



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

CREATE

University of North Carolina
Wilmington
Outreach Alliances
Watson School of Education
(910) 962-7400

2009-2010 OFFICERS

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

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

Douglas Davis, President-Elect
University of Mississippi
Oxford, MS 38673
drdavis@olemiss.edu

BOARD MEMBERS

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

Christopher Gareis
The College of William & Mary
Williamsburg, VA
crgare@wm.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@cgcbz.com

Carrie Germeroth
McREL
Denver, CO
cgermeroth@mcrel.org

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

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

Sandy Horn
SAS, Inc.
Cary, NC
sandv.horn@sas.com

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

Karen Wetherill, Executive Director
University of North Carolina Wilmington
Watson School of Education
wetherillk@uncw.edu



Message From the President

Barbara B. Howard, Ed.D.
Appalachian State University

It is my pleasure to offer winter greetings to all the membership of CREATE! The CREATE Board of Directors held their Winter Board Meeting this February in Williamsburg, Virginia, at the Hospitality House. This charming and comfortable facility is the conference hotel for the upcoming National Evaluation Institute 2010 scheduled for October 7 - 9. Within walking distance of historic Williamsburg, the hotel offers all the style, convenience, and atmosphere that members of CREATE have come to expect from our conferences. This year's conference will include special events and sessions held in the new School of Education building on the campus of William and Mary. The Board members have planned an exceptional line-up of speakers, events, and sessions, which will highlight the Student Evaluation Standards, currently under revision by the Joint Committee on Standards for Educational Evaluation. NEI participants as CREATE members represented on the Joint Committee will be invited to share in this important revision work. This year's National Evaluation Institute will feature Diane Ravitch, Thomas Guskey, Caroline Wylie, and James Stronge. James Popham will offer a pre-conference workshop on assessment to kick off the Institute. Additional special sessions highlighting student assessment, program evaluation, and personnel evaluation will delve into the latest research and thinking in these critical areas.

Membership in CREATE offers a great many perks – but one of my favorites is the unique opportunity for those across all levels of education to engage in deep conversation with a diverse group of scholars, researchers, consultants, and practitioners about the things they care the most about in the field of education – students, teachers, and programs. The structure of the NEI allows you to discuss theory and research with a well-known keynote speaker one-on-one or engage in collegial conversations during a poster session displaying emerging practices. You can also make a contact that might bring a promising innovation into your district or university and create lasting collaboration. CREATE is not the biggest conference any of us attend, but the impact and substance of the experience far outweighs its size. Thanks to all of you who return to the NEI each year and for those we hope to welcome this year, NEI 2010 promises to live up to the CREATE tradition!

**NEI 2010 at
The College of William & Mary
in Williamsburg, VA**

The College of William and Mary is unlike any other university in America. We are the second oldest



college in the nation, founded in 1693, and we are one of eight “Public Ivy” institutions in the nation. William and Mary has a long standing commitment to academic excellence, rich

community, and tradition.

We are the home of the first Greek-letter society (Phi Beta Kappa, founded in 1776), the first student honor code, the first school of law in America, and the oldest continually used academic building in America (The Sir Christopher Wren Building). We are also the alma mater of four presidents. William and Mary professors are truly one of a kind, acting as teachers, scholars, and research mentors. The faculty is the cornerstone of a thriving intellectual community that produces experienced, engaged, successful graduates.

The School of Education at William and Mary is consistently ranked among the top 50 nationally. Historically, William and Mary has played an integral role in preparing future educators. In fact, the first “student teaching” experience in America was initiated by William and Mary faculty in the 1690s.

Today, the School of Education offers programs at the bachelor’s, master’s, educational specialist, and doctoral levels in areas including Curriculum and Instruction; Educational Policy, Planning and Leadership; and School Psychology and Counselor Education. In the past decade the School of Education has become an institutional leader in advanced studies, accounting for nearly a third of the master’s degrees and over half of the doctoral degrees awarded at William and Mary each year.

The College of William and Mary is located within Virginia’s Historic Triangle, which includes



Colonial Williamsburg, Yorktown, and Jamestown. Duke of Gloucester Street, which offers an array of shops and restaurants,

connects the William and Mary campus to Colonial Williamsburg.

An array of historical sites, houses, museums, and shops, including 88 original 18th century buildings, can be seen in Colonial Williamsburg. The Williamsburg area also offers terrific restaurants, live music clubs, art galleries, movie theaters, theme parks, and much more.



We are thrilled to host the **National Evaluation Institute October 7-9, 2010**, and we cordially invite you to visit, immerse yourself in, and enjoy both Williamsburg and The College of William and Mary!

**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

**Dynamic Assessment in Head Start Classrooms:
The Vygotskian Approach to assessing
children's *Future* potential**

Dr. Carrie Germeroth

**Mid-Continent for Research on Education and Learning
(McREL)**

"American researchers are constantly seeking to discover how the child came to be what he is; we in the USSR are striving to discover not how the child came to be what he is, but how he can become what he not yet is." - Vygotsky

Dynamic assessment was first applied by Vygotskians in the area of special education and proved to be especially productive when used to determine whether a child's level of mental functioning was caused by developmental delays or by educational deficits. Dynamic assessment treats the interactions between the child and the assessor as a valuable source of information about a child's ability. Thus unlike traditional—static—assessments, dynamic assessment takes into account the outcomes of the supports provided by the assessor during the assessment (Sternberg & Grigorenko, 2002) and helps to establish both the child's current level of achievement and a child's ability to attain higher levels (i.e., Zone of Proximal Development (ZPD), or the range of performance a child can accomplish with and without support from a competent other). When used as a classroom assessment, dynamic assessment consists of a series of prompts and hints provided by the teacher to probe children's skills and understandings that are still "on the edge of emergence" (Vygotsky, 1978). Skills and understandings that children demonstrate as a result of minimal assistance are considered closer to being developed and are then chosen as a focus of immediate instruction. While these skills and understandings may be identified by teachers through trial and error, to make the best use of dynamic assessment, teachers need to know the *developmental continuum* for the competencies they teach (McAfee & Leong, 2006). By knowing the developmental continua, teachers can better adjust the dynamic assessment and corresponding supports in the midst of the assessment to more efficiently and effectively ascertain the child's ZPD.

We have applied a scaffolding instruction – dynamic assessment instructional approach in four Early Reading First programs. The combination of dynamic assessment and scaffolding instruction is uniquely suited for providing individualized instruction to children with

varying needs, including children with special needs in the context of a regular early childhood classroom. Our professional development purposefully links assessment and instruction by focusing on (1) developmental continua for literacy skills; (2) conducting dynamic assessment to determine where a child functions along the developmental continuum and (3) identifying and using scaffolding strategies most likely to improve the child's communication and social/emotional performance along this continuum. Our teachers use the *Early Literacy Progress Monitoring Rubric*, developed by members of the Janesville, WI school district as part of an Early Reading First project. The rubric is an efficient way for early childhood teachers to monitor children's progress in an ongoing manner on various domains of children's development, including oral language, reading, writing, play, and phonological awareness and has been identified as a best practice for early childhood assessment on the Doing What Works Clearinghouse (DWWC). Our preliminary findings suggest use of the *Early Literacy Progress Monitoring Rubric* assists teachers' understanding of how to scaffold children within their zone of proximal development on critical literacy skills such as direction of print and phonological awareness. Additionally, teacher survey data indicates that the rubric is feasible and informative for making instructional changes in early childhood classroom. We continue to monitor teachers' use of the rubric to inform the development of useable authentic assessments in early childhood classrooms for the purposes of informing instructional changes. Teachers are excited about the feasibility of using dynamic assessment with scaffolding strategies as more practical than previously thought.

References

- Doing What Works: Early Childhood Education – Teach Phonological Awareness, School District of Janesville. Retrieved May 29, 2008, from http://www.dww.ed.gov/see/see.cfm?PA_ID=7&T_ID=15&P_ID=30&sID=185
- McAfee, O., & Leong, D. J. (2006). *Assessing and guiding young children's growth and development* (4th ed.). Needham Heights, MA: Allyn & Bacon.
- Sternberg, R. J., & Grigorenko, E. L. (2002). Difference scores in the identification of children with learning disabilities: It's time to use a different method. *Journal of School Psychology, 40*(1), 65-83.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

The Student Evaluation Standards: A Helpful Tool for Implementing Assessment for Learning

**Dr. Marco Muñoz,
Jefferson County Public Schools**

Since its publication by the Joint Committee on Standards for Educational Evaluation (JCSEE, 2003), the Student Evaluation Standards (SES) has incorporated key elements associated with the Assessment for Learning (AFL) movement (Stiggins et al., 2006). The SES address accuracy (e.g., validity, reliability), usefulness, fairness, and practicality in a very similar fashion as the AFL philosophy. More importantly, the SES and AFL focus on the classroom teacher level of assessment—where it matters the most according to the landmark research conducted by Black and Wiliam (1998).

In our work with schools and teachers, discussions about assessments are well-informed by the use of the SES. SES are a helpful guide for school and teacher decision-making that focuses on ensuring valid, reliable, timely, and useful student assessment in cognitive, attitudinal, and psychomotor domains. It would be quite extensive to analyze each SES. For the purposes of this article, I am highlighting key SES related to AFL and from a very particular perspective—district, schools, and classrooms. We will look into the SES as related to the AFL and to respond to key classroom assessment questions: (1) is it ethical? (2) is it useful? (3) is it practical? and, (4) is it accurate?

Propriety Standards - is the classroom assessment ethical?

The Propriety Standards start the list with one entitled “Service to Students” (P1). The SES P1 shares the philosophy of the AFL movement because it clearly states that the major purpose for assessments is to help students learn (Stiggins et al., 2006). This is the key difference between Assessment of Learning (AOFL) and AFL. In addition, we are also placing great emphasis on the standard “Access to Evaluation Information” (P3). We want to make sure that the assessment information comes and goes at the classroom level, not only to leadership teams in schools. This has become a reality due to the use of the World Wide Web. Teachers should have a chance to disaggregate data in a more useful way.

Utility Standards - is the classroom assessment useful?

The Utility Standards have made us think about how to involve students in the assessment process, as clearly recommended by the AFL movement (Stiggins et al., 2006). This element is part of the standard entitled “Defined Users and Uses” (U2). Students need to be at the top of the list of users of assessment information, right next to teachers. In this sense, we believe that the purpose

of each assessment must be clear—it is about student learning and about seeing students as “the” key decision-makers in the assessment process. To develop useful and quality assessments, teacher preparation programs and on-going professional development is needed, something reflected on the “Evaluator Qualifications” (U4) standard and what we now call “assessment literacy” for teachers. In addition, these assessment processes will not matter if we do not have “Effective Reporting” (U6) and appropriate “Follow-Up” (U7). Our experience is that we are good when it comes to diagnostic assessment, but not always successful when it comes down to prognostic *use* of data. What really matters is what happens as result of the assessment process: knowing is important, but *doing* with what we know is even more significant.

Feasibility Standards - is the classroom assessment practical?

When it comes to assessment, practicality is an important consideration. We do not want to take away instructional time from students. That is precisely the guidance associated with the standard entitled “Practical Orientation” (F1). Practicality is driven by integrating assessment and instruction—assessment as instruction. The objective of AFL is to provide assistance with how to integrate assessment and instruction in a way that is practical and focused on student learning. Equally important, AFL and the SES share a common desire to support teachers. This is the objective of the standard entitled “Evaluation Support” (F3). It is clear for us that teachers cannot be left alone on the assessment process. Support and resources are needed to make it happen. The support will start with a strong, well-designed professional development strategy tied with focused professional learning communities.

Accuracy Standards - is the classroom assessment accurate?

These set of standards are about technical quality and sound assessment design. This is an extension of our assessment literacy element, starting with validity (“Validity Orientation,” A1) and reliability (“Reliable Information,” A6). AFL requires knowing about sound assessment design and technical quality, including choosing the best assessment method, writing good quality items, writing good rubrics, sampling adequately, and avoiding sources of bias (Stiggins et al., 2006). Another key element in the AFL movement is about clear and appropriate learning targets. This connects really well with the standard entitled “Defined Expectations for Students” (A2). Students need to know what is expected from them, for example, by using rubrics. Students need to see samples of what/how proficient work looks like.

(Continued from previous page.)

Conclusion

We see the importance of guidance for classroom teachers as we move into a more classroom-oriented, AFL practice in our nation's schools. We are sure that you will find extensive connections between the SES and the AFL movement, as we have experienced ourselves. The SES might not be as helpful as the Standards for Educational and Psychological Testing (1999) when it comes to large-scale assessments, but it is certainly an extremely useful tool for classroom assessment. Thanks to the research by Black and Wiliam (1998), we know that AFL makes a difference in student learning, with demonstrated large effect sizes for struggling learners (ES = 0.5-1.0). Perhaps the synergy between AFL and the SES can make a strong difference in what we do where it matters most—classrooms!

References

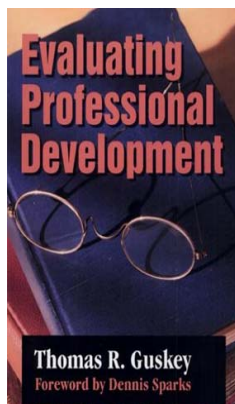
American Educational Research Association (1999). *Standards for educational and psychological testing*. Washington, DC: Author.

Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.

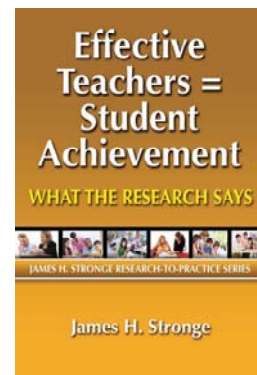
Joint Committee on Standards for Educational Evaluation (2003). *The student evaluation standards*. Thousand Oaks, CA: Corwin.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning: Doing it right—Using it well*. Portland, OR: ETS Assessment Training Institute.

**Keynote and Featured Speakers
At the
2010 National Evaluation Institute**



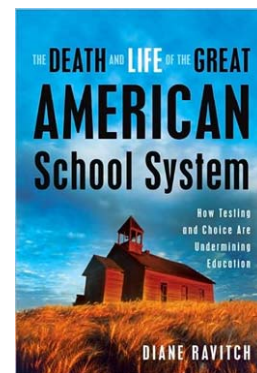
Thomas R. Guskey, Ph.D.
University of Kentucky



James H. Stronge, Ph.D.
The College of Wm & Mary



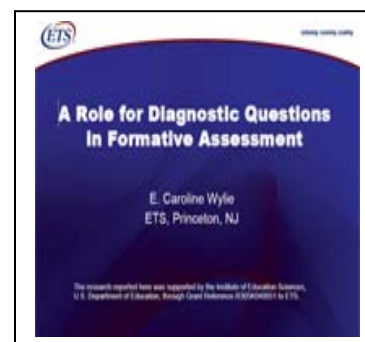
James Popham, Ph.D.
UCLA



Diane Ravitch, Ph.D.
New York University



Yaling Sun, Ph.D.
Yunnan Normal University



Caroline Wylie, Ph.D.
Educational Testing Service

Call for Proposals
2010 NEI
October 7-9, 2010

Submit your proposal online at:
www.createconference.org

Deadline: June 1, 2010

MARK YOUR CALENDARS!!!

SAVE THE DATE!!!

CREATE

Consortium for Research on Educational Accountability and Teacher Evaluation

National Evaluation Institute

October 2011

Hosted by:

The University of Mississippi

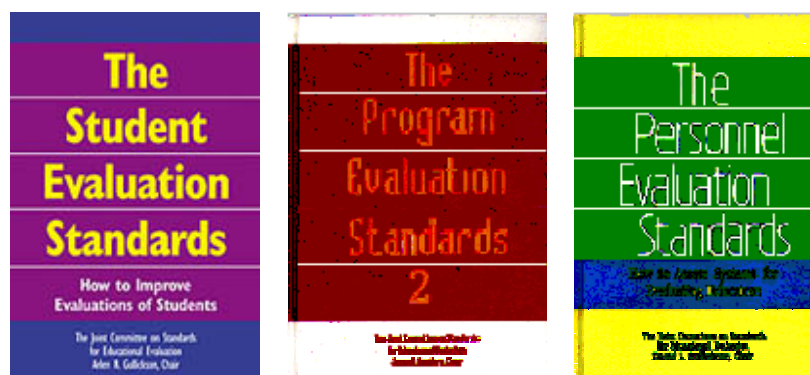
Additional information forthcoming



**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