



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.

CREATE

The Evaluation Center
Western Michigan University
Kalamazoo, MI 49008-5237
(269) 387-5895

2007-2008 Officers

Marco Muñoz, President
Jefferson County Public Schools
Louisville, KY
marco.munoz@jefferson.kyschools.us

Christopher Gareis, Past-President
The College of Wm. and Mary
Williamsburg, VA
crgare@wm.edu

Barbara Howard, President-Elect
Appalachian State University
Boone, NC
howardbb@appstate.edu

BOARD MEMBERS

Howard Coleman
Univ. of North Carolina Wilmington
Wilmington, NC
colemanh@uncw.edu

Douglas Davis
University of Mississippi
Taylor, MS 38673
drdavis@olemiss.edu

Marguerita DeSander
Lincoln County Schools
Lincolnton, NC
mdeSander@lincoln.k12.nc.us

Paula Egelson
College of Charleston
Charleston, SC
egelsonp@cofc.edu

Carole Geiger
C Geiger Consulting
Fincastle, VA
cbgeiger@cgc.bz

Sheryl Gowen
Georgia State University
Atlanta, GA
epssag@langote.gsu.edu

Carrie Harris
McREL
Denver, CO
charris@mcrel.org

Michele Parker
University of NC Wilmington
Wilmington, NC
parkerkm@uncw.edu

Madhu Singh
Tougaloo College
Tougaloo, MS
msingh@tougaloo.edu

James Stronge
College of William and Mary
Williamsburg, VA
jhstro@wm.edu



MESSAGE FROM THE PRESIDENT

Marco Muñoz, Ed.D.

We are very excited about the forthcoming National Evaluation Institute in **October 8-10, 2009** at the Brown Hotel in Louisville. As any professional organization, CREATE is always interested in continuously improving our research and evaluation work no matter the particular context. There is always a need for a mechanism -such as our annual conference- to ensure that we systematically update our understanding of what constitute good practices in the field of educational accountability and evaluation. CREATE is all about promoting high quality research and evaluation knowledge and practices that will help us meet our leadership needs in our multiple educational settings that we work.

To deepen our understanding about this year's theme, *Research and Evaluation that Inform Leadership for Results*, we have a great group of speakers that I would like to present in this President's Message:

Joe Murphy is associate dean and professor of education at Vanderbilt University, Peabody College of Education; his work is in the area of school improvement, with special emphasis on leadership and policy. Joe Murphy directed the development of the ISLLC Standards for School Leaders and chaired the research panel that produced the revisions to those standards.

Ron Ferguson is a professor from Harvard University and with him, I am certain that our audience will gain a deeper understanding of critical issues associated with education. In particular, his work on the racial achievement gap has helped many school districts across the nation. We cannot agree more with Ron's conceptualization that achievement gaps are not facts of nature, but mostly because of differences in life experiences; we can instill a love for learning that will enrich those experiences.

Doris Redfield is the chief executive officer of Edvantia. Doris brings a wealth of research and evaluation knowledge to her workshop about formative assessment on Thursday morning (October 8, 2009). In addition to having a rich background in the world of research, she has applied her skills as a psychologist and teacher in the K-20 arena for many years. In her work at Edvantia, she is fulfilling its mission to transform education through research and development.

Dan Stufflebeam is a distinguished professor from Western Michigan University. Dan developed one of the first models for systematic evaluation, the CIPP Model for Evaluation (Context, Input, Process, and Product). He played a major role in developing the Standards for Evaluation. Dan's latest book (with Anthony Shinkfield, 2007) is entitled *Evaluation Theory, Models, & Applications*. His recognitions include CREATE's highest appreciation, the Jason Millman Memorial Award.

With this kind of slate of keynote speakers that include leading national scholars in evaluation research and practice such as Joe Murphy, Ron Ferguson, Doris Redfield, and Dan Stufflebeam, I can confidently assure you that this will be an annual conference to remember! Please register to our conference, make your hotel reservation, and submit a proposal sooner rather than later (preferably before June 1st, 2009). Check our website for details at: www.createconference.org

2009 National Evaluation Institute
Pre-Conference Workshop

October 8, 2009
9:00 a.m. – 12:00 Noon

***“Leadership for Formative Classroom Assessment:
What Does it Mean? Why Does it Matter? How Can it Happen?”***

Doris Redfield, Ph.D.
Edvantia, Inc.

Comprehensive assessment systems, balanced assessment systems, and formative assessment are terms on the minds and lips of most everyone engaged in the education enterprise: policymakers, practitioners, and researchers. This interactive workshop will help leaders at all levels - state, district, school, classroom, and higher education – to better understand the “what, why, and how” of designing and implementing formative assessments. Particular emphasis will be given to supporting the development and use of classroom assessments that are integrated into the instructional process and serve student learning. Workshop activities will promote common understandings and meaningful exchange among workshop participants and provide opportunities for them to think through the “next steps” to take in their respective roles and contexts.

Dr. Doris Redfield is a nationally known authority on education assessment, research, and evaluation. She brings a wealth of knowledge and experience to her role as Edvantia's chief executive officer.

In addition to having a rich background in the world of research and assessment, Redfield has applied her skills as a psychometrist, psychologist, and teacher in the K-20 arena. Other experiences include tenure as chief of research, evaluation, and assessment for the Virginia Department of Education; consultant to the Council of Chief State School Officers (CCSSO) on assessment issues; visiting scholar at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST); senior associate at the U.S. Department of Education's Office of Educational Research and Improvement (OERI), with national agenda development and oversight responsibilities in the areas of assessment, school reform, and technology; and professor of educational psychology (psychometrics, research, tests and measurements, and human learning & development) at Western Kentucky University.

Redfield is the author of nearly 200 published articles, books, presentations, and reports, including *Critical Issues in Large-Scale Assessment* and *Handbook for Professional Development in Assessment Literacy*, both published by CCSSO. She also coauthored *Scientifically Based Research: A Guide for Education Publishers and Developers* and authored a parallel guide for educators, *An Educator's Guide to Scientifically Based Research*.

Her expertise has been tapped by numerous boards and advisory groups. Currently, Redfield serves as a member of West Virginia's Technical Advisory Committee for Assessment and Accountability. She also serves as board chair of the Knowledge Alliance, a national organization that advocates for high quality educational research and the dissemination of findings in ways that are useful to practitioners and policymakers. Redfield's doctorate is in educational psychology from the University of Arizona. She majored in measurement/research/evaluation and minored in learning/development.

**Principals and Data-Driven Decision-Making:
Research Findings in Large Urban District
Marco Muñoz, Ed.D.
Jefferson County Public Schools**

Most urban district principals are using data to make decisions. Most principals also have leadership teams that use data-driven processes to make their decisions. Nationwide, however, our current challenge is to take these data-driven decision-making (DDDM) practices to the next level: engaging groups of teachers in professional learning communities. As part of the efforts from our urban school district, a family of studies associated with school leadership and data-driven decision-making has led us to a better understanding of principals and the DDDM processes.

Statewide Principal Study (2006)

In order to have more knowledge about principals' DDDM, Dr. Robert Rodosky led a statewide Wallace Foundation principal survey. The main objective of the study was to understand the importance of making data actionable. The challenges associated with making data actionable were (a) data access and constraints, (b) data quality, (c) leadership preparation, and (d) professional development.

The results indicated that principals in the large urban district were significantly more likely to feel better prepared, better supported, and more confident than other principals across the state under investigation. The principals attributed much of this confidence to the preparation programs and professional development supports in place for them as principals. Besides the preparation program, principals were significantly more likely to believe that data were available in a "timely fashion" and that the tools and training to use data effectively were available to them. In particular, when compared to more experienced principals in the district, beginning school district principals: (a) appeared more confident that they had the necessary supports to address the needs which the data showed and (b) expressed that certain types of student achievement data were more available to them, such as results from common assessment tests.

Urban District Principal Study (2008)

In order to gain a deeper understanding of the DDDM perspective of principals, we supported a Vanderbilt University research study lead by Drs. Joan Dabrowski, Jon Eckert, and Kim Finch. The Vanderbilt study was built around a solid theoretical framework based on the current leadership literature. For DDDM, districts may need to offer opportunities for practice-oriented principal preparation programs that include both data training and an internship component. Well-prepared beginning principals develop confidence to lead with data which is

reinforced when beginning principals access timely, frequent, and well-formatted data. An additional district support which fuels a principal's confidence in DDDM is content area support via instructional coaches who have deep content knowledge. With these district supports in place, beginning principals will be able to lead high quality data-analysis meetings with teachers which are frequent, focused, and tied to clear follow-up instructional expectations. Content experts who attend these sessions and assist teachers in understanding how to alter instruction based upon data further support these meetings. Additional issues include teacher preparation and professional development.

Findings were organized around multiple areas associated with DDDM: (a) Data Analysis with Teachers; (b) Linking Data with Instruction; and, (c) Obstacles and Unintended Consequences. With respect to Data Analysis with Teachers, the urban district is a data-rich district with multiple sources and types of achievement data. For most beginning principals, DDDM is linked inextricably to accountability, particularly NCLB. Team meetings used for data analysis often take place during the school day. In some instances, principals attend and lead each meeting; in other schools instructional coaches or lead teachers facilitate these meetings.

Linking Data with Instruction indicated that the data-usage Gap is progressing, but that it also requires attention. The struggle to shift DDDM from an "identification activity" toward an informing experience which impacts instruction is present. Necessary re-teaching may not always happen because the pressure to move ahead prevails. Content expertise from instructional coaches or lead teachers is essential in interpreting this achievement data at the local school level; instructional coaches and teacher leaders are able to translate data into classroom instructional practice.

In terms of Obstacles and Unintended Consequences, principals cite a lack of time for administrators and teachers to have meaningful conversations about data. Additional constraints are fragmented data sources and that state assessment results are not received in a timely manner. District-mandated assessments and curriculum guides sometimes cause teachers to ignore formative results that might require remediation as they feel the pressure of coverage as opposed to mastery. The practice of targeting particular students who are on the cusp of a particular proficiency level and who might be essential for a school achieving AYP is present at some schools.

(Continued from previous page)

Conclusion

Urban school districts need to offer a wide-range of principal preparation programs.

For example, the Internship that follows the medical model of “rotations” appears to be a key feature in this current structure. Mentoring relationships should also remain intact in order to ensure that beginning principals feel connected to their professional peers, particularly in the transition to the principalship.

More importantly, principals need to be prepared for leading data-analysis meetings with teachers. The data meetings should have clear expectations for follow-through. Data needs to be transformed into meaningful knowledge for teachers and that makes possible the adjustment of instruction. A key element is that principals need to be exposed to wider sources of data beyond achievement to be able to better respond to complex student issues (physical, social, and emotional). As we all know, current data is too narrowly focused on achievement as defined by NCLB and CATS.

Publish Your Work with CREATE

Submit your research for publication in the CREATE Newsletter!

We welcome articles associated with educational evaluation and accountability. We prioritize articles presented at the annual National Evaluation Institute. Articles should be sent in electronic format and should be approximately two pages in length (singled spaced), Times New Roman, font 12).

Submit to: marco.munoz@jefferson.kyschools.us or drdavis@aolmiss.edu

Jason Millman Award

Congratulations to our 2009 Millman Award Winner,

Robert J. Rodosky

Dr. Rodosky (Bob) earned his Ph.D. at Ohio State University in the area of Curriculum Foundation and Research. His career started in 1969. Bob has been an evaluator for the Columbus Ohio Public Schools, an Assistant Director of The Evaluation Center at Western Michigan University and is now the Executive Director of the Accountability, Research and Planning Department for the Jefferson County Public Schools in Louisville, KY.

Under Bob’s leadership, the department’s vision is to provide reliable, valid and useful information to decision makers in a timely manner. Over the years he has held adjunct professor appointments at both Western Michigan University and the University of Louisville.

Bob will be presenting and will receive his award at this year’s National Evaluation Institute being held in Louisville, Kentucky, at:

The Brown Hotel, October 8-10, 2009.



An Evaluation of Principal Induction in Tennessee
Dennis A. Bunch, Ed. D.
The University of Mississippi

The preparation and continued development of school leaders, and particularly that of the principal, has become an issue of major concern. In a 2001 survey of school leaders across the United States, the Public Agenda stated that practitioners felt their administrator-training programs deserved an "F." This attention-grabbing statement was predicated upon their findings that 69% of responding principals indicated their traditional leadership preparation programs were "out of touch with the realities of what it takes to run today's schools." (Farkas et.al., 2001). Such feelings of discontent serve only to reinforce the belief that efforts of decades of reform have been misguided.

The Beginning Principals Academy (BPA) is a two year professional development opportunity provided through the Tennessee Department of Education (TDE). There has been no cost attached to participation in the BPA, therefore it has been adopted by several school systems in the state of Tennessee as their induction program. First year, building level principals meet for nine days over the course of eighteen months.

With the guiding principle of improving student performance in mind, the primary question of the study became, "*Does successful completion of the Beginning Principals' Academy (BPA) result in significantly higher levels of student achievement, as measured by the Tennessee Comprehensive Assessment Program (TCAP) test, by students in schools whose principal was a BPA cohort member compared to students from schools whose principal did not attend the BPA?*"

A number of interesting outcomes were discovered through the data. It was found that 278 of the 1652 schools in the 2000-2001 SY had new building principals. This represents nearly 17% of all public schools in Tennessee, but it was also a statistic that has never been generated before. The significance lies in extrapolating that figure over time. It equates to nearly a 1/5th turnover in the principalship on an annual basis.

Similarly, the impact on student achievement by a BPA completing principal was more positive in three of four measures between the baseline data from the 1999-2000 SY and that of the same data in the 2000-2001 and 2002-2003 SY. Findings indicated pronounced average gains in both years in mathematics and a lesser degree of reading

achievement loss by the BPA completing group as compared to their non-cohort peers.

When data was examined in terms of greater gains, defined as gains or losses of five percentile points or greater, the BPA group outperformed the non-BPA counterparts in six of eight comparisons. Findings indicated that Reading gains were slightly greater in the control group in both the 2000-2001 and 2002-2003 SY, but the Mathematics gains were greater in both instances as well as the negative gains being lower for BPA completers in each comparison.

The BPA group fared a little better by having 25% (15) of their population having all positive impacts on student outcomes and another 58% (34) with mixed outcomes. The number of participants having all negative outcomes was only 17% (10). The percentage of BPA completing principals having a negative impact on student achievement was nearly cut in half, while those BPA principals with all positive impacts were only five percent higher than their non-BPA counterparts.

The real difference appeared during the third year of comparisons. Those participants in the BPA who had mixed results (34), found 58% of the group with positive results during the 2002-2003 SY. That compares to only 32% of the comparable mixed result group from the non-BPA population. The BPA completers were nearly twice as likely to have positive impacts on student achievement by the completion of their third year as principal.

More studies are needed in this area of research associated with the principalship. It seems that having an induction plan for beginning principals should be a plan of operation for each department of education across our country. We need strong principals in our schools to be successful in the important task of educating our children.

References

Farkas, S., J. Johnson, A. Duffett, T. Foleno, and P. Foley (2001). *Trying to Stay Ahead of the Game: Superintendents and Principals Talk About School Leadership*. Washington, D.C.: Public Agenda.

Proposal Form
2009 National Evaluation Institute
“Research and Evaluation that Inform Leadership for Results”

October 8 - 10, 2009
The Brown Hotel • 335 West Broadway
Louisville, KY

We prefer that proposals be submitted electronically to www.createconference.org.
If, for reasons beyond your control, you cannot submit it electronically, we will accept your proposal
by fax at 502-485-6255.

Proposals must be received by June 1, 2009.

Name and Title of Presenter: _____

Affiliation: _____

Mailing Address: _____

Telephone Number: _____ Fax Number: _____ E-Mail Address: _____

Name and Title of Co-Presenter*: _____

Affiliation: _____

Mailing Address: _____

Telephone Number: _____ Fax Number: _____ E-Mail Address: _____

Title of Presentation: _____

*You may include another page to list additional co-presenters

I.
Circle the type of presentation.

- a. Paper
- b. Poster

II.
Circle the strand.

- a. Educational Accountability
- b. Evaluation and Educational Policy
- c. Evaluation and Technology
- d. Evaluation of Data Use

III.
Include a 50-word description of your presentation for
use in the Institute program.

IV.
**Submit an abstract of your presentation for inclusion in
Institute’s proceedings.** (Be brief – no more than 200 words.)
Presenters will be notified of their proposal’s acceptance in
early July.

Registration
2009 National Evaluation Institute • October 8-10, 2009
The Brown Hotel

First Name: _____ Last Name: _____

Institution/Affiliation: _____ Title/Position: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Telephone No.: _____ Fax: _____ E-Mail: _____

Please indicate any special needs (e.g., motor, sensory, or dietary): _____

REGISTRATION OPTIONS	On or before 8/1/09	After 8/1/09	Graduate Student (Include copy of Student ID)
Pre-Conference ONLY <i>Thursday, October 8, 2009, 9:00 a.m. – 12:00 p.m. Lunch included.</i> • Does NOT include conference registration.	___ \$200	___ \$225	___ \$100
Conference & CREATE membership ONLY*	___ \$200	___ \$225	___ \$100
CREATE membership ONLY*	___ \$60	N/A	___ \$50
BEST VALUES			
COMPREHENSIVE PACKAGE: Conference Registration, Pre-Conference Workshop, and CREATE membership*	___ \$300	___ \$325	___ \$150
Multiple Participants Discounted Fee—DEDUCT \$25 PER PERSON • 4 or more conference registrations submitted at once. • Discount does NOT apply to “Pre-Conference ONLY” option. • Please complete a separate registration for each participant and mail all registrations together.	___ -\$25/person	___ -\$25/person	N/A
Guest Rate • Includes attendance at conference reception (Thurs.) and breakfasts (Fri. & Sat.).	___ \$25	___ \$35	N/A

TOTAL AMOUNT DUE: \$ _____ \$ _____ \$ _____

Continuing education Units will be offered for a fee. Please check if you are interested in receiving more information.

* Conference registration includes a one-year membership in CREATE for each participant. Registration also includes one evening reception, two breakfasts, one lunch, and conference materials.

Method of Payment--Payment is due with the registration form.

Enclosed is check no. _____ Payable to: CREATE Institute (Please write registrant’s name on memo line of check.)

Enclosed is Institutional Purchase Order No. _____

Charge to the following credit card: VISA MasterCard

Cardholder’s Name (please print): _____

Card No.: _____ Expiration Date: _____

Signature: _____ (Credit-Card Registrants Only)

Cancellation/Refund Policy: A 75 % refund will be made for cancellations received before August 1, 2009. A 50 % refund will be made for any cancellation between August 1 and August 30. No refunds will be made after August 30, 2009. Substitutions may be made at any time.

**Return completed form and fee to: CREATE – National Evaluation Institute, University of North Carolina Wilmington
 Outreach Alliances, Watson School of Education Telephone: (910) 962-7541 Fax: (910) 962-7400 www.createconference.org**

Mark your calendars!!!

CREATE

Consortium for Research on Educational Accountability and Teacher Evaluation

National Evaluation Institute

October 2010

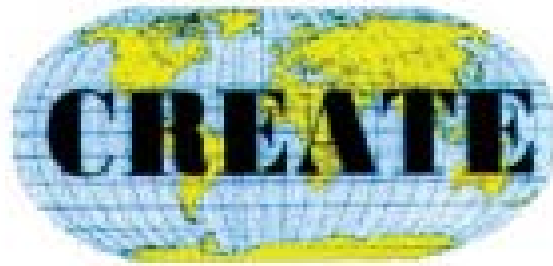
Williamsburg, VA

hosted by:

The College of William and Mary



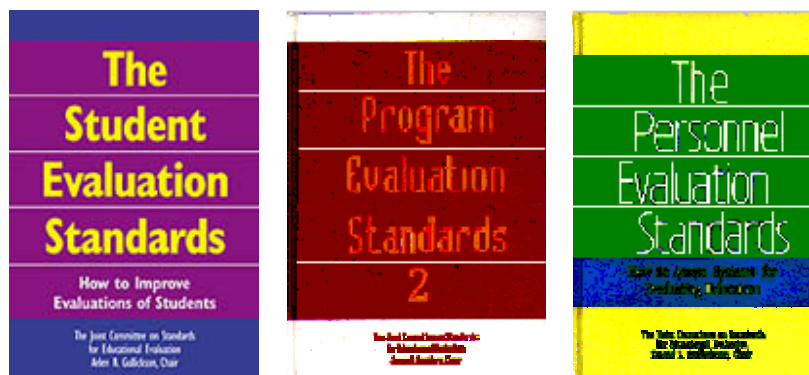
Additional information forthcoming



**Consortium for Research on
Educational Accountability and Teacher Evaluation**



National Evaluation Institute



**CREATE is a member organization of
The Joint Committee on Standards for Educational Evaluation**

www.wmich.edu/evalctr/jc//JC-Home.htm