



Regional Data Initiatives Research Symposium

With Emphasis On Educator Evaluation



Lansing Center, Lansing, Michigan

November 28, 2011

Keynote Speaker –

Understanding the Role of the Regional Data Initiative in Evaluation Research for Michigan: The Case of the Balanced Leadership Program, Dr. Roger Goddard, Texas A&M University

Research Presentation Breakout Sessions:

A. A Study to Assess the Long Term Impact of Early Learning Experiences on School Readiness and Later Achievement on Local and State Assessments

- Consortium - Bay-Arenac ISD
- Research Partner - Saginaw Valley State University
- Overview - Children from ages 0-5 typically participate in many programs, services and educational opportunities during their early years. For example, in Bay and Arenac counties, over 4,000 children receive one book per month from age 0-5 through a program sponsored and funded entirely by area business and foundation support. What short and long term impact do these early experiences have on Kindergarten readiness and long term achievement in school? The presenters will share results of Phases I & II of a study that sets the stage for data collection, entry and use of the Pinnacle Data Warehouse to analyze student cohort data over time such as the Pearson Dial 3 School Readiness Assessment, DIBELS, MLPP and MEAP assessments that are administered through the grades.

B. The Power of Professional Development on Empowering New and Pre-Service Teachers

- Consortium – Calhoun ISD
- Research Partner - Central Michigan University
- Overview - We will present findings on our three research questions: Question 1: What are the components of an effective professional development program targeted toward mentor/student teacher pairs that is focused on ways that teachers can use interim and summative assessment

results to design, monitor and modify instruction that achieve learning gains for students? Question 2: How can the effective professional development program be replicated in multiple settings with consistent learning gains for pre-service student teachers? Question 3: What pre-service teaching experiences can be provided that would enhance student teacher's ability to design assessments and use data to identify how well students in the classroom learned the material, identify the quality of the assessment and design/modify classroom curriculum?

C. Enhancing the data-sharing process between Michigan public universities and Intermediate School Districts: An outcomes based pilot project.

- Consortium – Eastern Upper Peninsula
- Research Partner - Ferris State University, Lake Superior State University, Northern Michigan University and Michigan Technological University
- Overview - The University partners worked with three Intermediate School Districts to track 2009 high school graduates into their freshman year of college. Data on the number of students from each ISD that enrolled and started school at each of the universities, remedial courses required, major / minor, midterm status, end of year status was collected. With student permission, the information was provided to the ISDs for inclusion in the regional data systems.

D. Using Data to Improve ACT Reading Achievement

- Consortium – Genesee ISD & Wayne RESA
- Research Partner - University of Michigan – Dearborn
- Overview - Does providing educators with access to student assessment data, along with systemic professional development focused on the appropriate use of assessment data, affect the academic achievement of students? Using ACT Explore Pre-test data, professional development sessions were designed to focus on intervention strategies to raise student achievement. This session will highlight results from this year long research project.

E. Production of Statewide Assessment Results from Assessments Administered Through Different Online Assessment Systems

- Consortium – Kalamazoo RESA
- Research Partner - Michigan State University
- Overview - In this project, the same common assessment was loaded into different online assessment systems. While teachers received classroom and student results from their system, the project produced overall summary results (simulating "statewide results"). Teachers found the overall results to be useful. The implications of this study for how common assessments might be administered statewide will be presented and discussed.

F. Using Regional Data to Correlate Program Effectiveness: Delta Math as a case study

- Consortium – Kent ISD
- Research Partner – Hope College
- Overview – What are the effects of the Delta Math Response to Intervention Program on student achievement as defined by mathematics scores on the State (MEAP) assessments? This session will highlight results from this research project.

G. Data Driven Decision Making and Teacher Collaboration and Connecting Teacher Data Use to Student Achievement in Early Literacy

- Consortium – Oakland ISD
- Research Partner – Oakland University
- Overview - This research study focused on K-2 grade teachers comfort level with data driven decision making. The survey results revealed a significant positive relationship between teachers' comfort level with reflecting on data with all four types of stakeholders (colleagues, literacy & data experts, administrators and parents). In addition, a significant positive relationship was also established between teachers comfort level with interpreting data and the time allocated to collaborating with a literacy expert.

H. Overview of the RDI Research Project

- Presenter – Margaret Merlyn Ropp, Ph.D., Red Cedar Solutions Group

Register online: www.gomiem.org



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9:00 am-3:30 pm

Location:

Lansing Center
333 E. Michigan Ave.
Lansing, MI 48933



Get “real time” access to student data that will help you with effective instructional decision-making. The Regional Data Initiatives Research Symposium culminates two years of collaboration between the RDI Awardees and Michigan’s Institutions of Higher Education. Breakout Sessions include:

- Examining the Long Term Impact of Early Learning Experiences on School Readiness and Later Achievement on Local and State Assessments
- Using Data to improve ACT Reading Achievement
- Data Driven Decision Making and Teacher Collaboration and Connecting Teacher Data Use to Student Achievement in Early Literacy

And Much More!

[Click here for a complete list of breakouts and descriptions.](#)

Agenda

7:30-9:00 am	Registration & Breakfast
9:00-9:15 am	Opening & Updates
9:15-10:30 am	Dr. Roger Goddard, Texas A&M Univ., Understanding the Role of the Regional Data Initiative in Evaluation Research for Michigan: The Case of the Balanced Leadership Program
10:45 am-12:00 pm	Research Presentation Breakouts
Noon-12:45 pm	Lunch with Speaker – Carla Olivares, Educator Evaluation Update, MDE – Bureau of Assessment and Accountability
12:45-2:00 pm	Research Presentation Breakouts
2:15-3:30 pm	Research Presentation Breakouts
3:30 pm	Adjourn

SB-CEUs: 0.5 State Board Continuing Education Credits may be granted to each participant pending approval. To receive the SB-CEUs, you must be on time and stay until the end of the program.

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