



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

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MESSAGE FROM THE PRESIDENT

Marco Muñoz, Ed.D.

These are interesting times for educators associated with CREATE. Our annual conference in Louisville (October 8-10, 2009) will provide the opportunity to exchange ideas about “hot” topics in our current educational research world. Long gone are the days when we thought that the socio-economic conditions were the sole critical predictor of student performance. We now know (and have enough evidence to know) that it is really the teacher the single vital predictor of student performance, but in a school context with strong leadership and the right school climate.

We have seen the success of many schools with high levels of poverty. What we find are strong leaders, a positive school climate, and –more importantly- effective teachers that produce outstanding results for all students. However, it seems that we need to continue learning more to move to scale these positive experiences and make them more than a limited number of “islands” of excellence. We need to look into the best research available so that leaders in our different school districts, universities, and other educational institutions can make a difference for all students, regardless of socio-economic, race/ethnicity, gender, language of origin, and disabilities.

To help us out in accomplishing our goal for the conference “*Research and Evaluation that Inform Leadership Results*” we have great experts in education as speakers. On Thursday morning (October 8), Doris Redfield’s pre-conference workshop will help us tackle the vital issue of formative assessment; solid evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement (Black & Wiliam, 1998). On Thursday afternoon (October 8), Joseph Murphy from Vanderbilt University will have some answers to the leadership questions. On Friday (October 9), Ron Ferguson from Harvard University will have some options to effectively face the unacceptable achievement gap. On Saturday (October 10), Dan Stufflebeam from Western Michigan University and the Evaluation Center will provide direction about evaluation models that will help us collect the evidence needed to move forward.

We believe that the standards for learning have been set fairly well in many states across the nation. However, there is room for growth in the ways we go about the teaching-and-learning process as well as in the proper use of assessment for learning, particularly in classroom where non-school variables become an obstacle for learning. The collaboration among educators also needs to be revisited to continue developing professional learning communities. The accountability systems need to be revisited to address the lessons learned after a decade or so when they were originally enacted. And this is just a sample of significant issues that we need to study as a professional organization!

Participants of the conference in Louisville (October 8-10, 2009) will leave with a clear vision of what is needed to continue making a difference. How can we lead without learning from studies that shed light on these critical matters associated with education? As educational leaders, we need to provide decisive guidance and support to the everyday work that happens in our classrooms. The clear goal is to improve learning for all children armed with the best available research. This is the kind of research that makes a difference!

2009 National Evaluation Institute
“Pre-Conference Workshop”

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

Doris Redfield, Ph.D.
Edvantia, Inc.

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

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.

KEYNOTE SPEAKERS for the 2009 NEI

Ronald Ferguson, Ph.D.

Dr. Ronald Ferguson is an MIT-trained economist whose work over three decades has focused on economic, social and educational challenges in urban America. Issues of racial and ethnic inequality have been a central focus. He joined the faculty at Harvard's John F. Kennedy School of Government in September 1983, after teaching at Brandeis and Brown Universities.

For the past decade, Dr. Ferguson's research has focused on racial achievement gaps, appearing in publications of the National Research Council, the Brookings Institution, the U.S. Department of Education, the Educational Research Service and various other books and journals. He is the creator and director of the Tripod Project for school improvement and the faculty co-chair and director of the Achievement Gap Initiative (AGI) at Harvard (www.agi.harvard.edu). The AGI is a university-wide endeavor that also reaches beyond Harvard and brings together researchers, policy makers and practitioners to work on school improvement, parenting, and youth culture to help raise achievement and narrow gaps. He is the author most recently of the book, *Toward Excellence with Equity: An emerging vision for closing the achievement gap*, December 2007, from Harvard Education Press.

Joseph Murphy, PhD.

Joseph 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. He has authored or co-authored 15 books and two major monographs in this area and edited another 12 books. His most recent authored volumes include: "Understanding and Assessing the Charter School Movement" (2002), "Leadership for Literacy" (2004), "Connecting Teacher Leadership and School Improvement" (2005), "Preparing School Leaders: An Agenda for Research and Action" (2006) and "Turning Around Failing Schools: Leadership Lessons from the Organizational Sciences" (2008). He has also published more than 200 articles and book chapters on school improvement and leadership.

Murphy directed the development of the ISLLC Standards for School Leaders and chaired the research panel that produced the revisions to those standards-ISLLC: 2008. He led the CCSSO team that developed the specifications with ETS for the School Leaders Licensure Assessment (SLLA). He is also one of the co-creators of the Vanderbilt Assessment of Leadership in Education (VAL-ED).

Dan Stufflebeam, Ph.D.

Dr. Stufflebeam retired in 2007 as Distinguished University Professor at Western Michigan University (WMU). Following graduate school, he began his university career in 1963 as Director of The Ohio State University (OSU) Test Development Center. In 1965 the Test Development Center was converted to the OSU Evaluation Center in order to address the nationwide need for advancements in educational evaluation. He directed The Evaluation Center at OSU until moving it to WMU in 1973. He then directed The Evaluation Center at WMU through August, 2002. He chaired the Phi Delta Kappa National Study Committee on Evaluation that produced the classic, 1971 text, *Educational Evaluation and Decision Making*. He founded the national Joint Committee on Standards for Educational Evaluation, chaired it during its first 13 years, and was the principal author of the original Joint Committee standards for program evaluation and personnel evaluation. He was also the founding director of the federally-supported, national Center for Research on Educational Accountability and Teacher Education (CREATE). In 2002, he designed WMU's Interdisciplinary Ph.D. Program in Evaluation, which enrolls students across a wide range of disciplines and service areas and form throughout the world.

Besides his contributions to the development and advocacy of the evaluation profession, Dr. Stufflebeam developed one of the first models for systematic evaluation, the CIPP Model for Evaluation (Context, Input, Process, and Product). His publications, which include 18 books and about 100 journal articles and book chapters, have appeared in eight languages. He has earned many recognitions including the CREATE inaugural Jason Millman Award (1997).

The Invitational Conference on Benchmarking Teachers' Student Evaluation Conference

Dr. Barbara Howard, Appalachian State University

The National Science Foundation (NSF) and the Joint Committee on Standards for Educational Evaluation (JCSEE) sponsored an invitational conference for science and math teachers, district leaders, researchers, and consultants on February 23 – 24, 2009, at the offices of the National Association of Elementary School Principals in Alexandria, Virginia. The purpose of the conference was to introduce interested schools and districts to the process of comparing or benchmarking the current *Student Evaluation Standards* (Joint Committee, 2003) with exemplary classroom assessment practices. This process will inform the work of the Joint Committee's Task Force for revision of the standards, which will begin later this year. Participating schools will use the materials presented at the conference to further this work through their own benchmarking projects in the area of math and science.

Katharine Cummings and Lindsay Akers-Noakes of Western Michigan University with support from NSF led the development of a benchmarking toolkit for use by pilot sites prior to the conference. Cummings and Akers-Noakes reported on pilot projects conducted at Western Michigan in math pre-service education, which used the benchmarking toolkit materials. Kelley Norman, Teresa Songs, and Stephen Henry of Topeka (Kansas) Public Schools shared their experiences with a benchmarking pilot at Chase Middle School.

Formative assessment, particularly that espoused by *Assessment for Learning (AfL)*, shows potential for raising student achievement and informing the revision of the standards. Several researchers and developers in the area of classroom assessment presented their work in this area to participants. Judy Arter, Joan Herman, and Caroline Wylie of Educational Testing Services (ETS) presented research and trends in classroom assessment with an emphasis on the practice of formative assessment that informs instruction. These three researchers compared the current Student Evaluation Standards to this body of research with suggestions for revisions. One major theme that emerged from the presentations was the need to better align the standards with current trends in formative assessment.

Benjamin Sinwell, a National Board certified teacher, from Montgomery County (Maryland) Public Schools, conducted an interactive presentation to share samples of his assessment processes in his middle school math classes. Sinwell also provided a comparison of his practices, as informed by the standards of the National Board, with the current Student Evaluation Standards. He offered suggestions to make the Student Evaluation Standards more understandable and useful for the classroom teacher.

As an organizational member of the Joint Committee, CREATE will continue to be involved in the process of revision of the Student Evaluation Standards. Several CREATE members attended this invitational conference and will continue to support and conduct benchmarking projects. Additional information on this process and the revision of the student evaluation standards will be presented at the National Evaluation Institute (NEI) this October (8-10, 2009) at the Brown Hotel in Louisville, Kentucky.

For more information, please contact **Dr. Paula Egelson**, the CREATE Representative on the Joint Committee, at egelsonp@cofc.edu

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@olemiss.edu

CREATE Board Responds to 2008 NEI Evaluation Data

During its spring meeting, the CREATE Board reviewed quantitative and qualitative evaluation survey data from the 2008 NEI. The board would like to thank all NEI participants who responded to the survey request. Data from the survey is taken seriously and used in our continual efforts to make the NEI a premier conference for researchers and practitioners.

CREATE is proud to be a conference for practitioners and researchers and the data showed equal representation from both groups (51% school-based personnel and 49% students, faculty, and researchers). We received 41 survey responses from the 228 participants of the 2008 NEI. The data we received was overwhelmingly positive and with 95% of respondents reporting the Educational Relevance to be Excellent or Good, and 93% reporting the information useful. In addition, over 90% of the respondents rated each of the keynote speakers Excellent and Good. Ninety-three percent of the 29 respondents who attended the Marzano Pre-Conference Workshop rated it Excellent.

Some of the data most useful for the board came from the open-ended qualitative responses. The positive responses included several strong themes. Many respondents commented on the quality of the sessions and the keynote speakers. Many others mentioned the opportunity to network and the opportunity to meet and have time for meaningful conversations with national leaders in evaluation work. One responded stated:

It was a small and intimate and allowed me to meet people. Everyone was so accessible and the talks were very relevant to my work. It was a very inspiring and motivating experience. Also, Dr. Guskey's talk was outstanding and very exciting.

A final positive theme was many participants commented on the practical value of the sessions. There were many strong comments that the material presented during the conference was useful in practice.

Negative comments and suggestions for improvement centered around three common themes. First, several respondents found the program to be confusing and difficult to use. Other

respondents found the days, especially Thursday, too long with too much going on. Finally, concern was expressed that the sessions were too short and opportunities for discussion during the sessions limited.

In response to this data, the board and planners of the 2009 NEI are going to review the program layout in an effort to make changes that will provide more clarity. The board is considering extending the session times to 45 minutes (this change will depend on the number of proposals and the availability of meeting rooms). Finally, to reduce the day on Thursday, the Jason Millman Award presentation and talk has been moved from Thursday evening to the luncheon Friday.

Spring Board Meeting Finalizes Plans for 2009 NEI

The CREATE Board held its annual spring meeting at the Brown Hotel in Louisville, Kentucky on March 6th and 7th to finalize plans for the 2009 National Evaluation Institute. The board was impressed and excited about the beauty, elegance and history of the Brown Hotel and friendliness and helpfulness of the entire hotel staff. We are confident that the Brown Hotel is an ideal location to hold the NEI.

Following the success of the 2008 NEI in Wilmington, North Carolina, there is a strong sense among board members that the NEI is now a premier conference in regards to the ability of the institute to make a positive difference in the quality of evaluation research, and the ability of evaluation work to improve student learning. The board recognizes that data-based instructional decision making at the classroom level represents the future of effective educational practice. CREATE is proud to be a national leader in this movement. Much of the spring meeting was devoted to discussion of issues that revolve around efforts of CREATE to increase our leadership in areas of evaluation research, policy, and practice. Exciting discussions were held concerning an increased role of CREATE in sponsoring and conducting research, the establishment of a new university home, the appointment of an Executive Director, and expanding the national scope of the organization.

CREATE Welcomes Two New Board Members

Dr. Doug Davis, University of Mississippi

Two new members were elected to the CREATE Board during the 2008 National Evaluation Institute. CREATE is pleased and honored to have Dr. Carrie Harris and Dr. Michele Parker serving on the CREATE Board.

Dr. Harris is a researcher at Mid-Continent Research for Education and Learning (McREL) where she is currently working on several research projects. Prior to joining McREL, Dr. Harris was an intern in the evaluation department of Jefferson County Public Schools in Louisville, KY. Harris's past research has included a study of attention and related measures of attention to social-emotional development and family factors in at-risk children in the Early Intervention for Families Lab in the Department of Psychological and Brain Sciences at the University of Louisville. Dr. Harris holds a Ph.D. in Experimental Psychology from the University of Louisville.

Dr. Parker is an Assistant Professor in the Educational leadership Department at UNC-Wilmington. She earned her doctorate in Research, Statistics, and Evaluation at the University of Virginia. Dr. Parker's research interests include Teacher Education Assessment, Charter Schools, and Mentoring.

The CREATE Board welcomes our newest members and we feel fortunate to have two rising stars in educational research assume a leadership role in our organization.



2009 Millman Award Winner: An Example of Leadership by Putting Kids First

Dr. Robert J. Rodosky, Jefferson County Public Schools

Dr. Rodosky is a recognized leader among practicing school administrators in this 28th largest school district in the U.S. Dr. Rodosky has contributed to the field by advancing the use of education research and assessment in the service of public school education.

Dr. Rodosky's association with research, assessment, and program evaluation began in 1969, as a teacher on special assignment (i.e., program evaluator) for the Columbus Public Schools in Ohio (1969-1978). After earning his doctoral degree at The Ohio State University in research and measurement, he accepted the position of Assistant Director of the Evaluation Center at Western Michigan University (1978-1983). He worked with the Director, Dan Stufflebeam, in developing school district research and evaluation departments to meet the increased accountability measures required by Title I grant funding. These experiences helped him prepare for the next important post associated with managing for accountability at the Jefferson County Public Schools (JCPS).

In March of 1983, after seven years at The Evaluation Center, Dr. Rodosky became the Director of the Research Department for JCPS in Louisville, Kentucky. The Department later added Accountability and Planning to Rodosky's title in enlarging his Department position. He spent his first year learning about the school system and thinking about the role that research and evaluation played in the decision-making of policy-makers both inside and outside of our education institution. At the same time, he kept his network of colleagues at the Evaluation Center at Western Michigan University, Columbus Public Schools, and Ohio State. He developed a *data-driven culture* where research and evaluation would be a critical input in decision-making. In this new institutional culture, myth slaying was his motto. More important, *student wellbeing* would become the centerpiece for data-driven decision-making in helping school administrators implement school-based decision making.

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. Program, Personnel and Student Evaluation
- c. Evaluation and Education Policy
- d. 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!!!

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Consortium for Research on Educational Accountability and Teacher Evaluation

**National Evaluation Institute
October 2010**

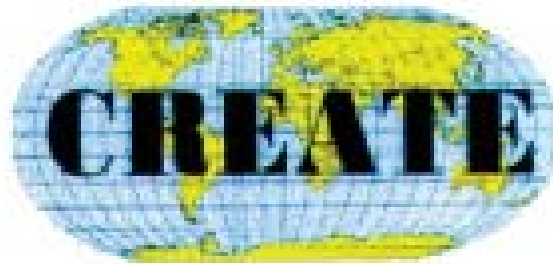
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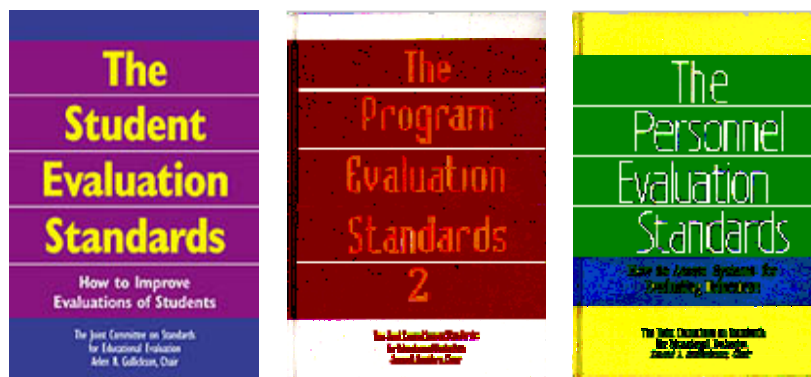
Additional information forthcoming



**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