



Consortium for Research on  
Educational Accountability and Teacher Evaluation

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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.

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## MESSAGE FROM THE PRESIDENT

*Christopher Gareis, Ed.D.*

It's been nearly a decade since I attended my first CREATE conference. The year was 1998, and the National Evaluation Institute was held in vibrant downtown Denver. At the time, I was a middle school assistant principal and was engaged in research with three colleagues on the efficacy of teacher National Evaluation Institute brought me into the company of scholars and practitioners steeped in the topic of teacher evaluation and wrestling with emerging issues of educational accountability. I was hooked!

This past October, CREATE hosted its thirteenth annual National Evaluation Institute (NEI) in Orlando, Florida, at the fabulous Rosen Centre. Like its predecessors, the 2007 NEI was a professional learning experience of unqualified success! In the weeks since departing Orlando, I have talked with other CREATE members about and have also personally reflected upon what it is about our annual conference that makes it unique among the number of valuable professional conferences in which I participate each year. Here are a few of my ideas about the key qualities that contribute to making NEI uniquely effective. I hope they ring true to you.

- **A small conference with big ideas.** The NEI has always been a relatively small conference. Attendance tends to run in the couple-hundreds, which allows for opportunities to interact with other attendees, presenters, and even featured speakers in ways that are not as feasible at larger conferences. I've often heard the NEI described as *intimate*, suggesting a personal and friendly feeling. *But what makes the human scale of the NEI particularly exciting is its consistent record of attracting many of the most prominent voices in education as keynote speakers.* In the past three years alone, we've hosted the likes of **Toks Fashola, Michael Fullan, Tom Guskey, Bob Lynn, Bob Marzano, Jim Popham, and Andy Porter.** At the NEI, not only do we get to *listen to the ideas and insights of these noted individuals*, but we also repeatedly have formal and informal opportunities to *engage and talk with them.* That's exactly what a professional conference should offer!
- **A genuine advocacy of professional practice in the field.** The mission of CREATE has always been to inform and improve professional practice, but one need only peruse the conference program and attend a few sessions to see this in action. The 2007 NEI certainly illustrated the infusion of theory and practice, as presenters included school district personnel, K-12 teachers, university faculty, staff from educational service organizations, and doctoral students. *Even more notable, though, is the number of presentations that represented collaborations among individuals from these groups.* My first presentation at the 1998 NEI in Denver was a collaborative project between K-12 staff (of which I was a part) and university faculty. The same type of collaboration was evident again and again at the 2007 NEI in Orlando, suggesting the pervasive orientation toward professional practice among CREATE members.
- **A culture of connecting and mentoring.** The National Evaluation Institute is a first-rate venue for making new professional contacts, expanding professional networks, and fostering ongoing collegial relationships. *These are important benefits for experienced professionals, but they are absolutely invaluable to the newest members to join our field.* My own induction to CREATE was through a former professor and research partner of mine, James Stronge. James and I co-presented with Pam Tucker at the 1998 NEI, during which James introduced me to many of his colleagues in CREATE. James' mentorship at this period in my career provided me an opportunity to begin to create (pun *intended!*) my own contacts and connections. On the way home from the Denver conference, I asked James how I could repay him. His response was, "Do the same for someone else some day." Well, during the past three years, four of my own graduate students have attended the National Evaluation Institute and have been introduced to the community of professionals in CREATE. This is an important way for our consortium to grow and also for our professional field of research and practice to thrive.

The National Evaluation Institute is a unique forum with particular relevance to members of CREATE and to the many colleagues with whom we work outside of our consortium. Congratulations and thanks to the 2006-07 Board of Directors and to the many Orlando-area educators who contributed to making the 2007 NEI such a success. There are too many individuals to identify here by name, but please know that your commitment to CREATE is deeply appreciated!

Finally, the conference committee is already at work planning for the next National Evaluation Institute. *I hope you will begin your own planning, mark your calendar for October 8-11, 2008, and join your CREATE colleagues in the beautiful coastal setting of Wilmington, North Carolina!* And don't forget to bring a new colleague or two to introduce, as well!

**Highlights from the 2007 National Evaluation Institute  
October 4-6, 2007  
The Rosen Centre Hotel, Orlando, Florida**

**Douglas Davis, Ph.D.  
Marco A. Muñoz, Ed.D.**

Orlando greeted the arrival of Institute participants with tropical flair. Balmy temperatures, vivid blue skies sprinkled with white fluffy clouds and occasional downpours welcomed visitors for three days of energized conversation about current efforts and future possibilities for evaluation work to improve professional educational practice. The conversational buzz full of excitement and optimism was palpable in the general sessions, the breakout sessions, during the meals, and in the halls during the entire three days. Overall, the sessions provided example after example of evaluation research that is making a difference in the quality of teaching and learning in our nation's classrooms.

The NEI has always been a unique and special opportunity for both evaluation practitioners and scholars to come together in an intimate setting to share and discuss their work. Events with a healthy balance of researchers and scholars from institutions of higher education and practitioner researchers from K-12 school districts are rare but extremely fruitful in the meaningful exchange of ideas. The 2007 NEI built on this tradition with vigor. In addition, participants in the NEI have an opportunity to listen to, meet, and engage with national leaders in evaluation work. The four keynote speakers for the 2007 NEI (Andrew Porter, Thomas Cook, Olatokunbo Fashola, and Robert Marzano) are particularly noteworthy not only for their renowned reputations in the field but also their gracious willingness to participate in the conference and engage in individual and small group conversations.

The Institute began with a keynote address by Dr. Andrew Porter. Dr. Porter is currently the Patricia and Rodes Hart Chair of Educational Leadership and Policy and director of the Learning Sciences Institute at Vanderbilt University. Dr. Porter's presentation about connections between education research and education practice argued that there is both a supply side and a demand side to be considered. Dr. Porter suggested that most people focus on the supply side. They ask questions like: what kinds of research have an influence? Is there enough research? Is the research of high enough quality? They often ignore the demand side, which asks questions such as: is the world of practice looking for "research-based solutions"? Do they see education research as a legitimate and important source of input? Dr. Porter said that too little attention is given to the demand side.

The Friday evening keynote address included a surprise change as the scheduled speaker, Dr. Olatokunbo Fashola, was unavoidably delayed by a flight cancellation. Fortunately, Thomas Cook, the scheduled keynote speaker for Friday morning, was graciously willing to step in at a moment's notice. Professor Cook, a renowned research methodologist, presented a fascinating overview of the current state of educational research as related to causality. Dr. Cook stated

his belief that the quality of educational research is high, especially in areas of descriptive research, correlational research, and even in causal experimental research. Nonetheless, Dr. Cook expressed his primary concern that educational research is weak in the critical area of causal generalizations. According to Cook, in a rush to identify "what works," encouraged by the National Science Foundation and the No Child Left Behind Act of 2001, many educational researchers have been quick to generalize findings in inappropriate ways. This stems, Cook suggested, from a failure of research designs to adequately define and account for contextual variations.

Fortunately, Dr. Olatokunbo Fashola was able to catch a later flight and she was able to get the Friday activities started with a brilliant talk. She talked about the important topic of educating African American males. Dr. Fashola started her presentation by talking about the causes of concern: (a) low performance in school, (b) disengagement in school, (c) misbehavior in school, and (d) lack of respect for authority. Some of the offered solutions to deal with these issues were related to the possibility of creating a positive school climate, student engagement, teacher expectations, and attribution of success. Dr. Fashola ended her engaging presentation with a discussion of proven, research-based programs that have shown success with African American male students.

Dr. Robert Marzano received the prestigious Millman Award in the conference. He is a prolific author of books and articles written for teachers and educational administrators. His classic works include *What Works in Schools*, *Classroom Instruction that Works*, and multiple other publications. His presentation followed the central theme of his work: translating research and theory into practical programs and tools for K-12 teachers and administrators. Dr. Marzano talked about the local knowledge base for teachers. He argued that research base knowledge is equivocal in education. There is a range of findings that contradict themselves and, most likely, are situational. He recommended four phases for developing the local knowledge base for teachers at each specific school: (1) develop a common language of instruction (e.g., Madeleine Hunter's steps for lesson delivery); (2) teachers systematically interact about effective teaching using the model; (3) teachers systematically observe master teachers and each other using the model; and, (4) the school/district monitors the effectiveness of individual teacher's instructional styles as a form of teacher feedback (e.g., common assessment). Overall, Dr. Marzano argued that instructional strategies have less value than student learning. We must keep the focus on student learning.

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One of the most exciting topics of conversation during the Institute was the announcement of the recent approval and release by the Joint Committee of Standards for Educational Evaluation of the revised (2<sup>nd</sup> Edition) of the Personnel Evaluation Standards. A book containing the new standards with detailed explanations and examples is scheduled for release by Sage Publications in the spring of 2008. Barbara Howard, an Associate Member of the Joint Committee, presented a breakout session on the new standards. Dr. Howard emphasized the tremendous opportunity provided by the release of the new standards for updating teaching evaluation practices and process for improved professional practice. This success of the new standards, however, depends on their widespread dissemination and use by school systems and developers of teacher evaluation systems. In support of this effort, Dr. Howard asks all members of CREATE and all in attendance at the Institute to help promote the reading and use of the new standards. Information and PDF files of the new standards are available at the Joint Committee's website: <http://www.wmich.edu/evalctr/jc/>

In conjunction with the Institute, the Tri-State Delta Evaluation Association (TSDEA) hosted a reception for Institute participants on Saturday evening. The purpose of the TSDEA is "to create an organization of professional evaluators and others interested in advancing evaluation as it serves the unique needs of the Mississippi Delta region (Mississippi, Louisiana, and Arkansas)." This year, the Institute is fortunate to have included five breakout sessions resulting from evaluation research conducted by members of the Tri-State Delta Evaluation Association. These presenters included: Madhu Singh, Shaila Khan, Linda Haynes, Alfredlene Armstrong & Horacio Gomez-Acevedo from Tougaloo College, Mississippi, Hussain Al-Fadhli from Jackson State University, Mississippi, and Garfield Burke & Ying Wang from Mississippi Valley State University. The use of evaluation research to transform public education in the Mississippi Delta presents a wonderful opportunity to promote the value of this type of work. CREATE is pleased to support this effort by providing a forum for presentation and publication of this valuable research.

The 2007 NEI ended with a renewed sense of optimism for the value and future of the Institute. The date change from early July to early October was well received by participants and next year, the 2008 NEI will be held October 9-11 at the Hilton Wilmington Riverside, Wilmington, North Carolina. The Watson School of Education at the University of North Carolina Wilmington is hosting the 2008 Institute. The CREATE Board of Directors is already working hard to prepare a program that meets the new standard of excellence set during the Orlando Institute.

In closing, the CREATE Board would like to again thank Robert Rodosky, Marita White, Nancy Lewis, and the entire Program Committee for doing an outstanding job preparing the 2007 National Evaluation Institute. Finally, the Board expresses our sincere appreciation to our 2007 NEI Sponsors: The University of Central Florida; C. Geiger Consulting; Georgia State University; Class Act Federal Credit Union; Teacher Quality Resource, LLC; Jefferson County (KY) Public Schools; The Evaluation Center at Western Michigan University; and The Joint Committee on Standards for Educational Evaluation.

We look forward to seeing everyone first in Wilmington, North Carolina in 2008, and later on in Louisville, Kentucky in 2009!

## CONTRIBUTORS

Submit your research for publication with 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 approximately two pages in length (single-spaced, Times New Roman, font 12). For consideration, please send your work to:  
Drs. Marco Muñoz and/or Florence Chang at:

[marco.munoz@jefferson.kyschools.us](mailto:marco.munoz@jefferson.kyschools.us)  
[florence.chang@jefferson.kyschools.us](mailto:florence.chang@jefferson.kyschools.us)

## PUBLISHING OPPORTUNITY

If you would like your paper to be considered for publication in a special issue of the Journal of Personnel Evaluation in Education (JPEE), please submit a 5-page synopsis including the following sections: Introduction, Methodology, Results (or Findings), and Discussion by May 31, 2008.

We will invite people to submit a full manuscript by September 1, 2008 for publication in a special issue of this journal. Send your synopsis for consideration to:  
Drs. Douglas Davis and/or Marco Muñoz at:

[drdavis@olemiss.edu](mailto:drdavis@olemiss.edu)  
[marco.munoz@jefferson.kyschools.us](mailto:marco.munoz@jefferson.kyschools.us)

## A Report Card to Evaluate Educational Capacity

Dr. Howard Coleman and Dr. John Fischetti  
Watson School of Education  
University of North Carolina Wilmington

The current executive and legislative branch debate over the reauthorization of *No Child Left Behind* shows little promise to expand responsibility for results from what President Bush refers to as “holding those schools accountable” to holding communities accountable. Broadening the accountability to include local schools, local policy makers, the businesses, school boards, agencies and the general public is critical for society to invest in public education and to ensure our quality of life. Current accountability systems hold individual schools responsible for their success in isolation from the geographic and organizational contexts in which they are located. A community is larger than the neighborhood, subdivision or county in which one resides. Reinvigorating community responsibility and accountability is vital to the success of public schools.

### Community Indicators of Educational Capacity

One way to engage communities in the conversation about public education is to use a report card on “Community Educational Capacity.” For example, the data from our community in North Carolina show that there are several indicators that could be used to expand the current accountability system under *No Child Left Behind*. Communities can set target goals to impact public school success, including but not limited to academic achievement. We have chosen the criteria for the report card in a similar way that vital signs are used to determine a person’s general health (body temperature, heart rate/pulse, blood pressure and respiratory rate). Our criteria include the achievement gap in Algebra I and English I in high school, high school completion rates of teenagers, adult high school completion rates, overall poverty rates, senior citizen poverty rates and incarceration rates in state prison.

### Sample Community Educational Report Card

Table 1 shows the sample community educational capacity report card for our eight-county community. The number in red is the current aggregate mean for each criterion across the eight counties in our community. We developed the grades “A” to “F” based on a review of the scales currently used to independently judge success of these criteria and our own professional judgment. The report card is a place for communities to initiate the conversation about what changes are necessary to maximize the potential for the educational success of all children. Information for this table was taken from databases of The Eastern North Carolina Poverty Committee and the North Carolina Department of Correction.

Table 1  
A report card for assessing current community educational capacity

| Grade                                                                    | A                 | B                 | C                           | D                | F                |
|--------------------------------------------------------------------------|-------------------|-------------------|-----------------------------|------------------|------------------|
| High School Graduation Percentage                                        | >90%              | > 80%             | > 70%                       | >60%<br>(63%)    | > 50%            |
| % of Adult Population with High School Degree                            | >90%              | > 80%             | >70%<br>(74%)               | > 60%            | > 50%            |
| Achievement Gap in High School Algebra I and English I Proficiency Rates | < 5%              | < 10%             | <20%<br>(13%)               | > 20%            | > 30%            |
| % of Population Below Poverty in all subgroups                           | <10%              | <15%              | < 20%<br>(17%)              | >20%             | > 30%            |
| % of Elderly Below Poverty                                               | <10%              | <15%              | < 20%<br>(19%)              | >20%             | > 30%            |
| % of Population Currently Incarcerated in State Correction System        | <.001 (1 in 1000) | <.002 (2 in 1000) | <.004 (4 in 1000)<br>(.037) | >.005 (1 in 200) | >.010 (1 in 100) |

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### **Recommendations**

We propose that the discussion of accountability under NCLB be enlarged to include a community-wide report card on educational capacity. Each community can then convene all of those who have a stake in the success of public education for extended conversations about working together to:

- Define and affirm the “community”
- Include all political, economic, social and environmental agencies, committees and other policy-makers in the discussion of the success of public education in the community
- Increase the capacity to support children, families and the elderly who are entrenched in sustained, persistent poverty
- Improve the graduation rates
- Decrease the population who are incarcerated
- Enhance adult education programs to support 21<sup>st</sup> century knowledge and skills
- Recruit and retain high quality teachers and administrators in our public school districts
- Develop and implement strategic planning structures involving all government agencies, businesses, and educational institutions which will maximize the use and allocation of our community resources
- Respond to the predicted population changes which will create significant challenges, opportunities and problems during the next decade
- Provide affordable medical, dental and vision care to all citizens

By redefining *school* accountability to *community* accountability and by bringing together boards, agencies and citizens from across currently disparate political turfs, our goal should be to create a society to ensure that our citizens and communities will succeed in a global, innovation-based economy and interdependent world.

<sup>1</sup> U.S. Department of Education (2007). Building On results: A Blueprint for Strengthening the No Child Left Behind Act. <http://www.ed.gov/policy/elsec/leg/nclb/factsheets/blueprint.html> (accessed July 10, 2007).

<sup>1</sup> The Eastern North Carolina Poverty Committee Mission (2007). <http://www.povertyeast.org/aboutus/default.html> (accessed May 7, 2007).

<sup>1</sup> North Carolina Department of Correction. (2007). <http://www.doc.state.nc.us/rap/index.html> (accessed May 8, 2007).

<sup>1</sup> Schlechty, P. (2005). *Creating great schools: Six critical systems at the heart of educational innovation*. San Francisco, CA: Jossey Bass.

<sup>1</sup> Friedman, Thomas. (2005). *The world is flat*. NY: Farrar, Straus and Giroux.

### **Forthcoming Change on CREATE’s Journal Marco Muñoz, Ed.D.**

In 2009, the Journal of Personnel Evaluation in Education (JPEE) will be transformed into the Educational Assessment, Evaluation, and Accountability (EAEA) journal. As expressed in the new title, the peer-reviewed journal will present research and evaluation related to assessment, evaluation, and accountability as related to educational systems both K-12 and higher education. The change in the title is directly related to the journal’s interest in expanding the research agenda beyond personnel evaluation. EAEA will cover a broad range of topics such as program evaluation, formative assessment, and accountability. In this sense, the journal will match the needs of our professional organization since we are a professional group interested in research related to educational accountability, program evaluation, personnel evaluation, and student evaluation (as expressed in the standards developed by the Joint Committee). CREATE will continue to sponsor the Special Issue associated with the annual National Evaluation Institute in the future. In fact, the JPEE Special Issue related to NEI 2007 will be published in the summer of 2008 (Volume 20); the following year, the Special Issue related to NEI 2008 will be published in the summer of 2009, but with the new title of the journal (EAEA). In 2009 and beyond, CREATE will continue to support the EAEA journal in the desire to link researchers, practitioners, and policy makers toward the common goal of improving our educational system. We need to continue making connections between educational research and practice!



*Mark your calendars!!!*

# CREATE

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Teacher Evaluation

## National Evaluation Institute 2008

**October 9-11, 2008**

Wilmington, North Carolina

*hosted by:*

**The University of North Carolina Wilmington**

**WATSON SCHOOL OF EDUCATION**

**The CREATE Annual Conference 2008 will take place at the  
Hilton Wilmington Riverside**

The Wilmington Hilton Riverside is a beautiful hotel located in the heart of Downtown Wilmington on the shore of the Cape Fear River. The breathtaking Atlantic Ocean and beaches are just minutes away!

Shops, museums, theatres, and historical architecture abounds.

*Additional information forthcoming*

**2008 National Evaluation Institute • October 9-11, 2008  
Hilton Wilmington Riverside**

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

The Comprehensive registration fee includes: one evening reception, two breakfasts, one lunch, workshop materials, and also includes an individual CREATE membership for 2008-2009.

Continuing education Units will be offered for a small fee. Please check if you are interested.

Comprehensive Registration . . . . . \$225 . . . . . \$250  
 After (8/1/08)

Wilmington Area Professional and Graduate Students . . . . . \$125 . . . . . \$150

Guest Rate\* . . . . . \$25 . . . . . \$35

(\*The guest rate is for the NEI participants' guests to attend the reception and meals)

**Cancellation/Refund Policy:** A 75 % refund will be made for cancellations received before August 1, 2008. A 50 % refund will be made for any cancellation between August 1 and August 30. No refunds will be made after August 30, 2008. Substitutions may be made at any time.

**CREATE Membership Fee Only**

**Individual**

**Institutional**

**Student (Must show ID)**

1 Year — \$ 60

1 Year—\$175 (Up to Four Individuals)

1 Year—\$45

3 Years — \$150

3 Years—\$450 (Up to Four Individuals)

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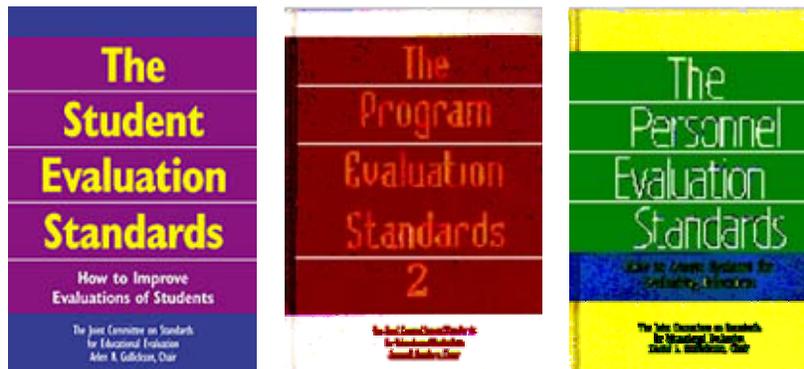
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**National Evaluation Institute**



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