Connecticut formally adopted the Common Core State Standards to be the Connecticut State Standards in 2010. This change initiated activities to develop plans to make transitions to these new standards and to develop a system of assessments to both support and evaluate learning.
CONNECTICUT ASSESSMENT FORUM
SCHEDULE OVERVIEW

Monday, August 13, 2012

8:00 – 9:00 a.m.  Registration & Breakfast
9:00 – 10:00 a.m.  General Announcements and Keynote Address
10:00 – 10:15 a.m.  Morning Break
10:15 – 11:45 a.m.  1st Session Block
11:45 a.m. – 12:30 p.m.  Lunch
12:30 – 2:00 p.m.  2nd Session Block
2:00 – 2:15 p.m.  Afternoon Break
2:15 – 3:45 p.m.  3rd Session Block

Tuesday, August 14, 2012

7:45 – 8:45 a.m.  Registration, General Session, Breakfast, General Announcements and Plenary Session
8:45 – 10:15 a.m.  4th Session Block
10:15 – 10:30 a.m.  Break
10:30 a.m. – 12:00 p.m.  5th Session Block
## CONNECTICUT ASSESSMENT FORUM — DAY 1 — AUGUST 13, 2012

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<td>9:00 – 10:00 a.m.</td>
<td>General Announcements — CSDE / Welcome and Keynote Address by Dr. Sharon Lynn Kagan (Grand Ballroom)</td>
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<td>All I Really Need to Know in College I Learned in K-12: Making Sense of College Readiness</td>
<td>Fostering Assessment Culture in K-12 Schools: An Online Application System in Action</td>
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<td>Standards-Based Grading</td>
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<td>Assessment of Teacher Education Programs in Higher Education: Alumni/Employer Survey Results, K-12 Achievement Research Findings, and What Remains to be Investigated</td>
<td>Using Assessment Program Resources to Shape Effective ELA Instruction</td>
<td>Foreign Language Assessment</td>
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The Connecticut Assessment Forum

TRANSITIONS TO THE STATE STANDARDS AND SYSTEM OF ASSESSMENTS

CONNECTICUT ASSESSMENT FORUM SESSIONS

KEYNOTE ADDRESS

Learning Standards: A Foundation for Educational Reform?
Presenter: Dr. Sharon Lynn Kagan

Dr. Kagan will discuss the history of educational standards, focusing on their evolution from a vague concept to a force that has taken hold globally. Dr. Kagan will address the challenges and benefits of standards’ development, validation, and implementation. Using examples from diverse countries, she will highlight how learning standards are being used to improve intentional teaching, curriculum development, teacher preparation, parenting education, monitoring and assessment.

PLENARY SESSION

Online Research and Comprehension Assessment: How Connecticut Students in Rich and Poor School Districts Perform on New Aspects of the Common Core State Standards

Presenters: Dr. Donald J. Leu, Elena Forzani, Clint Kennedy, and Cheryl Burlingame

The Common Core State Standards (CCSS) include online research and writing skills, skills that state assessments have never measured before. How are we doing in Connecticut in these areas, especially among students attending rich and poor school districts? We report on a recent study of 7th grade students in rich and poor districts, evaluating these skills in the domain of science. This work is part of the ORCA project, an Institute of Education Sciences research grant that is developing valid, reliable, and practical assessments of online research and comprehension abilities. Results suggest that a new achievement gap exists in the ability to conduct online research and comprehend information, even when pretest CMT reading score and prior knowledge differences are controlled. The results should be of concern to all of us as we enter an era of CCSS assessments.

BREAKOUT SESSIONS

All I Really Need to Know in College I Learned in K-12: Making sense of College Readiness

Presenter: Dr. Chuck Martie

College readiness is a hot topic in the competition for education resources today. Unfortunately, the concept is not uniformly understood or applied. This presentation attempts to shed light on the various definitions of readiness in the literature as well as the most popular indicators currently in use. Additionally, the presentation will offer Connecticut data from various sources to describe the current level of college readiness of Connecticut public school students. Finally, we will discuss the economic principle of “public-ness” in the consumption of post-secondary education and how that can inform the debate.

Connecticut Summative Assessment Results — Where to Find Them, and How to Interpret Them?

Presenter: Abe Krisst

The meeting of the school board is coming up! You are slated to present the statewide test data for your district. As you prepare, you discover that the percentage of 5th-graders who achieved the goal on the Connecticut Mastery Test (CMT) is lower than that percentage in Grade 4. What does this mean? How should this be explained? Can these numbers legitimately be compared, or is there a better way to present these data? Find out in this practical session. The presentation will guide you in finding legitimate and defensible ways to present test data. Additionally, the presenter will introduce you to online tools that will allow you to study test data alongside other relevant information about your students.

Special Populations Topics for the Connecticut Mastery Test/Connecticut Academic Performance Test and Alternate Assessments

Presenters: Janet Stuck and Joe Amenta

Connecticut has two alternate assessments for students with disabilities, the Connecticut Mastery Test (CMT)/
Connecticut Academic Performance Test (CAPT) Skills Checklist and the CMT/CAPT Modified Assessment System (MAS). This session will look at the data from these two assessments to better understand the students who have participated and identify potential implications for future instructional and assessment decisions. Connecticut has various methods to support special populations on statewide assessments. We will share a brief overview of data we have collected on test accommodations and our two alternate assessments, the CMT/CAPT Skills Checklist and the CMT/CAPT Modified Assessment System (MAS). We will also discuss current information available about Connecticut’s transitions to assessments linked to the Common Core State Standards and students with disabilities.

Using the Latest Assistive Technologies for Increased Independence, Learning, and Assessment

Presenter: Amy Mindell

It has been an exciting year for assistive technology development! Come to this workshop to learn about new and updated assistive technologies for students with a variety of disabilities, and how these tools can be used to make educational environments and educational testing more accessible. Learn about text-to-speech reading and writing programs, accessible electronic books, voice input options, exciting new iPad apps and accessibility features, and more.

Can Grade 3 Students Type?

Presenter: Steve Martin

As large-scale public school assessments in the United States are poised to go digital in 2015, people are questioning the suitability of putting computerized constructed-response items in front of students as early as grade three. Will third-graders be too distracted by the process of typing to keep their minds on the question that they are answering? Could this mode be a threat to the validity of the measurement? Both quantitative and qualitative research that exists on this issue will be presented and plans for near-term future research on the issue will be discussed.

CBAS Research

Presenters: Dr. Gilbert Andrada, Joshua Wilson, and Kelly O’Shea

An overview of student performance in Grades 3-12 on the 2010-2011 Connecticut Benchmark Assessment System (CBAS) Writing assessments. Specific focus will be given to describing patterns of student performance across a number of outcome variables, such as overall development, organization, support, sentence structure, word choice, mechanics, spelling, and grammar. These patterns will be described for performance on initial drafts as well as for patterns of improvement across subsequent revisions of drafts. Additional attention will be given to describing how the CBAS Writing assessments can be used by districts and educators to identify struggling writers and as a tool to improve student writing performance. Additionally, the relationship between the CBAS Mathematics and Reading Comprehension tests and the Connecticut Mastery Test (CMT) will be examined through data analyses to understand the strength of the relationship as well as differences between users and non-users of the CBAS.

CBAS Write

Presenter: Trish Martin

CBAS Write, a web-based application, uses an automated essay scorer to provide holistic and trait scores for student essays. The benefits of this system include the immediate delivery of scores to students, as well as suggested improvements to their writing. During this session, there will be a demonstration of the CBAS Write website, including the real-time scoring of an essay. Formative feedback tools, interactive scoring of an essay, formative feedback tools, interactive scoring of an essay, and progress reports will also be demonstrated, and you will see some of the website’s new features, including graphic organizers and the sharing of writing prompts.

Text Complexity Matters: How to Determine Which Texts Are “On-Grade-Level” According to the Common Core State Standards
The Connecticut Assessment Forum

CONNECTICUT ASSESSMENT FORUM SESSIONS, continued

Presenters: Amy Radikas, Joanne White, and Dr. Cristi Alberino

An essential component of the Common Core State Standards is text complexity, which indicates the sophistication of what students must read as well as the skill with which they read. In this session, participants will understand the emphasis on text complexity within the standards and how to determine the level of complexity using a three-part system.

The Connecticut Standards (CCSS) in Mathematics: Implications for Teaching, Learning and Curriculum

Presenter: Charlene Tate Nichols

This session will provide information about the CCSS and the related adjustments in mathematics instruction and curriculum that support the paradigm shift required by the CCSS in Connecticut.

CEDaR — Student Profiles

Presenter: Karen Addesso

The student profile provides a longitudinal history of a student’s enrollment in Connecticut public schools and disseminates student data the state has collected since implementing the unique student identifier. The data includes: membership and program participation; state assessments; English Language Learner; LAS Links; Special Education; Early Childhood Outcome (ECO); and discipline data.

Meeting the Needs of English Language Learners: Using Assessment Results and Data to Inform Decisions

Presenters: Megan Alubicki and Dr. Michael Sabados

This session is designed for participants who wish to learn more about English language proficiency and content assessment requirements pertaining to English language learners (ELLs). The presenters will highlight ELL performance on the LAS Links and the CMT/CAPT and will identify trends in performance related to language proficiency level and time as identified English language learners. The presenters will further discuss ELL assessment considerations for the Smarter Balanced Assessment and how results on all assessments can be effectively utilized to make instructional decisions.

Foreign Language Assessment

Presenters: Rita Oleksak, Rebecca Commenale, and Dr. Dan Conrad

With a long history of an articulated sequential program in place, the Glastonbury Foreign Language Program has had the opportunity to participate in national assessment pilots including the ACTFL Assessment of Performance Towards Proficiency in Languages (AAPPL), as well as the Oral Proficiency Interview computerized (OPIc), and the Writing Proficiency Test (WPT). Join us for a conversation where we will share our initial results and the implications for student success at the higher education level both in and outside foreign language classrooms. Presenters will highlight these topics and their most recent assessment grant work centered around intercultural competence, a key 21st Century Skill.

The Evolution of Connecticut’s Kindergarten Entrance Inventory

Presenter: Dr. Peter Behunuiak

This session will provide a brief history of the KEI, including a discussion of why it was created and how it was designed. The results of the latest research regarding the validity of the KEI will also be shared. Recommendations growing from ongoing research and implications for possible changes to the KEI also will be discussed.

Using Assessment Program Resources to Shape Effective ELA Instruction

Presenters: Dr. Renee Savoie and Patricia Foley

For 20 years, Connecticut has used results from the National Assessment of Educational Progress (NAEP) to measure changes in student achievement and to make cross-state comparisons. In Fall 2012, a representative
sample of our high schools will participate in the Program for International Student Assessment (PISA), an assessment that has quickly become an important lever in shaping international education policy. This session will provide an introduction to PISA and the high-quality materials that are released and used in schools around the world. Attention will be given to the relationship between PISA Reading expectations and the instructional shifts teachers are making as they implement Common Core State Standards in every classroom.

**Next Generation Science Standards and Assessments**

*Presenters:* Jeff Greig and Liz Buttner

Science is about to join the era of “common” standards. Based on the National Research Council’s July 2011 publication, *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, Next Generation Science Standards (NGSS) are currently under development. This session will provide the latest updates about NGSS progress and projected completion, public feedback opportunities, and preliminary plans for including enhanced science assessments in the State’s new accountability system (pending approval by the U.S. Department of Education).

**Providing the Foundation for a Continuum of Curriculum, Assessment, and Instruction**

*Presenter:* Michelle Levy

Explore the revision process and progress to date on new Early Learning and Development Standards birth to age five. The new standards will be comprehensive, covering developmental domains and content areas, and will be aligned to K-12 standards. The newly revised standards will form the foundation for authentic assessment tools, potential data collection at the community and state level related to child progress. These standards will also inform the development of a revised Kindergarten Entrance Inventory. Explore how new standards and the accompanying tools can be used to promote communication and data sharing across sectors and ensure a strong continuum of early learning experiences for young children.

**Digital Assessments: The Role of Technology in Assessment and Instruction**

*Presenters:* Josiah Hills and Abe Krisst

Attendees will take a look at what it means to digitally assess students. They will discuss the benefits and challenges of using technology in assessment and instruction. They will also explore the 21st Century skills needed by both teachers and students to reap these benefits. The audience will begin to identify what actions are needed with regards to teacher training, student preparation and curriculum revision. While IT support will come up, the presentation and discussion will focus on skills needed rather than hardware and infrastructure. Attendees will also be updated on the status of the Technology Readiness Tool that was administered to districts during the end of the 2011–12 school year. The Technology Readiness Tool is a tool that will support states’ planning as Connecticut transitions to next-generation assessments. This update may include any significant findings that were learned as a result of the data collection.

**Best Practices for Writing Quality Mathematics Items for Classroom Assessments**

*Presenter:* Dr. Shelbi Cole

This presentation will provide information about using resources available on the Smarter Balanced Assessment Consortium Web site to write quality mathematics assessment items for classroom use. Learn how to write mathematics items that can be used to assess students with a wide range of abilities and access needs.

**Computerized Testing and Using the CMT Vertical Scales**

*Presenters:* Dr. Hariharan Swaminathan, Dr. Jane Rogers, Dr. Mohamed Dirir, and Dr. Norma Sinclair

It is the plan of the assessment consortia to employ the use of automated testing as a major part of the assessment system. In this session, the current practice of computer-based assessment and computer adaptive testing will be presented. Computers offer advantages to the testing
process but the choices that are made in the design of the automated assessment will greatly influence the type of information that the assessments will deliver. As part of this session, current developments with respect to the use and interpretation of the CMT vertical scales will be described. The manner in which these data can be used to assess growth and student success will be presented.

**NCLB Waiver and the New Accountability System**  
*Presenter:* Michelle Rosado and Dr. Gilbert Andrada  
In February 2012, Governor Malloy declared 2012 the “year for education reform” and outlined Connecticut’s policy direction. Key components of the state’s strategy include the development of the very best teachers and principals, delivery of more resources to districts that embrace reform, intervention in the state’s chronically low-performing schools, and removal of red tape and other barriers to success, especially for the state’s highest-performing schools. The initiatives proposed in the ESEA Flexibility Request and all CSDE initiatives this year — including Governor Malloy’s agenda and the CSDE reorganization — aim to create a system focused at every level on preparing students for success in college and careers. This session will give an overview of the strategies and actions being done to implement them.

**Guide to the Smarter Balanced IT Architecture**  
*Presenter:* Mike Powell  
As a part of the government-funded Race To The Top program, and as a governing member of the Smarter Balanced consortia, Connecticut has joined forces with 27 other states in an effort to transform the education industry by investing in a standards-based technology platform. By spurring innovation within the assessment community, adopting education standards like Common Core, and creating an interoperable assessment system, the consortia will provide member states with increased flexibility and lower education delivery costs. During this session, we will review the technical details of the systems architecture for the Smarter Balanced Assessment System and give an update on the work being done around standardization and interoperability.

**Fostering Evidence-based Cultures in K-12 Schools: Gathering Data from an Online Application System**  
*Presenters:* Dr. Mary E. Yakimowski and Sarah D. Newton  
The University of Connecticut’s Neag School of Education is well known for a culture in evidence-based decisions leading to continuous improvement (Freed & Huba, 2000; Neag Assessment Committee, 2012; Yakimowski & Coleman, 2009). Among the tools that are used is an on-line application system, which affords the opportunity to efficiently gather data from different stakeholders. Then, the information is analyzed and multi-angulated to make changes so that courses, programs, departments, or the school can improve. As school district personnel are aware, grade K-12 institutions need data to inform for evidenced-based decisions as well. Personnel need information from students, parents, alumni, staff, and community members. In this interactive session, presenters will share and discuss the Neag School’s use of an online application system as generalized to a K-12 setting. For example, presenters will facilitate discussions about accessing and using an on-line application system to gather data on such things as students’ feelings about the school climate, alumni’s opinions regarding about the strengths and areas for improvement regarding their high school education, teachers’ professional development needs, and parents’ perceptions of strengths and areas for improvement with regard to transportation and other issues. Additionally, the presenters will discuss item format, electronic dissemination, and reporting functions.

**Using ePortfolio as a Means to Improve and Assess Student Learning**  
*Presenter:* Dr. Laura Gambino  
ePortfolios are becoming increasingly more common in higher education and K-12 as they are an effective way for students to demonstrate and reflect on their learning. They are also being used for programmatic and institu-
tional assessment. In this interactive session, participants will be introduced to ePortfolio and they ways they are used to increase student engagement, demonstrate student learning, and to conduct assessment. Student examples of reflective learning will be shared.

Assessment of Teacher Education Programs in Higher Education: Alumni/Employer Survey Results, K-12 Achievement Research Findings, and What Remains to be Investigated

Panelists: Dr. Mike Alfano, Dr. Michael Fagella-Luby, Dr. Rachel Gabriel, Dr. Marijke Kehrhahn, and Dr. Mary Yakimowski

This panel from UConn’s Neag School of Education will discuss major findings from research on their teacher preparation programs. This session will include a description of the Neag School of Education’s Assessment Plan and an overview of studies that have been completed recently. Specifically, panelists will describe major findings from our alumni and employee surveys, staffing research, and K-12 studies (including recent results from studies of student achievement in math and reading). Then, with audience participation, we will open a discussion of additional studies we could explore to ensure our preparation programs continue to meet Connecticut’s K-12 district needs.

Standards Based Grading

Presenter: Dr. Megan Welsh

Standards-based progress reports (SBPRs) differ from traditional report cards by requiring teachers to report student performance levels according to specific educational goals instead of broad content areas. They are an increasingly popular communication tool because they are believed to provide a richer description of academic progress than is provided with traditional report cards. It is also believed teachers will be more likely to focus their instruction on state standards if their grades are more closely tied to them. Therefore, SBPRs have emerged as a standards-based reform lever. This session will share lessons learned from a study of SBPR implementation in one district. It discusses both teachers’ perceptions of SBPR implementation and examines the consistency between SBPR grades and test scores and explores why some graded more consistently with state test scores than others. The session will conclude with implications for implementing or refining a standards-based grading effort.

Adolescent Literacy Assessment: Observing and Coaching Evidence-Based Instruction in Discipline Specific Classrooms

Presenters: Dr. Michael Fagella-Luby, Wan Wei, and Joshua Wilson

This session will present an observation tool for teachers and administrators to use based on the components of evidence-based literacy instruction for adolescent learners and the Common Core State Standards. Piloted in Connecticut English Language Arts classes, this tool facilitates teacher self-evaluation and planning, administrator walk-throughs, and peer-coaching. A specific version of the tool has been developed to surface components of evidence-based instruction across Scientifically Research Based Instruction (SRBI) multi-level tiers of service delivery. Specifically, the presentation will present: (a) a summary of recent research and tools for using observational assessment in secondary classrooms, (b) synthesis of six components of literacy instruction for use in Discipline Specific Classrooms, (c) a model of explicit instruction delivery within the SRBI framework, (d) the observation tool, and (e) suggestions and lessons learned from use of the assessment.

Making Good on the Promise for all Learners: Implementing and Assessing the Connecticut State Standards in Music

Presenter: Dr. Linda Page Neelly

This interactive session provides opportunities for participants to explore and deliberate strategies for enriching the music curriculum through the integration of the Connecticut State music standards. The voices of elemen-
tary and middle school music teachers offer examples of ways in which they bring the standards and authentic assessments to life in their classrooms and how these have impacted not only their students’ musical development, but also their potential to learn and achieve. Participants contemplate appropriate music assessments for the implementation of the Connecticut State Standards.

**Transition from Connecticut Writing Standards to Common Core: Implications for Curriculum, Teaching, and Professional Development**

*Presenters: Dr. Natalie Olinghouse, Dr. Gary Troia, Joshua Wilson, and Kelly O’Shea*

Connecticut, like most states in the nation, is involved in an on-going transition from individual state standards to the Common Core State Standards. In standards-based reform, these standards are designed to guide curriculum development and subsequent instruction, to help teachers set instructional priorities and goals, to provide clear expectations for student achievement at each grade level, and to raise performance expectations. In the area of writing, this is particularly important as writing achievement across the nation historically has been low. However, when transitioning from one set of standards to another, there may be significant misalignment between the two sets of standards which can force districts and schools to adopt different curricular materials, rebalance content foci within and across grades, and make substantial changes to professional development programs. Accordingly, it is important to understand (a) the strengths and gaps of the new standards, (b) the degree of alignment between the two sets of standards, and (c) implications of alignment/misalignment for curriculum, teaching, and professional development. This presentation provides an in-depth analysis of the Common Core State Standards in Writing and Language (CCSS-WL) and alignment with CT Writing standards. First, key features of the CCSS-WL will be discussed. Next, alignment between CCSS-WL and CT Writing standards will be presented by grade and grade bands (i.e., K-2, 3-5, 6-8, 9-12). Finally, we will make recommendations for evaluating current and future curricular programs and instructional methods, along with determining teachers’ professional development needs in order to support students in meeting CCSS-WL grade-level expectations.
Karen Addesso
Karen Addesso is an education consultant in Bureau of Data Collection, Research and Evaluation. She is currently the State Longitudinal Data System (SLDS) grant manager and works on various Connecticut State Department of Education (CSDE) data projects, including the Teacher-Course-Student (TCS) data collection. Additionally, Karen led the development and administration of the Fall Kindergarten Entrance Inventory and the Spring Kindergarten Exit Inventory. Before working at CSDE, Karen was employed by Yale University as a research associate in epidemiology and public health. She also taught high school mathematics in two Connecticut school districts.

Dr. Cristi Alberino
After completing her master's degree in Teaching English to Speakers of Other Languages (TESOL) at Columbia University, Dr. Alberino worked for more than 5 years as a middle school ESL teacher in New York City. While teaching, she consulted on the development of the National Board for Professional Teaching Standards, English as a New Language Assessment. During her time at the University of Pennsylvania completing her Ph.D. that examined how testing and standards impacted teaching and curriculum design in inner-city classrooms in Philadelphia, she worked as a test developer for AIR. In 2005, she participated in opening a charter middle school in Philadelphia before coming back to Connecticut. Cristi is heavily involved in deaf education in Connecticut. Currently, she oversees the high school English Language Arts portion of the Connecticut Academic Performance Test (CAPT). As a member of the Smarter Balanced Item Writing and Performance Task Workgroup, she has been developing item specifications, sample items, and test items for the new Smarter Balanced Assessment System.

Dr. Mike Alfano
Dr. Michael Alfano is the director of the Teacher Certification Program for College Graduates at the Neag School of Education. He has a doctorate in educational psychology with a specialty in special education from the University of Connecticut, and a M.Ed. in reading and learning disabilities from DePaul University. Michael's areas of expertise include learning disabilities, assessment, special education, teacher education, and reading education.

Megan Alubicki
Megan Alubicki is an associate education consultant for Connecticut State Department of Education's Bureau of Accountability and Improvement. In this role, she primarily provides technical assistance in regard to English language learners, assists with the implementation of the School Improvement Grant and provides support to the priority school districts. Prior to this position, Ms. Alubicki served as an ESL teacher for Hartford Public Schools. She has taught in Finland as an American-Scandinavian Foundation fellow and carried out language policy and educational research in Belgium and Sweden as a Fulbright Fellow. She holds an M.S. in TESOL/applied linguistics, and a sixth year diploma in educational administration.

Joe Amenta
Joseph is an educational consultant for the Connecticut State Department of Education in the Bureau of Student Assessment. He has been involved in special education for over 25 years as a teacher, administrator, and curriculum specialist. Joe has collaborated on a variety of statewide initiatives, including the creation of a newly adapted alternative assessment for
special needs students. He has also been instrumental in the development of Rater Certification Training, a teacher training method that creates and provides video scenarios of students participating in the Connecticut alternate assessment.

**Dr. Gilbert Andrada**

Gilbert Andrada, Ph.D., state education consultant, has been with the Connecticut State Department of Education for 18 years. In addition to being the program manager for the Connecticut Benchmark Assessment System (CBAS), his duties involve psychometric and statistical analyses, applied research projects, program evaluations, and large-scale student assessment. He holds a Connecticut school administrator’s license (092) and lives in Glastonbury with his wife and three children.

**Dr. Peter Behuniak**

Peter Behuniak, Ph.D., is currently a professor-in-residence in the Department of Educational Psychology at the University of Connecticut. His career in education includes public school teaching in the United States and United Kingdom. He is the former director of Student Assessment and chief of Certification and Professional Development at the Connecticut State Department of Education. His area of specialization is large-scale educational assessment. He has provided policy and technical support to 14 states’ educational assessment programs. He was an advisor to President Clinton’s proposed Voluntary National Test and currently serves on the National Assessment of Educational Progress Validity Studies Panel and the Design and Analysis Committee which are convened by the National Center of Educational Statistics. He was the chairperson of the Technical Issues in Large Scale Assessment Consortium sponsored by the Council of Chief State School Officers. His research and writings have been focused on different aspects of assessment and its appropriate role in the improvement of teaching and learning with articles appearing in many journals, including Applied Measurement in Education, Educational and Psychological Measurement, Educational Assessment: Policy and Use, Educational Leadership, Educational Measurement: Issues and Practice, and Phi Delta Kappan.

**Liz Buttner**

Liz Buttner is the K-8 science consultant in the Bureau of Teaching and Learning. Her broad responsibilities include state science standards, instructional supports, and science assessments. Liz manages the federal Math Science Partnership professional development grant, and works on grade-level concepts and expectations, curriculum-embedded science performance tasks and the science CMT.

**Dr. Shelbi Cole**

Dr. Shelbi Cole is a mathematics education consultant for the Connecticut State Department of Education. She serves as co-chair of the performance assessment work group for the SMARTER Balanced Assessment Consortium. Shelbi’s previous work includes assisting on a federal research grant where she was lead author on three fully differentiated Grade 3 mathematics units. She has provided extensive professional development in K-12 mathematics instruction in over 15 states.

**Rebecca Comenale**

Rebecca Comenale has taught Spanish at Glastonbury High School since 2001 and has served as head teacher for the department since 2010. During her time in Glastonbury she has helped develop curriculum and assessments under two FLAP grants and has worked with the FLAP grant for Glasport since 2011. Rebecca has also served on the Strategic Planning Committee as well as various committees in both the school and district. She has presented at NNELL, ACTFL, CTCOLT, and MaFLA on various topics that include instruction, assessment and FLAP grants.
Dr. Dan Conrad

Dr. Dan Conrad is the principal assessment specialist for the American Council on the Teaching of Foreign Languages (ACTFL) where he oversees various testing projects including the ACTFL Assessment of Performance Toward Proficiency in Languages, the AAPPL. He has 19 years of professional experience in the large-scale standardized testing industry. He has worked on some of the most visible and high volume tests on the market such as TOEFL, SAT, GRE, NAEP, National Board for Professional Teaching Standards. He is experienced in all aspects and phases of large-scale testing and has significant experience in foreign language testing, alternate assessments, and advanced certification assessments. He has served diverse clients in city, state, and federal governments in the United States and Brazil, NGO’s as well as professional organizations.

Dr. Mohamed Dirir

Dr. Mohamed Dirir is a senior psychometrician at the CSDE. Dr. Dirir has extensive training and experience in psychometrics and quantitative data analysis. He received his advanced degrees at the University of Massachusetts under the guidance of distinguished professors Swaminathan and Hambleton. After completing his studies in early 1993, Dr. Dirir started working for the CSDE’s Bureau of Research, Evaluation, and Student Assessment. Currently, he is the coordinator of the Psychometric Analysis and Support Unit of the CSDE. His main duties include assuring the validity, reliability, and accuracy of Connecticut’s custom tests administered at Grades 3-8 and 10. Dr. Dirir monitors the technical qualities of items and tests at all stages of the testing process, and manages the test data for the Department. He also advises other agencies outside Connecticut on research, test development, and psychometrics.

Dr. Michael Fagella-Luby

Dr. Faggella-Luby is currently an associate professor in the Neag School of Education’s Special Education Program in the Department of Educational Psychology here at UConn. He is also a research scientist at the Center for Behavioral Education and Research (CBER) and an associate research scholar at the Center on Postsecondary Education and Disability (CPED). Dr. Faggella-Luby’s program of research is focused around three interrelated interests associated with literacy supports for adolescents at-risk for failure and students with learning disabilities in secondary schools: (a) implementation of specific evidence-based pedagogies and interventions, (b) investigation of components of reading comprehension instruction associated with the burgeoning field of adolescent literacy, and (c) identification of critical systemic variables associated with school reform and intervention implementation. Dr. Faggella-Luby is a former high school administrator and teacher of both English and chemistry.

Patricia Foley

Patricia Foley, a former classroom teacher, is a literacy specialist at the Connecticut State Department of Education. As a member of the Bureau of Accountability and School Improvement, Patricia is responsible for guiding English language arts curriculum development in several partner districts and for providing support to district and school staff in understanding how data should guide instruction. Patricia has worked extensively on the development of the Connecticut Mastery Test.

Dr. Rachel Gabriel

Dr. Rachael Gabriel is an assistant professor of literacy education at the University of Connecticut. Rachael’s career in education began as a middle school reading teacher in Washington, D.C. Since then, Rachael has worked as a literacy specialist, new teacher advisor and reading intervention provider while she earned a doctorate in literacy studies from the University of Tennessee in Knoxville. She holds graduate certificates in both quantitative and qualitative research methods in education, and she is a former fellow of the Baker Center for Public Policy. As a researcher, Rachael has focused on teacher preparation, development and evaluation with a specific interest in related education policy and a continued
interest in supporting teachers’ efforts to meet the needs of their struggling readers. As a professional developer, Rachael has delivered workshops on formative assessment, instructional planning and intervention design in literacy across the mid-Atlantic and the southeast region of the United States.

Dr. Laura Gambino

Laura has been at Tunxis Community College since 2000, where she is a professor of Computer Information Systems. She also serves as the ePortfolio and Assessment coordinator for the college. As ePortfolio coordinator, she led a team of faculty participating in LaGuardia Community College’s Making Connections grant program and currently leads Tunxis’ participation in the LaGuardia/AAEEBL Connect to Learning grant. In addition, Laura is a member of the Connect to Learning leadership team as the research coordinator, currently working on C2L’s developmental model of ePortfolio practices. Laura has presented on her ePortfolio work on numerous occasions including the AAEEBL regional and world conferences and the 2010 ePortfolios Australia Conference. She is currently pursuing her doctorate in educational leadership and management.

Jeff Greig

Jeff Greig is the CAPT program manager at the Connecticut State Department of Education. Mr. Greig has worked on the development and implementation of science standards and assessments at the state and national level.

Josiah Hills

Josiah Hills is an educational technology specialist with the Capitol Region Education Council. He began his career as a science teacher and has taught high school students in Morganton, NC and Danbury, CT. He spent two years as the 6-12 science department head in Danbury before moving to the State Department of Education and later CREC to work in educational technology.

Dr. Sharon Lynn Kagan

Sharon Lynn Kagan is the Virginia and Leonard Marx Professor of Early Childhood and Family Policy and co-director of the National Center for Children and Families at Teachers College, Columbia University, and professor adjunct at Yale University’s Child Study Center. Recognized internationally and nationally for her accomplishments related to the care and education of young children, Kagan is the author of 225 articles and 14 books. Currently, she is a member of over 30 national boards or panels, and is working with 45 countries around the globe to establish early learning standards, public policies, and teacher education strategies, including Armenia, Brazil, Cambodia, China, Egypt, Ghana, Georgia, Jordan, Lesotho, Mongolia, Paraguay, Swaziland, Tajikistan, Turkmenistan, Uzbekistan, and Vietnam. Her work focuses on the application of research to public policy on topics such as child care, Head Start, preschool programs, family-school relationships, early childhood systems and infrastructure development, professional development, and assessment and accountability in early childhood education. A recipient of international and national honorary doctoral degrees, Dr. Kagan is past president of the National Association for the Education of Young Children and a past president of Family Support America. She has served as chair of the National Education Goals Panel Technical Planning Group for Goal One; a member of the Clinton Education Transition Team; a Distinguished Fellow for the Education Commission of the States; and a member on numerous National Academy of Sciences, foundation, and administration panels. She was made a fellow of the American Educational Research Association (AERA) in 2010 and elected to membership in the National Academy of Education in 2012. She is the only woman in the history of American Education to receive its three most prestigious awards: the 2004 Distinguished Service Award from the Council of Chief State School Officers (CCSSO), the 2005 James Bryant Conant Award for Lifetime Service to Education from the Education Commission of the States (ECS), and the Harold W. McGraw, Jr. Prize in Education.
Dr. Marijke Kehrhahn

Dr. Marijke Kehrhahn was appointed the associate dean of the Neag School of Education at the University of Connecticut in 2009, having served for five years as the director of teacher education. She is a member of the Educational Leadership faculty as an associate professor of adult learning. In addition, Marijke is currently the director of Teachers for a New Era at the University of Connecticut, a Carnegie Corporation-funded project to build model teacher education programs that incorporate evidence-based practices. Marijke was named the recipient of the University of Connecticut Alumni Association Award for Teaching Excellence at the graduate level in 2008. Dr. Kehrhahn's serves on the Governing Council of the National Network for Educational Renewal and the Board of Directors of the Northeast Foundation for Children (Responsive Classroom). Dr. Kehrhahn holds a Bachelor of Fine Arts, a master's degree in special education, and a doctorate in adult learning.

Abe Krisst

Abe Krisst is an education consultant in the Bureau of Student Assessment at the Connecticut State Department of Education. He has worked in the bureau for 11 years and is involved with many aspects of the development, administration, and reporting of the CMT and CAPT.

Dr. Don Leu

Dr. Don Leu is a professor in the John and Maria Neag Endowed Chair of Literacy and Technology in the Neag School of Education at the University of Connecticut, Storrs. He holds a joint appointment in curriculum and instruction and educational psychology. A graduate of Michigan State, Harvard, and Berkeley, he is an international authority on literacy education, especially the new skills and strategies required to read, write, and learn with Internet technologies and the best instructional practices that prepare students for these new literacies. Don is a member of the Reading Hall of Fame, past president of the National Reading Conference, and a former member of the Board of Directors of the International Reading Association. He has more than 100 research publications and seventeen books on topics that range from the new literacies of online reading comprehension to teacher education and phonemic awareness.

Michelle Levy

Michelle Levy is a consultant for the Connecticut Department of Education in the Bureau of Teaching and Learning. During her 5 years with CSDE, her work has focused on standards, curriculum, the use of assessment to inform practice, and professional development. She also serves as the Department’s point person for Early Childhood SRBI and provides management for the Child Day Care Contracts. She has worked in both the public and private sector in Minnesota, California and Connecticut, in both special education and integrated settings. She holds a master’s degree in early childhood special education from San Francisco State University and a Connecticut Intermediate Administration/Supervision certificate.

Dr. Chuck Martie

Chuck Martie, Ph.D., is an education consultant in the Bureau of Evaluation and Research at the Department of Education. Currently, he handles reporting of SAT, AP, PSAT, and ACT data, as well as National Student Clearinghouse data on post-secondary outcomes. In addition, he produces the annual *Condition of Education in Connecticut*. He has published articles on economics, tax policy, public health, and teaching. He has also worked as an economist at the Federal Trade Commission in Washington, D.C., and as research analyst for the Revenue Department and the Governor’s Office for Policy Research in Kentucky. He also taught for several years as an associate professor of economics at Quinnipiac University. He lives with his wife, Katherine, and family in East Hampton.
Steve Martin
Steve is an education consultant in the Bureau of Student Assessment at the Connecticut State Department of Education. He has worked for the CSDE for 22 years and is the program manager of the Connecticut Mastery Test.

Trish Martin
Trish Martin is a senior technical project manager at Measurement Incorporated in Durham, where she oversees the development of innovative educational assessment products for schools across the country. Previously, Trish served as the director of ClassScape Assessment System, which was developed by the Center for Urban Affairs and Community Services at North Carolina State University and provides online classroom assessments to over 1,000 schools in North Carolina. She has taught courses on formative assessment, reading and writing across the content areas, and curriculum planning, and has published research on formative and interim assessment and the use of online assessments to inform instruction and improve student learning. Trish earned a B.S. in health science/secondary education from Towson University, an M.S. in curriculum and instruction from McDaniel College, an ED.S. in instructional leadership from College of Notre Dame of Baltimore, and will graduate in December with an ED.D. in educational leadership from East Carolina University. She resides in Fuquay-Varina, NC with her husband and four children.

Amy Mindell
Amy Rubin Mindell, M.Ed., assistive technology specialist, NEAT Center at Oak Hill, provides professional development, training, technical assistance, evaluations and consultations on the continuum of assistive technology devices and services to students, families, educators, therapists, clinicians, and healthcare professionals. Amy has over 25 years experience in the field of assistive technology. During that time, Amy co-founded the Center for Adaptive Technology at Southern Connecticut State University and served as one of the lab’s first directors. She later served as a project director and senior AT specialist at CAST (The Center for Applied Special Technology) in Massachusetts where she worked on many initiatives and projects in the area of universal design for learning, and provided professional development and assistance to educators in K-12 and postsecondary settings.

Dr. Linda Page Neelly
Dr. Linda Page Neelly, currently associate professor in the Neag School of Education’s music education program in the Department of Curriculum and Instruction, is known for her efforts to create intercultural music partnerships for young children and disadvantaged youth. She has written books on early childhood music, collaborated with organizations such as Sesame Street to develop music software, and consulted for national cultural organizations including the Metropolitan Opera and the National Opera in Washington D.C. Her recent research and publications focus on transformative pedagogy in music teacher education and on the music learning of children with autism. She has made international and national presentations for the International Society for Music Education, Oxford UK University, Liverpool UK University, the College Music Society, the National Association for Music Education, and the National Association for the Education of Young Children. She serves as a music consultant for the California Department of Education, Children’s Television Network, and the National Council on Education.

Sarah Newton
Ms. Sarah D. Newton is currently a graduate student at the University of Connecticut, working toward a doctoral degree in educational psychology, with a concentration in measurement, evaluation, and assessment. In December of 2011, she will earn the Master of Science degree in criminal justice from Central Connecticut State University (CCSU); in 2009, Sarah graduated summa cum laude with a Bachelor of Arts degree in criminology and completed course requirements
in psychology (also from CCSU). She has presented at conferences such as the annual meeting of the Association for Psychological Science and contributed to technical reports evaluating various criminal justice programs. Sarah’s primary research interests include instrument design and validation.

**Rita Oleksak**

Rita A. Oleksak is the director of foreign languages/ELL in Glastonbury, CT Public Schools. Rita oversees a staff of 60 foreign language teachers and ELL tutors and is responsible for hiring and direct supervision. In 2009, Glastonbury was named one of the first 20 Confucius Classrooms and Rita manages the operation of this grant, a FLAP Assessment grant, and two ELL grants. The summer of 2012 will be the sixth year that Glastonbury has partnered with ACTFL and CLASS as one of the STARTALK sites for Chinese student and teacher training. This July, for the third year, Glastonbury will also offer STARTALK student and teacher training in Russian. Ms. Oleksak is currently vice president of the National Network for Early Language Learning (NNELL). She is past president of the National Association of District Supervisors of Foreign Languages (NADSFL) and The American Council on the Teaching of Foreign Languages (ACTFL). As the president of ACTFL, she had the honor of addressing a Senate Sub Committee to present ten priorities for language learning in the United States. Rita served on the ACTFL Council from 2000-2003 and was ACTFL Convention Chair for two years; as well as a pilot site participant for both the Standards and the Integrated Performance Assessments, and was actively involved in the New Visions project. She is also the past president of the Massachusetts Foreign Language Association (MaFLA) and former co-chair of the K-16 Foreign Language Teachers of Western Massachusetts Collaborative.

**Dr. Natalie Olinghouse**

Dr. Natalie Olinghouse is an assistant professor in the educational psychology department and a research scientist in the Center for Behavioral Education and Research. Dr. Olinghouse is a co-principal investigator on a four-year, federally-funded research project exploring the relationship between states’ standards/assessments and student writing achievement. She has published articles and book chapters on writing instruction and assessment, reading and writing connections, individual differences in writing, and the role of vocabulary in written composition for research and practitioner audiences. Dr. Olinghouse teaches undergraduate and graduate courses in the areas of student assessment, writing instruction and assessment, and academic/professional writing. She also provides consultation to states and districts on improving writing instruction and assessment to better meet students’ needs. Dr. Olinghouse has 12 years of special education teaching experience with students with mild to severe disabilities in Michigan and Florida.

**Kelly O’Shea**

Kelly O’Shea is a doctoral student at University of Connecticut in the Educational Psychology: Measurement, Evaluation, and Assessment program. Prior to starting the doctoral program at University of Connecticut, Kelly received her master’s from University of Wisconsin – Eau Claire in school psychology. Her primary research interests involve assessment, including benchmark assessments, assessments used for gifted identification, and writing assessment.

**Mike Powell**

As an Enterprise Architect for Measured Progress, Mike Powell is the principle architect for the Smarter Balanced Assessment Consortium IT Systems Architecture initiative. With over 15 years of experience in software development and seven years of experience working with online assessment systems, he brings a rounded experience to aid in the successful implementation and delivery of this system. As the head of the Architecture Review Board, he will continue to work with representatives from across the industry to refine the current architecture, identify gaps in current standards and technologies, and give guidance on areas of contention. He will also be involved with ensuring that key technical decisions made align with the standards set by the overall architecture.
Amy Radikas

Amy is currently working on her Ed.D. at Central Connecticut State University. She is very interested in how summer school effects the achievement of low-income English language learners. Amy has worked at the Connecticut State Department of Education for five years. Her primary roles are to support Connecticut’s 15 Priority School Districts through needs-based professional development sessions, facilitate data team meetings, and develop long and short-term curricular goals. In addition, Amy works with her colleagues to create and deliver Common Core State Standards updates and implementation plans for LEAS and RESC providers. Before coming to the department Amy worked for 15 years as a classroom teacher, reading consultant, and a K-5 district language arts coordinator.

Dr. Jane Rogers

Dr. Rogers is an associate professor in the Neag School of Education at the University of Connecticut in the Department of Educational Psychology. She teaches graduate courses in quantitative methods and item response theory. She is nationally and internationally known for her expertise in item response theory, an area about which she has written several papers and co-authored a book with Hambleton and Swaminathan. Dr. Rogers earned a doctorate in psychology from the University of Massachusetts. She is one of the principal research scientists who conducted the studies that lead to the development of Connecticut’s Vertical Scales.

Michelle Rosado

Michelle Rosado works at the CSDE in the Bureau of Accountability and Improvement. She has worked at the CSDE for 20 years in the areas of student assessment, curriculum and school improvement. Michelle has a MAT from Sacred Heart University and a B.S. from UConn. Michelle lives in West Hartford with her husband Rene and her two young children, Ellie and Nora.

Dr. Michael Sabados


Dr. Renee Savoie

Renee Savoie, Ed.D., serves as Connecticut’s coordinator for the National Assessment of Educational Progress (NAEP). In addition to NAEP, Renee oversees our state’s participation in international assessments. Before taking on the role of NAEP State Coordinator, Renee gained experience in Connecticut’s assessment system by first working on the CMT team and later leading the development of the CAPT language arts assessments. Before joining the Department in 1999, Renee was a middle school teacher.

Dr. Norma Sinclair

Dr. Norma Sinclair has worked for the Connecticut State Department for over 20 years. She has been a principal researcher, program evaluator, and psychometrician working in the areas of teacher assessment and evaluation, student assessment, and applied research. Dr. Sinclair oversees the analysis of student assessment data to ensure the quality of test items, test development, and test results.
Janet Stuck
Janet holds a bachelor’s degree in elementary education, a master’s degree in special education and a sixth year degree in administration and supervision. She has completed the Autism Spectrum Disorders certification program through Saint Joseph College. Janet holds multiple certifications and has worked for over 20 years in private and public schools as a teacher. While working in Connecticut, she held supervisory roles as unit leader and assessment coordinator and has presented at conferences including Council for Exceptional Children’s annual convention and the Council of Chief State School Officers National Conference on Student Assessment. Janet began working with the Department of Education formally in 2007 although she worked as a committee member and consultant for five years prior to accepting her current position as special populations assessment consultant.

Dr. Hariharan Swaminathan
Hariharan Swaminathan is currently a professor of education in the Neag School of Education at the University of Connecticut, and serves as the chair of the Department of Educational Psychology. Professor Swaminathan is nationally and internationally recognized for his expertise in educational measurement, and in particular, in the area of item response theory. He has more than 300 papers, chapters, technical reports, and conference presentations to his credit. He is the co-author of two books (with Hambleton and Rogers) on item response theory and has served on the editorial boards of leading journals in measurement. Dr. Swaminathan is a fellow of the American Educational Research Association. He has received the College Outstanding Teacher Award from the University of Massachusetts and the Jacob Cohen Award for distinguished teaching and mentoring from the American Psychological Association. He was recently recognized by the governor for outstanding contribution to the state by a naturalized citizen for his work with the Connecticut State Department of Education.

Charlene Tate Nichols
Charlene Tate Nichols is a mathematics education consultant in the Connecticut State Department of Education, Bureau of Teaching and Learning. Her responsibilities include the development, implementation and revision of the mathematics standards, and assistance in the development and evaluation of the mathematics portion of the Connecticut Mastery Test. Charlene is also responsible for supporting schools and districts in developing standards-aligned mathematics curriculum and instruction. Prior to joining the CSDE staff, Charlene was an elementary and middle school mathematics teacher and K-8 districtwide mathematics resource teacher. She has also been a member of CMT and CAPT Advisory Committees and a middle grades mathematics methods instructor for the Alternate Route to Certification at the Department of Higher Education.

Dr. Gary Troia
Dr. Gary A. Troia is an associate professor of special education at Michigan State University and a principal investigator with the Literacy Achievement Research Center. Prior to receiving his doctorate from the University of Maryland in 2000, he worked 10 years in the public schools as a special educator and speech-language pathologist, and six years as a university clinical supervisor. Dr. Troia is a consulting editor for several journals and an associate editor of Language, Speech, and Hearing Services in Schools. He is a co-investigator with Dr. Natalie Olinghouse (University of Connecticut) for a 4-year IES-funded grant that examines the content of states’ writing standards and assessments, the Common Core writing standards, and the alignment of standards and assessments with research-based practices, postsecondary expectations, and NEAP writing performance. Dr. Troia has authored over 30 research papers and book chapters and has given numerous presentations about his work in the areas of phonological processing, writing assessment and instruction, and teacher professional development in literacy.
Wan Wei
Ms. Yan Wei is a doctoral student of the special education program in the Neag school of Education at the University of Connecticut. She is also a graduate assistant at the Center for Behavioral Education and Research. Yan’s research interest focuses on literacy instruction and motivation for struggling adolescent readers.

Dr. Megan Welsh
Dr. Megan Welsh is an assistant professor in the Measurement, Evaluation and Assessment Program of the Neag School of Education, where she teaches courses in assessment, evaluation, and educational statistics. She has a B.A. from Wellesley College, a master's degree in public policy from the University of California at Berkeley, and a Ph.D. in measurement and research methods from the University of Arizona. She has been an elementary school teacher, an educational policy researcher, and a school district evaluation and assessment specialist. Her primary areas of research interest include validity analysis, testing as an educational reform lever, evaluation of educational programs for underprivileged children and families, and classroom assessment. She joined the University of Connecticut in 2008.

Joanne White
Joanne R. White is an English language arts consultant at the Connecticut State Department of Education and works extensively on implementing Connecticut Standards (Common Core State Standards) by providing professional development sessions for district leaders and state organizations. Along with her colleagues, she develops state-level guiding documents for use by districts in revising curriculum, assuring coherence with Connecticut Standards. She is also the coordinator for the Connecticut Teacher of the Year Program, which recognizes and honors teacher excellence.

Joshua Wilson
Joshua Wilson, M.S., is a doctoral student at the University of Connecticut in the Department of Educational Psychology. Prior to becoming a doctoral student, Joshua was a special education teacher for several years. Joshua is currently the project manager of an IES-funded research project examining large-scale writing assessments. He also teaches a class on assessment in special education. Joshua’s primary research interests are writing assessment, writing development, and interventions for struggling writers.

Dr. Mary Yakimowski
Dr. Mary E. Yakimowski is the director of assessment and associate professor-in-residence for the Neag School of Education. She has a joint position with the educational psychology and educational leadership departments and is proud to work with the Teachers for a New Era. She has her doctorate in educational psychology and has certifications in school psychology, intermediate administration, and school superintendent. Previously, she worked for the Council of Chief State School Officers in Washington, D.C. as director of assessments, and for Baltimore City School District’s Division of Research, Evaluation, Assessment, and Accountability as Chief of Educational Accountability.
ACCESS TO CONFERENCE MATERIALS

As in past years, our UConn partners will be collecting presentation materials from each session and will make them available soon after the forum has concluded at: http://neag.uconn.edu/assessment

We are once again thankful for the efforts of Dr. Mary Yakimowski, Director, Office of Assessment, Neag School of Education, University of Connecticut. This partnership has always been an important part of making the Connecticut Assessment Forum a reality. UConn provides experts who inform us, a delegation of professionals who help facilitate our sessions, and the essential web resources to disseminate conference materials. A second chance to attend some of these sessions will be made available as part of the Colloquium Series that Dr. Yakimowski’s Office of Assessment holds during the school year. Please be on the look-out for information about this opportunity as sessions will be posted on the website.

UCONN FACILITATORS

Our gratitude, once again is extended to the following persons from the University of Connecticut who served as our session facilitators:

Jane Cook
Marisa Delcampo
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Dr. Mary Yakimowski

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The harbinger of change signals new ways of thinking and urges us to be prepared. The transitions to the state standards and system of assessments are upon us. Let us meet these challenges knowing that ready-help and expertise are in our midst. On behalf of the Connecticut State Department of Education and of our partners at the Neag School of Education, University of Connecticut, I thank you who have gathered here with us these two days for taking time to learn with us, to network with us, and to inform us.

Dr. Gilbert Andrada
State Education Consultant
Connecticut Assessment Forum 2012 Organizer
Connecticut State Department of Education