



CREATE Newsletter

CONSORTIUM FOR RESEARCH ON EDUCATIONAL ACCOUNTABILITY AND TEACHER EVALUATION

www.createconference.org

The vision of the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) is improved student learning, development, and achievement in PK-12 schools, institutes of higher education, and other educational settings. To that end, the mission of CREATE is:

- To advance the field of educational evaluation by providing a forum for the presentation, discussion, and dissemination of sound practices related to personnel, student, and program evaluation, research, and policy
- To facilitate a network among those who actively engage in personnel, program, and student evaluation and research, and those who benefit from such activities
- To promote the development, dissemination, knowledge, and use of personnel, program, and student evaluation standards, such as those issued by the Joint Committee on Standards in Educational Evaluation.

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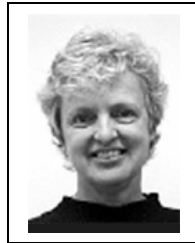
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Message from the President

Karen Wetherill

In our Fall Newsletter, we announced the National Evaluation Institute for this year and strongly suggested that you “Mark your Calendars” for **October 4-6, 2007** in Orlando! You do not want to miss this year’s conference! Our theme, “Improving Teaching and Learning through Evaluation” promises to attract outstanding sessions and speakers.

CREATE has named **Robert Marzano** as our Millman Award Winner for 2007. He is a leader in our field and is a senior scholar at McREL (Mid-continent Research for Education and Learning). As you may know, his most recent publications, *Classroom Management that Works*, *What Works in Schools*, and *Classroom Instruction that Works* are being used by our school district partners and in our methods courses. He has agreed to hold a workshop on Saturday morning on his most recent efforts related to assessment. You don’t want to miss this opportunity!

We have also been successful in obtaining three other superb key note speakers including **Thomas Cook**, a renown scholar in our field of educational evaluation. His presentation will be centered on evidence-based policy in education and it will certainly enrich our conference. **Olatokunbo (Toks) Fashola**, Senior Research Scientist and Director of the Comprehensive School Reform Center at the American Institutes for Research will enhance our conference, sharing her knowledge and experiences in evaluating the effectiveness of K-12 programs and the important issue of educating African American males. **Andrew Porter**, Director of the Learning Sciences Institute at Vanderbilt University, is also slated to join us. His current work focuses on curriculum policies and their effects on opportunity to learn and student achievement.

We hope to add contributions from you and your colleagues to make this conference one of the best! Please consider submitting a proposal and passing the word along to your colleagues who may be interested in joining our organization and attending this Institute. The due date for proposals is May 31, 2007. For more information, check out our website at: www.createconference.org.

As always, CREATE’s affiliation with the Joint Committee on Standards for Educational Evaluation brings a wealth of information and opportunities to learn and contribute to the evaluation standards. Conference sessions and resources on these standards, including the most recently released Personnel Evaluation Standards and the Program Evaluation Standards, which are under review for possible revisions, will ensure that participants gain the latest insights in educational evaluation.

The CREATE Board Members met in February at the conference hotel and came away feeling extremely excited about the conference site and program. The hotel is beautiful, very accessible and our session rooms are of the highest quality, indicative of this outstanding professional organization! There are many attractions nearby and wonderful restaurants. As the program for this conference gets finalized, I am extremely thankful to be a part of such an outstanding group of educators who can move a vision to reality. See you soon in Orlando!

Inside

- Pg. 2 Call for Proposals**
- Pg. 3 2007 NEI Keynoters**
- Pg. 4 Dr. Robert Marzano Workshop**
- Pg. 7 2007 NEI Registration Form**

SITE CHOSEN FOR 2007 NATIONAL EVALUATION INSTITUTE

The meeting site for the 2007 National Evaluation Institute (**October 4 - 6, 2007**) will be the **Rosen Centre Hotel in Orlando, Florida**. Located just 12 minutes from Orlando International Airport, this beautiful 1,334 roomed hotel offers the best in dining, including seven restaurants and lounges, recreation and entertainment. During your stay you'll be within minutes from Universal Orlando, SeaWorld, a 17-acre shopping and entertainment complex and world-class shopping at Florida Mall and The Mall at Millenia.



For those interested in food and entertainment, Orlando offers Walt Disney World Resort, Shingle Creek Golf Club (a 7,213-yard championship course), and CityWalk. This complex is filled with hip, big-name clubs and restaurants sure to please anyone.

Seeking Sponsors for Orlando and Beyond

Putting on a conference such as the National Evaluation Institute (NEI) is a monumental task, both in terms of effort and resources. CREATE seeks to ensure that participants and presenters at the NEI have the optimal experience in terms of quality of presentations, key-note speakers, accommodations, services, equipment, meeting rooms, and opportunities for networking and relaxing. Sponsors are key players in providing these opportunities.

If you or your organization would like to participate as a sponsor for the 2007 National Evaluation Institute, or if you are interested in sponsoring a future NEI, please contact:
Robert J. Rodosky, at robert.rodosky@jefferson.kyschools.us at your earliest convenience. Your contribution is greatly appreciated.

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Contributors

Submit your research for the CREATE Newsletter! Send your work to Marco Muñoz (marco.munoz@jefferson.kyschools.us) for consideration. Articles should be in electronic format. Submissions of more than two pages may be serialized.

CALL FOR PROPOSALS

The Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) requests proposals for papers and panels to be presented at the 16th annual National Evaluation Institute (NEI). **Proposals are due by May 31, 2007**. The NEI will be held **October 4 – 6, 2007**, at The Rosen Centre Hotel in Orlando, Florida. “Improving Teaching and Learning Through Evaluation” is the theme of the Institute.

By offering a supportive and stimulating work space, by providing exposure to a wide range of methodologies, and by disseminating the collective expertise of practitioners and researchers from around the nation, the NEI provides a forum for those who are engaged in the use of evaluation and assessment for the benefit of education. Attendees will come away with new contacts, fresh perspectives, and a renewed heart for the difficult, but increasingly important work of educational evaluation in this era of high-stakes accountability.

The Institute solicits a range of papers that address topics and related questions in complementary strand areas. The purpose of the Institute is to disseminate information about the theory, research, and best practices of evaluation in the areas of educational accountability; program, personnel, and student assessment; educational policy; school and classroom practices; and technology as these areas influence school and program effectiveness, student learning, and staff performance in schools and colleges.

Proposals should follow the outline and instructions provided in our website. Proposals will be judged on potential value to the audience, relevance of the topic to the theme, and overall quality. Proposals must be received by **May 31, 2007**. We prefer that proposals be submitted electronically to **www.createconference.org**. If you do not have Internet access, proposals may be faxed (502-485-6255) or e-mailed (robert.rodosky@jefferson.kyschools.us) to Dr. Robert J. Rodosky, Jefferson County (KY) Public Schools.

Notifications of acceptance status will be sent by the end of June. All presenters and their co-presenters who submit proposals must agree to: a) register for the Institute, b) be at the Institute to deliver the paper/presentation, and c) have the presentation description printed in the Institute program. The Institute will provide presenters with an overhead projector, screen, and/or digital projector (for laptop connection).



Congratulations to our 2007 Millman Award Winner!

Robert Marzano



Dr. Robert Marzano is president of Marzano & Associates. He is the author of more than 20 books, 150 articles and chapters in books, and more than 100 curriculum guides and related materials for teachers and students in grades K-12. His works include *Classroom Management that Works*, *What Works in Schools*, *Classroom Instruction that Works*, and multiple other publications. Over his 35 years in education, Marzano has worked in every U.S. state and a host of countries in Europe and Asia. The central theme of his work has been translating research and theory into practical programs and tools for K-12 teachers and administrators. In addition to his duties at Marzano & Associates, he is a senior scholar at Mid-continent Research for Education and Learning (McREL), an associate professor at Cardinal Stritch University, and vice-president of Pathfinder Education. Marzano earned his B.A. degree in English at Iona College, his M.Ed. degree in reading and language arts at Seattle University, and his Ph.D. in curriculum and instruction at the University of Washington.

Thomas D. Cook



Professor; Ph.D. Stanford University 1967. Areas of interest include Social Psychology, Social Science of Human Development, Evaluation Research, Education. Cook is interested in social science methods for inferring causation, and through this interest he examines issues in evaluation research, primarily in the areas of education and community health. He has authored or edited several books on these topics, including *Quasi-Experimentation Design and Analysis Issues for Field Settings*, *Qualitative and Quantitative Methods in Evaluation Research*, and *The Foundations of Evaluation Theory*. He is also interested in understanding how individual and institutional factors combine to help some adolescents successfully navigate both middle class and ghetto worlds. Cook was a member of the MacArthur Foundation Network on Successful Adolescence in High Risk Settings, is a Fellow of the American Academy of Arts and Sciences and is a Trustee of the Russell Sage Foundation in New York and of the Textile Museum in Washington, DC. In addition, Cook has been awarded the Gunnar Myrdal Prize for Science by the American Evaluation Association, the Donald T. Campbell Prize for Innovative Methodology by the Policy Science Organization and a Distinguished Scientist Award from the American Psychological Association. Cook has also been named the John Evans Professor of Sociology and he is professor in the Program in Human Development and Social Policy at the School of Education and Social Policy.

2007 National Evaluation Institute Keynote Speakers

Andrew C. Porter



Andrew Porter is the Patricia and Rodes Hart Chair of Educational Leadership and Policy and director of the Learning Sciences Institute at Vanderbilt University. He has published widely on psychometrics, education policy, student assessment, education indicators, and research on teaching. His current work focuses on curriculum policies and their effects on opportunity to learn and student achievement. Currently, he has research support from the National Science Foundation (co-director, *System-Wide Change for All Learners and Educators*; principal investigator, *Longitudinal Design to Measure Effects of Math-Science Partnership Professional Development in Improving the Quality of Instruction and Science Education*); and the Wallace Foundation (principal investigator, *Develop and Test Education Leadership Performance Assessment*). He is an elected member and vice president of the National Academy of Education, member of the National Assessment Governing Board, Lifetime National Associate of the National Academies, and past-President of the American Educational Research Association. Websites: andyporter.org; Vanderbilt.edu/lsi.

Olatokunbo (Toks) S. Fashola



Dr. Fashola recently joined the AIR staff as Research Director of the Comprehensive School Reform Center, primarily responsible for the evaluation and production of AIR-Reports. This involves reviewing and evaluating the effectiveness of K-12 programs with evidences of evaluation around the country. She is also involved in the National Longitudinal Study of the No Child Left Behind Act, and serves as a senior content advisor for the What Works Clearinghouse in the area of high school dropouts. Dr. Fashola is also an Adjunct Research Scientist with Johns Hopkins University. While at the university, she conducted research and published books and articles on the effectiveness of comprehensive school reform programs, including programs specifically geared toward middle and high school students. She has also conducted research on effective reading programs for students in need of additional academic services in grades K-12, and on programs specifically geared toward middle and high school students. Her research interests include reading, after-school programs, language development, emergent literacy, program evaluation, educational policy issues, problem solving, school-wide reform, and bilingual education. She has authored numerous articles on schoolwide reform, dropout prevention, and literacy. Dr. Fashola holds a Ph.D. from the University of California, Santa Barbara.

Robert Marzano at NEI 2007!

The Program Committee for NEI 2007 is thrilled to announce that Robert Marzano will take part in two conference activities. On Friday, October 5, 2007, he will accept the Jason Millman Award for outstanding service to the educational community. His acceptance speech will focus on his work around Balanced Leadership: What 30 Years of Research Tells Us About the Effects of Leadership on Student Achievement, (McREL, 2003). In particular, he will highlight the 21 key areas of leadership that correlate positively with student achievement.

On Saturday morning, October 6, 2007, Dr. Marzano will lead a three-hour workshop on his latest work, Classroom Assessment and Grading That Works, (ADCD, Dec. 31, 2006). Topics covered in the workshop will include:

- The characteristics of an effective assessment system
- The use of state standards documents for creating a topic-based assessment system
- The items and talks that are best suited to measure student progress in mastering content

The workshop will be designed to challenge participants to use better assessment strategies to transform the culture of schools and districts.

The CREATE Board of Directors have included the workshop in the conference registration fees. However, if an individual wants to only participate in the Saturday workshop, the Board has approved a workshop ONLY registration fee.

Is Your District Moving Teachers or Chairs on the Titanic?

Barbara Howard, Scotland County Schools

There is a well-known saying that any effort resulting in little or no substantive movement toward organizational change is like moving the chairs on the *Titanic*. It gives you something to do, but the ship will still sink. In districts that continue to view teacher evaluation as a bureaucratic paper shuffle, the administrators have something to do, but the likelihood that teachers will move toward meeting organizational goals as a result is slim to none.

Regardless of the system of teacher evaluation in place, whether it is a behavioral checklist, rating scale, rubric, portfolio, or any other process, the implementation of the process is a key to its effectiveness. Often, districts will spend relatively large amounts of resources in terms of money for manuals, forms, consultants, training, and personnel hours to select a well-designed model only to fail to use it to its full potential. How can a district make sure its investment in personnel evaluation is not marginalized?

The Joint Committee on Standards for Educational Evaluation has recently revised and adopted the second edition of *The Personnel Evaluation Standards*. These standards will be available from Sage Publication later this year. Following an exhaustive review and revision process by a team of American and Canadian writers, the standards provide updated guidelines for the implementation of personnel evaluation of all educators – not just classroom teachers, although teachers are generally the first educators considered for evaluation by supervisors. The 27 standards address four attributes of sound educational evaluation – propriety, utility, feasibility, and accuracy. Discussion of each standard provides a clear rationale based on research for considering its implications when conducting personnel evaluations. In addition to this rationale, guidelines, common errors and illustrative cases offer the user deeper understanding of the standard.

Applying these standards to the district system of personnel evaluation will result in more efficient and effective use of resources. The standards document provides user-friendly procedures for teams of district personnel to examine their current evaluation system to determine strengths and weaknesses. Addressing weaknesses identified through this process is often simply a matter of management requiring relatively little cost but resulting in huge gains in terms of making the most of personnel evaluation. Attention to these standards by evaluators can safe-guard against such errors as evaluator bias, lack of follow-through, incompatibility with state or local laws, and invalid criteria. Such errors, unfortunately, can lead to serious consequences, not the least of which is missing an opportunity to develop personnel through valid and constructive feedback.

For more information on these and other standards for educational evaluation, please visit the website

<http://www.wmich.edu/evalctr/jc/>



A New Model for School Accountability

Ken Jones, University of Southern Maine

Let us consider an alternative model for school accountability, one that does not rely solely on the results of testing, but takes into account multiple factors that contribute to school improvement. One that directly addresses providing students an equitable opportunity to participate in a democratic society.

There is a framework for accountability currently employed in the business world called the Balanced Scorecard that can provide a useful perspective for schools.ⁱ This framework describes a four-part measurement system designed to give a comprehensive view of the health of the organization. The premise is that both outcomes and operations must be measured in order to have a feedback system that serves to improve the organization, not just monitor it. The four perspectives that form the framework for measurement are: (1) financial outcomes, (2) internal business processes, (3) customer satisfaction, and (4) organizational innovation and learning.

Applying and adapting this four-part approach to education, the following aspects of school performance can provide the components of a balanced school accountability model: (1) student learning outcomes, (2) processes that provide equitable opportunities to learn, (3) responsiveness to students, parents, and community, and (4) organizational capacity for improvement. Each of these aspects should be attended to and fostered by an accountability system that has a sufficiently high resolution to take into account the full complexity and scope of modern-day schools. All four of them must be considered when determining how well a given school is functioning.

When we speak of student learning outcomes, we are well acquainted with the pitfalls of using only external standardized testing as *the* measure of student learning. In order to provide a full and equitable picture of learning, we must include other forms of assessment, some of which will need to be implemented at the local level. As can be witnessed in Nebraska, local assessment systems that include portfolios, performance tasks, and classroom teacher judgments, can be implemented with validity and can well serve to improve teaching and learning.ⁱⁱ

Whether schools and districts do or do not provide an equitable opportunity to learn for all of their students is a crucial consideration, which has heretofore been neglected. Indeed, because of the inequitable funding of schools, this is a matter of accountability for states and the federal government as well as for schools and districts.ⁱⁱⁱ Within the constraints of funding, however, local education agencies can and should be held accountable, for providing the kind of professional teaching and learning conditions that can engage students in meaningful learning.^{iv}

Students, parents, and the local community are the primary clients of schools and should be given a primary decision-making role, not simply a support role, in the functioning of schools. Schools should be held accountable for being responsive these clients. Whether this is enacted through local councils as has been done in Kentucky and Chicago, or through new mechanisms, the issue of local empowerment is an essential component of school quality.^v

Schools should also be accountable for functioning well as learning organizations. They should provide a coherent, continuous experience where teachers work together to shape and deliver an agreed upon curriculum with instruction and assessment practices that are jointly considered and studied in the light of what students demonstrate about their learning. They should provide ongoing and meaningful professional development for teachers, with teachers taking a lead on what that means.^{vi}

Such an accountability system would clearly be a more complex undertaking than the present over-reliance on test scores. But this is precisely what is needed in order to understand schools in all their complexities and to devise effective means for improving them. Qualitative measures are needed in addition to quantitative ones. Periodic school quality reviews, such as those employed in Rhode Island, must be used to assess issues related to opportunity to learn, responsiveness to primary clients, and organizational capacity building.^{vii}

In order for all of this to work, what must give way is the current system of using test scores to categorize schools and determine consequences. Federal and state governments must assume more of a supportive and guiding role and less of a policing and punishing one. If we want schools to be committed to teaching and learning in an equitable and democratic way, we must have an accountability process that embodies those same values.

Dr. Ken Jones is the Director of Teacher Education at the University of Southern Maine. He recently edited *Democratic School Accountability: A School Improvement Model* (Rowman & Littlefield, 2006)

ⁱ Kaplan, R. S. & Norton, D. P. (Jan/Feb, 1992). The balanced scorecard – Measures that drive performance. *Harvard Business Review*, pp. 71-79.

ⁱⁱ See Nebraska's site for the School-based teacher-Led Assessment Reporting System (STARS): <http://www.nde.state.ne.us/stars/index.html>

ⁱⁱⁱ See discussions about reciprocal accountability. For example, Elmore, R. (1997). The politics of education reform. *Issues in Science and Technology Online*, Fall, 10.

^{iv} Oakes, J. (1989, Summer). What educational indicators? The case for assessing the school context. *Educational Evaluation and Policy Analysis* 11(2), pp. 181-199.

^v Mediratte, K., Fruchter, N., and Lewis, A. C. (2002, October). *Organizing for school reform: How communities are finding their voice and reclaiming their public schools*. New York: Institute for Education and Social Policy, Steinhardt School of Education, New York University.

^{vi} Newmann, F. M., King, M. B., and Rigdon, M. (Spring, 1997). Accountability and school performance: Implications from restructuring schools. *Harvard Educational Review* 67(1), pg. 47.

^{vii} Wilson, T. A. & Andrews, M.W. (2005). The value of Rhode Island's SALT school visit. Warwick, RI: Catalpa Ltd. Website: <http://www.catalpa.org/>.

PUBLISHING OPPORTUNITY

If you would like your paper to be considered for publication in a special issue of the *Journal of Personnel Evaluation in Education* (JPEE), please submit a 5-page synopsis including the following sections: Introduction, Methodology, Results (or Findings), and Discussion by May 31, 2007. We will invite people to submit a full manuscript by September 1, 2007 for publication in a special issue of the journal. Send your synopsis for consideration to:

Drs. Douglas Davis and/or Marco Muñoz at:

drdavis@gsu.edu

marco.munoz@jefferson.kyschools.us

Goal Setting as Accountability for Student Progress and Performance

Leslie W. Grant, College of William and Mary

The state standards accountability movement focuses on increasing student achievement through rigorous standards and expectations for demonstrating those standards. Paralleling this movement is a call for rigorous standards for evaluating teachers, including the use of student achievement as *one* data source of the evaluation process (Tucker & Stronge, 2005). However, the use of student achievement data in evaluating teachers is a complex issue: How will student achievement be measured? What measures will be used? Will student prior knowledge be factored in to the determination? Will student progress be honored as well as student achievement?

The use of student achievement data in evaluating teachers is a topic of intense debate. The state of Florida, for example, requires that student achievement be the primary factor in evaluating teachers. Two recent court cases in that state reversed judgments in which a teacher was fired because the school district did not demonstrate that student achievement was the primary factor that led to the teacher's firing (Sherrod v. Palm Beach County School Board, 2006; Young v. Palm Beach County School Board, 2006). Clearly, student achievement has major emphasis in this particular state.

One way to include student achievement in the teacher evaluation system that addresses both the need for accountability and the need to ensure fairness to the teacher being evaluated is goal setting. Goal setting includes six distinct phases: (1) focusing on student and curriculum needs; (2) establishing baseline performance; (3) creating a goal; (4) developing strategies to address student and curriculum needs; (5) monitoring student progress toward the goal; and (6) collecting end of year data to determine goal attainment.

Research related to using student achievement data to support goals indicates that focusing on past performance and looking toward future performance can make a difference. Essentially, in goal setting teachers use assessment data to make instructional decisions. School districts that focus on using data to make decisions and setting goals for school improvement have students that perform well (Cawelti, 2004). Studies of high performing school districts have found that these districts encourage teachers, schools, and the district as a whole to make decisions based on student achievement or progress data. They also train teachers on how to use assessments and assessment data in order to guide instruction.

A positive aspect of goal setting is that the teacher can focus on both student needs and curriculum needs. The goal is based on the context in which the teacher teaches. Therefore, a teacher who teaches students with significant reading delays can focus the goal on addressing reading delays. A teacher who teaches students that struggle in the area of number sense can focus the goal in this specific content area. By taking into account both student needs and curriculum needs, the teacher has a clear understanding of both the content and the students that she teaches.

Another advantage of goal setting is that both student *achievement* and student *progress* are honored. In goal setting teachers administer an assessment or use data from an assessment administered by the district or state in order to determine where the students are now. In the next step the teacher then creates a goal based on student needs, curriculum needs, and the baseline data. Each teacher's goal is different depending on the context.

The goal itself must be thoughtful and well-crafted. It should be SMART. The goal should be Specific, Measurable, Appropriate, Realistic, and Time-bound. In other words, a teacher should be able to set a goal within the reach of her and her students, is appropriate to her work, and bound by the time that she has her students. The goal becomes the measure for how both the student and the teacher performed for the year.

The next phase involves developing strategies to address student needs, curriculum needs, and the goal. Again, the strategies are specific to the context in which the teacher teaches and should be based on best practices. Throughout the year, the teacher monitors how well students are progressing toward the goal *and* how well the strategies are working. If needed, adjustments are made to the strategies. This model represents a feedback loop that is critical in addressing student and curriculum needs. A crucial piece in goal setting is feedback both for the students and for the teacher. Feedback is used to correct errors in logic for the student and to provide information to the teacher to make adjustments throughout the year.

Finally, the teacher collects end of year data in order to determine whether the goal has been attained. The end of year data is then used to make summative decisions regarding both student progress and the teacher's effectiveness in the classroom. End of the year should reveal very few surprises. Through constant monitoring and feedback a teacher has a sense of student progress.

Goal setting can be a valuable data source in an overall evaluation system. An advantage in using goal setting is that student achievement is viewed in terms of the context in which the teacher teaches. The goal takes into account both the end result and the work toward the end result. However, challenges also exist. Namely, goals are only as valid as the assessments upon which they are based. States, school districts, and teachers must be good creators and users of assessments as well as good users and consumers of assessment data. Professional development in creating assessments or using assessment data is necessary. However, if teachers use assessments and assessment data appropriately, plan for student needs, and then measure whether students have made progress, then decisions can be made regarding a teacher's effectiveness in the classroom. However, the decisions must be based on the context in which the teacher teaches.

Leslie W. Grant, Ph.D. is the Professional Development Manager for Teacher Quality Resources, LLC. She also is a Visiting Assistant Professor in Curriculum and Instruction at the College of William and Mary in Williamsburg, Virginia.

Cawelti, G. (2004). *Handbook of research on improving student achievement*. Arlington, VA: Educational Research Service.

Tucker, P.D. & Stronge, J.H. (2005). *Linking teacher evaluation and student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

**2007 National Evaluation Institute Conference Registration and CREATE Membership
October 4-6, 2007 • The Rosen Centre Hotel • Orlando, Florida**

First Name: _____ Last Name: _____
 Institution/Affiliation: _____ Title/Position: _____
 Mailing Address: _____
 City: _____ State: _____ Zip: _____
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Please indicate any special needs (e.g., motor, sensory, or dietary): _____

Conference Registration* & CREATE Membership	\$200__	<i>After (8/1/07)</i> \$225__
Multiple Participants Discounted Fee* <i>(4 or more conference registrations at once)</i> <i>Please complete a separate registration for each participant and mail all registrations together.</i>	\$175__	\$200__
Graduate Rate*	\$100__	\$150__
Guest Rate (Attendance at conference reception and meals)	\$ 25__	\$ 35__

Cancellation/Refund Policy: A 75% refund will be made for cancellations received before June 1, 2007. A 50% refund will be made for any cancellation between June 1 and June 30. No refunds will be made after June 30, 2007. Substitutions may be made at any time.

**Conference registration includes a one-year membership in CREATE and a one-year subscription to the Journal of Personnel Evaluation in Education for each participant. Registration also includes one evening reception, two breakfasts, one lunch, and workshop materials.*

MARZANO WORKSHOP on Classroom Assessment & Grading That Works

Saturday, October 6, 2007, 9:00 a.m. – 12:00 Noon

Sorry, no discounts available for multiple participants or graduate students.

Space is limited. Preference given to conference attendees first. Please register early.

• Discounted rate with Conference Registration	\$ 75__	<i>After (8/1/07)</i> \$100__
• Marzano Workshop <i>Only</i> (Does <i>not</i> include participation in conference.)	\$150__	\$175__

CREATE Membership only

If you are not able to attend this year's conference, we invite you to continue your membership in CREATE and to continue receiving the *Journal for Personnel Evaluation in Education*.

- 1-year CREATE Membership \$ 60__
- Graduate Student Discounted Membership * \$ 50__

**Please include a photocopy of your current student ID.*

Method of Payment

Total Amount Due: _____ (Payment is due with the registration form.)

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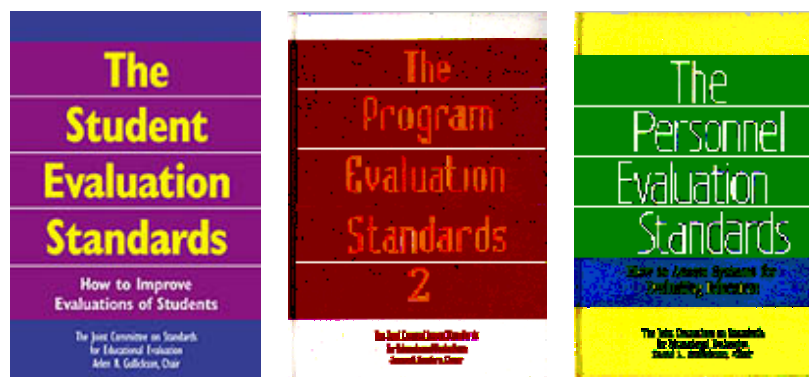
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