



CREATE *newsletter*

CONSORTIUM FOR RESEARCH ON EDUCATIONAL ACCOUNTABILITY AND TEACHER EVALUATION

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CREATE is an international group committed to improving the evaluation of educators and educational programs.



Message from the President

My best wishes to you all for a good school year! As an educator, I always feel that this is the time of year for resolutions and fresh starts. I believe that part of my feeling of optimism at

this time of year is related directly to the renewal I always get from the National Evaluation Institute (NEI) conference held in July. This year's conference in Colorado Springs, Colorado, was excellent. I commend Ann Kraetzer and Bob Rodosky and all board members for their hard work in making it a success. We had 115 registrants from 25 states. Ninety-seven percent of the participants who completed an institute evaluation form found that the institute sessions met their professional needs, that information given during the institute was useful to them, and that the institute addressed relevant educational issues. The general consensus could be summed up by the following statement from one of the participants: "Worth my time. Gained insight on several issues."

This year, we had some thoughtful and informative sessions. Especially valuable, I think, were the presentations by the keynote speakers. I urge Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) members to visit the speakers' presentations that have been uploaded to the CREATE Web site. I particularly have found Dr. Robert Linn's presentation, "An Evaluation of the NCLB Adequate Yearly Progress Requirements," useful as a K-12 practitioner, not only because he details some fundamental problems with the No Child Left Behind Act (NCLB), but also because he offers some reasoned solutions. Another presentation that I have revisited already is Dr. Carol Ann Dwyer's "Understanding and Addressing Achievement Gaps: Assessment and Research in the Accountability Era." Summaries of these and other presentations are included elsewhere in this newsletter.

Now we are on to the planning of the next NEI conference. Since we were out West for this year's conference, we will be going back East for the 2005 conference. We are working with the famous Peabody Hotel in Memphis, Tennessee, as the site for the 2005

conference that will be held on July 7–9. At present we have commitments from the following keynoters: Tom Guskey of the University of Kentucky and Doris Redfield, President and Chief Executive Officer of AEL.

We encourage all members to begin thinking about possible presentations for this conference and to invite your colleagues to present! Cosponsors at present include AEL, the University of Memphis's College of Education, and the Memphis Public Schools. We would like to get more teachers and graduate students involved this next year. Any suggestions that will help us accomplish this can be sent to me at kbembry@dallasisd.org. Look for the announcement and the call for presentations coming later this year.

In the Winter 2003 *CREATE Newsletter*, the message from then-President Dr. Robert Rodosky addressed "the misapplication of test results by the NCLB counting rules," particularly in the Jefferson County (Kentucky) Public Schools. In the same newsletter, Dr. Jim Horn published an article, "What is the Position of CREATE on the Policy and Practice of High-Stakes Testing in Schools?" This was the beginning of a discussion concerning a policy statement that addresses high-stakes testing. Now, we are asking for input from CREATE members concerning this issue. As an organization, we can endorse the American Educational Research Association (AERA) Position Statement Concerning High Stakes Testing in Grades K-12, create our own position statement, or choose not to address it. You can read the AERA position statement by going to *Links* on the CREATE Web site (<http://www.wmich.edu/evalctr/create/CREATEwebresources.htm>). I also urge you to read the respondents' comments at the end of the position statement. You may want to read our organization's mission statement, which also is on the Web site. Then you can enter your comments and suggestions on the CREATE Web site. I expect this will be a lively discussion.

Again, I hope everyone has had a great start to the school year. I am looking forward to my year as president.

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The Joint Committee: Setting the Standards for Evaluation

By Barbara Howard

Regardless of the job within education that one might hold (K-12, university, research, program development, etc.), evaluations of students, personnel, and/or programs affect decisions made within that job. Those who commission evaluations and use their results, as well as those who develop and conduct such evaluations, should do so within the boundaries of sound practice. How are these boundaries set? What constitutes a “sound evaluation,” whether of student performance, teacher performance, or an educational program? Educators have resources to guide both the evaluation and the use of its results in the standards developed for student, personnel, and program evaluations.

The Joint Committee on Standards for Educational Evaluations has its origins in a task force chaired by Daniel Stufflebeam in 1975 to examine the issues of evaluation that would go beyond those surrounding testing. Out of this task force, the Joint Committee evolved into an 18-member group represent-

ing major professional education associations and organizations. Housed at The Evaluation Center of Western Michigan University, it is a private, nonprofit organization accredited by the American National Standards Institute (ANSI). Standards approved by ANSI become American National Standards.

The first project undertaken by the Joint Committee during its first five years was the development of standards for evaluations of educational programs, projects, and materials. Originally published in 1981, these standards for program evaluation are now widely recognized among educational evaluators. Sage published *The Program Evaluation Standards* (2nd edition) in 1994.

Following the development and publication of the program evaluation standards, the Joint Committee turned its attention to two more areas of concern in educational evaluation: personnel (both teachers and administrators) and students. The *Personnel Evaluation Standards* were first published in 1988 and currently

are undergoing review and revision with an expected date of completion in 2006. The *Student Evaluation Standards* were published in 2003. All standards publications are available through Sage Publications.

The Joint Committee provides a forum for representatives from diverse professional organizations and institutions to examine the various issues surrounding these three major areas of evaluation in education. Its purpose is not merely to add to existing literature but rather to set standards that guide both the design and use of evaluation by developing a common language within a strong conceptual framework. Each set of standards is written to address the four major areas of concern or attributes of sound evaluation practices:

- **Utility**—How will the information from the evaluation be used and by whom?
- **Feasibility**—Is the evaluation designed in terms of reasonable availability of resources (cost, time, resources, etc.)?

- **Propriety**—Is the evaluation process ethical, legal, and fiscally responsible?
- **Accuracy**—Are the data collected during an evaluation reliable and valid for its purpose?

In addition to the publication of standards, the Joint Committee oversees the revision and update of each set of standards approximately every five years and continues to serve as a clearinghouse on evaluation and standards literature. It is involved also in the training of policymakers, evaluators, and educators in the use of the standards.

For information on the current revisions of the *Personnel Evaluation Standards*, please contact Barbara Howard, Ed.D., chair of the Task Force on *Personnel Evaluation Revisions*, at bhoward@serve.org

For more information on the history of the Joint Committee and its current membership and projects, visit <http://www.wmich.edu/evalcter/jc>

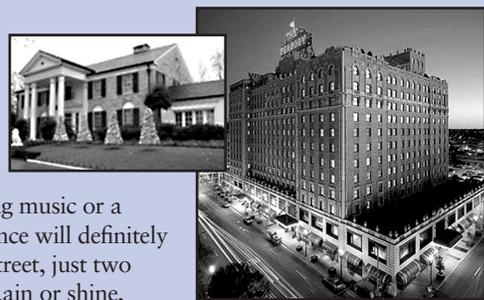
Site Chosen for 2005 National Evaluation Institute

By Steve Ross

Good news for participants in the 2005 Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) Conference! The meeting site will be the Peabody, the “Grand Hotel of the South,” located in the heart of downtown Memphis. The Peabody Hotel is nationally known for its beautiful décor, first-class amenities, majestic lobby, and famous “Peabody Ducks.” Every day just before 11 a.m. and 5 p.m., a 50-foot red carpet is laid out, stretching from the hotel elevators to the marble fountain in the lobby. With all the pomp and circumstances of a royal event, the Duck Master leads the five mallards along the carpet to the music of John Phillip Sousa’s “King Cotton March.” Get a space by the fountain early, since the duck march is a highly popular event.

For those interested in food and entertainment, located in the Peabody Hotel are three full-service restaurants including the award-winning, four-star *Chez Phillip*. Dozens of formal and informal establishments offering virtually any kind of regional or international cuisine (rib lovers, don’t miss the world-famous *Rendezvous*, 100 yards down the alleyway) are located within walking distance of the

Peabody. Those liking music or a New Orleans ambiance will definitely want to visit Beale Street, just two short blocks away. Rain or shine, Peabody Place—featuring an indoor shopping mall, restaurants, and a multiplex movie theater—can be accessed directly from the Peabody through a covered walkway. Less than a mile from the Peabody are the Memphis Rock ‘n Soul Museum (offering an entertaining blend of music and artifacts) and the National Civil Rights Museum (a must-see). Walk just outside the Peabody, and catch a carriage ride to tour the city, or go three blocks further to the river walk to enjoy the ambiance of the Mississippi River. Hop the trolley for further river and downtown sightseeing (including the Pyramid). Take your car or a taxi to visit Memphis’s many parks and museums (all within 6 miles of downtown), trendy Overton Square (about 6 miles), Graceland for Elvis fans (about 15 miles), or the casinos of Tunica, Mississippi (40 miles). While you won’t want to miss any of the conference events, there also is much to do in and around Memphis.



Beginning Teacher Assignment Patterns and the Achievement Gap

The Logistics of Inequity

By Sandy Horn

In 1996, groundbreaking research by William L. Sanders and June Rivers found that students from two metropolitan areas in Tennessee, matched for achievement level at the beginning of the third grade, exhibited as much as a 54 percentile difference in mathematics achievement at the end of fifth grade, depending upon whether they experienced three years of being taught by very effective teachers or three years of being caught by very ineffective teachers. They found little evidence that subsequent teachers can make up the difference.

Since the Sanders and Rivers paper, other researchers have confirmed their findings that teacher quality has a direct impact on student achievement. Rivkin, Hanushek, and Kain (2002) found that “high-quality teachers are shown to be capable of erasing deficits associated with family differences in income.” Darling-Hammond (1999), in her examination of the relationship between educational policies in the 50 states and student achievement, makes the following statements:

Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. ... [Teacher-quality variables] account for 67 to 87 percent of total variance in student achievement, and the findings are robust across subjects and years. ... [T]his research indicates that the effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status.

So, if we accept that teacher quality has a direct impact on student outcomes and that there is a difference in outcomes between economically disadvantaged/minority students and their white middle- and upper-income peers, the question becomes, “Could differential access to quality teaching be a factor contributing to the gap?” This paper will look at only one facet of this question: “Could assignment patterns of beginning teachers contribute to the achievement gap?”

Beginning Teachers

As a group, beginning teachers are far less effective than experienced teachers, and high-minority and high-poverty schools have a greater proportion of new teachers than do low-minority and low-poverty schools.

According to Cynthia Prince, “[T]he more impoverished and racially isolated the school, the greater the likelihood that students in the school will be taught by inexperienced teachers, uncertified teachers, and out-of-field teachers ...” (Prince, 2002). Bolich, in a 2000 paper, tells us that “... novice teachers with three years of classroom experience or less are twice as likely to be assigned to high-minority, high-poverty schools.” The U.S. Department of Education’s Schools and Staffing Survey, 1999–2000, reports that approximately one in five teachers in high-poverty or high-minority schools had three or fewer years of experience—40 to 50 percent more than in low-poverty/low-minority schools. Based upon all of these studies, we can say that more students in high-poverty and high-minority schools are taught by relatively ineffective beginning teachers, year after year.

Characteristics of Beginning Teachers in High-Poverty/High-Minority Schools

In a 2004 analysis based on data from the Baccalaureate and Beyond Longitudinal Study, 1993–1997, Shen et al found that students in high-poverty schools are twice as likely to have new teachers who are uncertified and five times more likely to have new teachers who have substandard certification than do students at low-poverty schools. The impact can be severe:

... [T]he advantage of having a certified teacher is worth about two months on a grade-equivalent scale ... In other words, students pay a 20 percent penalty in academic growth for each year of placement with undercertified teachers (Laczko-Kerr & Berliner, 2003).

... [T]he effects of the out-of-field teaching problem being greater in math, greater in high-poverty and -minority schools, and greater in middle schools combine to create what can only be called a crisis in middle-level math teaching in the nation’s most disadvantaged schools. About 70% of middle-grade math classes in high-poverty and high-minority schools are assigned to a teacher who lacks even a college minor in math or a math-related field (Jerals, 2002).

Shen and colleagues also found that, whereas about 11 percent of beginning teachers in high-poverty schools took remedial postsecondary courses in reading, writing, and mathematics, only 6 percent of beginning teachers in low-poverty schools did so. The authors sum up the findings of their study as follows: “... [T]he data

indicated that overall, schools at risk had less-qualified new teachers. The less-qualified teaching force would further exacerbate the inequity already existing in those schools at risk. As a result, the teaching profession and the broader society face a serious equity issue” (Shen et al, 2004).

Implications

Given the high percentage of new teachers in high-minority and high-poverty schools, below-average student progress is highly likely. It is, therefore, of crucial importance that the new teachers employed in these schools are certified and are highly qualified to mitigate this effect to some degree. In the long run, policymakers will want to explore ways to mentor and otherwise support beginning teachers while encouraging veteran teachers to transfer to and remain in at-risk schools.

The issue around beginning teachers in disadvantaged schools is an example of the inequity of opportunity that is one factor in the perpetuation of the achievement gap between poor/minority students and their more advantaged peers. Addressing it can mitigate that gap and provide greater access to the quality of education that all students have a right to expect.

Citations

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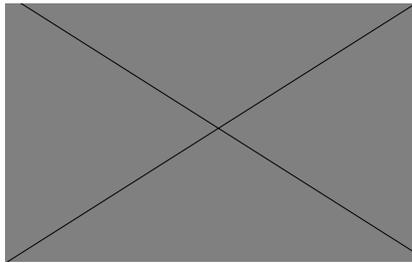
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Initiative for Adopting a Position on the Ethical Use of Testing

It has been brought to the board's attention that while the use of high-stakes tests is ubiquitous, we, as an organization, have taken no position on the ethical use of such tests. Numerous other professional organizations, such as AERA, APA, IRA, NSSE, AEA, and many others, have already adopted position statements that clearly define the proper uses of these tests. It would seem that CREATE, as an organization of leaders and practitioners in the field of educational assessment and evaluation, should, likewise, adopt a stance on this critical issue that others—including our own members—can look to for guidance. We have begun this work.

During its meeting at the National Evaluation Institute held in Colorado Springs in July, 2004, the board adopted for consideration by the CREATE membership the position on high-stakes testing. This position statement is based on the 1999 Standards for Educational and Psychological Testing, and it represents a professional consensus concerning appropriate use of high-stakes testing education. The statement has been endorsed



by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME).

For the next 30 days, we will collect your input on this testing. Please visit the following URL to read the statement on the ethical use of testing and to offer your comments:

<http://ec.wmich.edu/create/testing/>

To access the form, enter this user ID and password:

ID: create

Password: member

Please read the statement closely. Consider whether CREATE should endorse this statement as it stands or whether there are important edits, additions, or deletions that you would recommend. You are invited to submit comments, reactions, and suggestions to any member of the CREATE Board. The deadline for submitting feedback is **November 1, 2004**.

After November 1 of this year, all comments will be considered. If there is a consensus from the collected comments that the statement should be adopted as it stands, that decision will be disseminated to all members. If not, a statement will be drafted by committee from the comments received. That, in turn, will be presented to the board and disseminated to the membership by e-mail in mid-January. Ballots will be distributed in the first *CREATE Newsletter* of 2005.

Thank you for your participation in this important endeavor.

Seeking Sponsors for Memphis and Beyond

Putting on a conference such as the NEI's is a monumental task, both in terms of effort and resources. CREATE seeks to ensure that participants and presenters at the NEI conference have the optimal experience in terms of quality of presentations, keynote 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 2005 National Evaluation Institute, or if you are interested in sponsoring a future NEI conference, please contact Robert Rodosky, program chair, at rrodosk1@jefferson.k12.ky.us at your earliest convenience. Your contribution is greatly appreciated.

Contributors

Submit your research for the *CREATE Newsletter*! Send your work to Sandra Horn (Sandy.Horn@sas.com) or Marco Muñoz (mmunoz2@jefferson.k12.ky.us) for consideration. Articles should be in electronic format. Submissions more than two pages long may be serialized.