dual Language Initiative	In Superintendent Reykdal's vision for K-12 education all students will have access to dual language education by 2030. We will share about the framework for state-approved dual language education that focuses on closing opportunity gaps and prioritizes English learners and Native American students.	Peninsula B	Friday, December 13th	1:15-2:30

Molly	Kelton	Alison White, AnaMaria Diaz Martinez, Jeb Owen	<a href="#">75 Minute Roundtable</a>	Participatory Approaches to Arts+Science Programming	This session will explore the intersection between participatory design and interdisciplinary art-and-science programming. There is growing interest in leveraging the arts to increase science interest and understanding among underrepresented learners. Participatory approaches that engage stakeholders in developing educational interventions can bolster cultural relevance and community buy-in. We will share insights and challenges to participatory arts-and-sciences program design in partnership with rural Latinx Washington communities. This project is part of Washington State University's Health Education through Arts-Based Learning (HEAL) partnership.	Horizon	Friday, December 13th	1:15-2:30
Kristen	Lamb	Nancy Hertzog, A.J. Balatico	<a href="#">75 Minute Roundtable</a>	Taking Action to Reduce Opportunity Gaps in WA State School Districts	In this session, presenters address the theme of the conference, "Taking Action to Reduce Opportunity Gaps: Putting Research into Practice," by sharing results from a qualitative study in which district administrators across Washington State were interviewed regarding the strategies they have employed to combat inequities in their school systems. More specifically, the presenters will share responses from WA state superintendents or their designees to the recent changes in state laws, initiatives they have implemented to improve equity in and access to their educational programs, and challenges they have encountered while implementing and carrying out equity initiatives.	Horizon	Friday, December 13th	1:15-2:30

Hilary	Loeb	Gloria Jordan, Sarah Terry	<a href="#">75 Minute Roundtable</a>	When Educational Technology Innovation Does Not Achieve its Original Vision: Reflecting on the Student Success Link Project	Information technology (IT) projects are often complex and ambiguous. Work plans and costs may shift when new issues and opportunities emerge. In 2018, the Puget Sound Educational Service District made the difficult decision to suspend work on Student Success Link (SSL), an ambitious effort to support data access and use across South King County. SSL was envisioned as a means to securely connect community-based organizations with academic data and insights needed to provide young people with quality services. This session shares key findings from an interview-based study about lessons learned from the project. Participants will discuss the study implications and how they apply to similar multi-year data and IT projects.	Horizon	Friday, December 13th	1:15-2:30
Shelley	O'Dell	Anton Jackson	<a href="#">75 Minute Session</a>	Digital Library 2.0: Increasing Opportunity to Reduce Gaps	The Digital Library continues to grow, develop, and provide new English language arts and mathematics resources for educators to use in the classroom. Take a walk with OSPI staff through some of these new resources that educators can use to provide learning opportunities for all students. Of special focus will be resources for the new Focused Interim Assessment Blocks (IABs) that are first being made available during the 2019-20 school year.	Crystal C	Friday, December 13th	1:15-2:30

Soojin	Park	Kaixin Li	<a href="#">75 Minute Session</a>	Centering Washington's Youngest Learners and Their Families in Educational Policy and Practice: What Can Parents Teach Us about Reducing Opportunity Gaps?	Washington's youngest learners and their families have a critical role in identifying and disrupting racial inequities in education. Using in-depth interview, observational, and survey data from 150 families of young children aged 0 to 5, this session will present how families of color and families in poverty navigate systemic inequalities and actively invest in their children's learning and development. Findings from this multi-year study privilege the voices and lived experiences of Washingtonian parents in identifying critical knowledge, beliefs, and practices in early learning and offer implications for equitable policy and practice.	Orcas B	Friday, December 13th	1:15-2:30
Kelly	Pruitt	Lisa Reaugh	<a href="#">75 Minute Session</a>	Using a Studio Model to Increase Teacher Use of Best Practice in Early Literacy Instruction	With increased demands on time and resources, how can we provide teachers with high quality job embedded professional learning? Join us as we share our studio model where teachers engage in rich research based best practices, plan a lesson together, enact a lesson, collect student data, and reflect on current practices. We will share our goals and multi-year plan and participants will engage in activities similar to those in the studio sessions.	San Juan	Friday, December 13th	1:15-2:30

Marsha	Riddle Buly	Bernard Koontz, Richard Dunn, Jessica Canul Diaz, Christie McLean Kesler	<a href="#">75 Minute Session</a>	Partnering to Grow and Support Bilingual Teachers	Partnering works! Highline Public Schools and Western Washington University have worked together to create a strong grow your own pathway for bilingual paraeducators to become teachers. Join us as we share what we're doing, how it's working, and what's next!	Elliot B	Friday, December 13th	1:15-2:30
Katie	Sauter	Maile Hadley	<a href="#">75 Minute Session</a>	5 Practices to Engage Families in Meaningful Math	Zeno is the only non-profit confronting white supremacy by helping low-income communities of color attain and leverage the power of math. In this session, we will discuss how to meaningfully engage families using Zeno's 5 Practices of family math engagement. Embedded in research, these practices are essential to supporting meaningful adult-child interactions around math. During the session, participants will begin by learning about the Zeno 5 Practices of Explore, Play, Talk, Build, and Connect. We will then play a math game to see how these practices are embedded in the game. Finally, participants will learn how to use this framework to engage in meaningful conversations with families about math relationships.	Glacier	Friday, December 13th	1:15-2:30

Nina "Will"	Williams	Allison Deno	<a href="#">75 Minute Session</a>	Achieving Equity Through Dual Language Programming	Dual language programs provide equity and access for culturally and linguistically diverse learners, and build biliteracy, bilingualism, and biculturalism for all students. How do we ensure that all languages of instruction are equitably supported, and: • Our assessment system supports multiple languages? • Our school, district, and state data sets intentionally and explicitly include all languages of instruction? • The culture of our district supports and values biliteracy, bilingualism, and biculturalism?	Orcas A	Friday, December 13th	1:15-2:30
Marcy	Yoshida		<a href="#">75 Minute Session</a>	Disrupt Racial Inequities for Students through Support and Opportunities for Teachers	Who teaches what and where? Which educators receive what kinds of opportunities? The answers to these questions can indicate impacts on historically underserved students and educators of color. Districts and their leaders can change the trajectory for students when they attend to key systems of support and opportunity. We'll explore the two questions above, strategies for identifying potential inequities, and actions that can disrupt those inequities.	Mercer A	Friday, December 13th	1:15-2:30

A.J.	Balatico	Nancy Hertzog	<a href="#">30 Minute Session</a>	Equity in Informal Learning Environments – Audience Feedback from a Live Planetarium Show	How do young people develop science interest and explore complex topics such as climate change? Access to rich and engaging science content is not provided equally across informal learning environments. There are often gender differences in representation in the physical sciences. In this study, researchers focused on what general audience members learned about polar science through live, interactive planetarium shows and if these shows increased their interest in polar science. Results from post-show questionnaires demonstrated positive polar science interest after the show, especially for female respondents who are typically underrepresented in STEM professions and majors in college.	Mercer B	Friday, December 13th	1:45-2:15
Teddi	Beam-Conroy	Renee Shank, Emily Machado, Rachel Snyder	<a href="#">30 minute session</a>	Multilingual Preparation for Bilingual/Dual Language Teachers	Unlike most US schools and teacher preparation programs, our elementary teacher education and bilingual endorsement programs engage multilingual pedagogies that validate the linguistic abilities of our teacher candidates, enact practices that support their developing teacher identities, and model inclusive practices they can use in their own classrooms. In this session we'll share our efforts to prepare a cadre of teachers primed for teaching in our existing diverse classrooms, and in the dual language classrooms Superintendent Reykdal envisions for all Washington public schools by 2030.	Peninsula B	Friday, December 13th	1:45-2:15



Fenglan	Yi-Cline		<a href="#">30 Minute Session</a>	Mainstream Preservice Teachers Learning to Teach Emergent Bilinguals in Student Teaching	Emergent bilinguals are the fastest growing but lowest performing student population in the U.S. and secondary emergent bilinguals are disproportionately represented in national rates of dropout and academic failure based on national testing results and statistical data; however, a large percentage of mainstream classroom teachers are underprepared to work with them. This qualitative collective case study investigates how mainstream preservice secondary teachers in a university-based program learn to teach emergent bilinguals in their student teaching. It captures culturally sustaining and linguistically responsive pedagogical tools appropriated and investigates what factors shape and influence their enacted practices with emergent bilinguals.	Crystal B	Friday, December 13th	1:45-2:15
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