



Consortium for Research on
Educational Accountability and Teacher Evaluation

www.createconference.org

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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.

Message from the President

Dr. Marguerita DeSander
The George Washington University

The conclusion of the 2011 NEI held on the historic grounds of the University of Mississippi, in Oxford, Mississippi, provided an opportunity to reflect on the impact of the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) over time. Although we are a relatively small organization in terms of our membership numbers, CREATE is a *giant* relative to the quality of our membership and the acclaim of the researchers in the field of education who associate with our organization.

The 2011 NEI was one of the finest conferences to date – bringing together a host of cutting-edge researchers and scholars with practitioners of exceptional caliber who are committed to CREATE's mission of improved student learning, development, and achievement in PK-12 schools, institutes of higher education, and other educational settings. From the keynote addresses to invited presentations, along with breakout sessions and round table discussions, the 2011 NEI provided exceptional learning and networking opportunities.

This year's Millman Award winner, Rick Stiggins, spoke in frank and compelling terms about redefining assessment for a new school mission. Dr. Stiggins challenged participants to create a culture of confidence in learning and assessment and reminded us of our responsibility as researchers and practitioners to continue to define and refine best practices and the appropriate use of data.

William Sanders, the leading national authority and scholar on value-added assessment and student performance growth modeling engaged in a dialogue with us about the history of value-added assessment, lessons learned and the future of performance growth models. Dr. Sanders cautioned us about the use and potential for misuse of value-added models that are simplistic and not thoroughly researched for validity and reliability.

Thomas Guskey, Professor and researcher at the University of Kentucky, provided us with alternative ways for thinking about and using traditional grading systems for assessing student performance. Dr. Guskey suggested that we become *unreasonable* in our approach for assessing student growth and performance and focus on formative evaluation and mastery.

As we look toward the 2012 NEI in Washington, DC next fall, we are proud to be partnering with The George Washington University Graduate School of Education and Human Development. Our theme for the 2012 NEI is **“Educational Accountability and Teacher Evaluation: REAL Problems, PRACTICAL Solutions.”** As an organization, we identified this theme to underscore the importance of keeping our focus on the challenges presented through the reauthorization of Elementary and Secondary Education Act (ESEA) and the shift to national standards for accountability and assessment. Although we recognize that politics do influence and shape policy, our role as researchers, scholars and practitioners is to influence and inform the policy makers to develop policies that embrace sound research and best practice.

Finally, let me take this opportunity to encourage you to attend the 2012 NEI in Washington, DC. If you are already a member of CREATE – I look forward to reconnecting with you at the 2012 NEI in our nation's capitol. If you are not already a member, I invite you to become a part of the CREATE family. As a member of the consortium for over 15 years, I can attest to the professional and personal collaboration, networking opportunities, and lifelong friends I have gained from my association with CREATE. Please visit our website, www.createconference.org, for information regarding the 2012 NEI in Washington, DC.

Sincerely,

Marguerita K. DeSander
President, CREATE

2012 NEI
October 4-6, 2012
The George Washington University

The Unfulfilled Potential of Action Research: Improving Teaching from Inside-Out Marco Muñoz, Ed.D. – Jefferson County Public Schools

There is something common to all classroom teachers regardless of the student population served, the subject area, the school level, or even the state where they teach. Teachers are constantly challenged with a variety of classroom-based learning issues, also known as *problems of practice*. In the particular subject area of reading and mathematics, the most current problem of practice for teachers is obviously the following: How can I get ALL my students to better learn the content associated with the new Common Core (national curriculum) in reading and mathematics?

Classroom action research is a possible avenue for the types of questions associated with better student learning by means of improving teaching. Classroom action research can be a powerful tool for continuously improving teaching-and-learning. The classroom action research process (a) starts by finding a student learning problem or problem of practice, (b) continues by finding a research-based solution, and (c) concludes by testing the solution and by analyzing its impact on student learning. In other words, action research becomes a tool for problem-solving in classrooms (and schools, if this is the unit of analysis) when school leaders support teacher-leaders to experiment research-based solutions.

According to my experience as a facilitator of classroom action research, as a teacher-preparation instructor and as an in-service professional development provider, the overarching goals in this singular kind of research is to provide guidance on how to go about *systematically* using collaborative action research as a strategy to (a) identify classroom problems of practice, (b) finding possible solutions to solve the problem of practice, (c) testing research-based classroom solutions to improve teaching-and-learning, and (d) sharing their results with professional learning communities. Succinctly, any action research effort might want to have as a major goal to develop reflective, evidence-based, collaborative teacher-researchers. In this sense, this is about using classroom action research as a tool for positive change and improvement by moving from an understanding of a student learning problem to the design, implementation, analyses, and reporting of an effective, classroom-based instructional improvement plan.

Teaching Framework as Organizing Tool

Regardless of the avenue, either pre-service (teacher preparation) or in-service (professional development), teachers can be organized in teams to plan and conduct a collaborative action research project focusing on (a) planning for instruction, (b) classroom management and

organization, (c) implementing instruction, and (d) monitoring student progress as identified by James Stronge in his highly praised book *Qualities of Effective Teachers* (2007). Another useful framework can be Robert Marzano's *The Art and Science of Teaching* (2007) since it allows focusing on nine key instructional design questions. Regardless of what author you decide to go with, a teaching framework helps guide the identification of research-based instructional strategies that will help face teaching-learning challenges.

After a clear theoretical framework about "good" teaching, an essential component is to build their (a) action research and (b) assessment literacy. This can be accomplished by using a combination of teacher-friendly action research and assessment textbooks, *before* (a) identifying, (b) collecting, and (c) analyzing data as a community of practice. This is the reason why I would recommend a two-semester approach to this kind of courses: teachers will be more receptive to learning in the summer and applying in the fall.

Action Research Process

Prospective and active teachers enjoy the process of **identifying research questions**, particularly if it relates to their own classroom situation and if they think that it will make a difference in student learning. **Reviewing the literature** can be time-consuming work (an excellent and easy-access source is the *Educational Resources Information Center*, ERIC), particularly in the context of the time constrains that teachers face on a regular basis. The literature review helps them fine-tune the process of identifying the instructional or managerial strategy that they will pilot in their own classrooms.

In terms of **data collection**, it can be both quantitative (e.g., test scores, grades, surveys) and qualitative (e.g., individual or focus group interviews, document analysis), having in mind that there are short- and long-term data that can be used depending on the scope of the research. The principle here is to start with data that teachers already collect on a regular basis. Otherwise, data collection can become a major burden for teacher researchers. In general, collecting different types of data helps to see whether results point toward a pattern; these data triangulation provides a measure of validity and consistency. Some technical support might need to be provided to ensure validity and reliability of measures.

(Continued on next page.)

**The Unfulfilled Potential of Action Research:
Improving Teaching from Inside-Out**
(Continued from previous page.)

The major challenge becomes to **analyze data** with intermediate to advanced statistical techniques. However, there is not always a need to use sophisticated statistical analyses. The principle here is to start with descriptive statistics and qualitative-based thematic analyses. For example, a simple grouping of comments by major themes or a table of average test scores will reveal any major patterns in the data. If possible, the next step is to move to comparative analyses guided by the following question: Did the teaching or managerial strategy result in better student performance at post-test as compared to their pre-test (i.e., pre- and post-test design) or to another comparable group of students (i.e., pre- and post-test design with comparison group)? Given the ethical concerns of removing services to comparison groups, the *switching replication design* might be the workhorse design for classroom action research. From a practical perspective, statistical tests can be conducted using the regularly accessible Microsoft EXCEL.

Conclusion

Classroom action research can improve teaching-and-learning: it is a *dynamic integration of teaching, assessment, and research* that provides a solid basis for instructional decision-making. More importantly, it might also be a tool for renewing excitement in teaching. Learning the methods of conducting classroom action research can provide a professional challenge that might result in collegial discussions around evidence-based teaching. The benefit of action research is that it provides a framework for a systematic inquiry of teachers' own practice. If the benefits outweigh the burden, this process will work.

Teachers are in the best position to conduct research in their own classrooms because they continually ask questions about their teaching-and-learning processes and seek answers to instructional issues through the use of various forms of evidence (e.g., assessment for learning and assessment of learning). The overarching goal for facilitators of classroom action research has to be clearly focused on supporting teachers to learn how to make sense of data. This, in turn, will help teachers evaluate whether the instructional or managerial changes put in place have made a difference for improving student learning in their own classrooms. Given this need for teachers to continuously improve their teaching by first understanding their own classrooms, it is distressing to realize that *most* research in classrooms is still conducted by researchers outside the practitioner world. We need to support a Copernican revolution.

**2012 National Evaluation Institute
Sponsored by
The George Washington University,
Washington DC**

The George Washington University was created in 1821 through an Act of the Congress, fulfilling George Washington's vision of an institution in the nation's capital dedicated to educating and preparing future leaders.

Today, GW is the largest institution of higher education in the District of Columbia. They have more than 20,000 students—from all 50 states, the District and more than 130 countries—studying a rich range of disciplines: from forensic science and creative writing to international affairs and computer engineering, as well as medicine, public health, the law and public policy.

GW comprises three campuses—Foggy Bottom and Mount Vernon in Washington, D.C., and the GW Virginia Science and Technology Campus in Ashburn, Va.—as well as several graduate education centers in the metropolitan area and Hampton Roads, Va.

Whatever the reason for your visit to GW, you'll never run out of things to do. At the edges of the Foggy Bottom Campus, you'll find the White House, the Department of State, the Kennedy Center for Performing Arts and a number of other cultural, government and entertainment venues.

After the conference, plan on staying some extra time and visiting the many museums, monuments, and memorials. You can spend time exploring the historic Foggy Bottom or Mount Vernon/Foxhall neighborhoods. Washington's most popular attractions are just a walk or a Metro ride away from the campus.

We're very delighted to have secured the conference lodging at **The George Washington Inn and One Washington Circle**. Both these wonderful hotels are right in the heart of the nation's Capitol!

We're thrilled to host the **2012 National Evaluation Institute October 4-6, 2012**, and invite you to visit and enjoy both The George Washington University and Washington, DC. If you've been here before, "welcome back", if this is your first trip, don't let it be your last!

Classroom Assessment Standards (formerly known as Student Evaluation Standards)

Student Evaluation Standards Task Force Members: Patty McDivitt/Don Klinger (Co-Chairs), Barbara Howard, Marco Muñoz, Todd Rogers, and Caroline Wylie

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. That is the reason why our organization is highly involved with Standards that support accomplishing the goal of improving student learning.

At the recent 2011 National Evaluation Institute (hosted by the University of Mississippi), our CREATE membership received an update from representatives of the Standards Revision Task Force Members (Patty McDivitt, Don Klinger, Barbara Howard) indicating that the Joint Committee on Standards for Educational Evaluation (JCSEE) is continuing the revision process of the *Classroom Assessment Standards*, a revision of the 2003 *Student Evaluation Standards*. For purposes of the new *Standards*, assessment is defined as the strategies and techniques that a classroom teacher might use to collect information from students about their progress toward attaining the knowledge, skills, attitudes, or behaviors to be learned. The new *Standards* are organized into four critical domains: Student-Centered Principles, Assessment Process, Accuracy and Fairness, and Communication. This will look different from the first edition, but this is definitely more aligned with assessment processes centered on students.

End-of-year accountability assessments and benchmark assessments play an important role, but there is no research evidence as the one we know exists on classroom assessment for learning. No question that classroom assessment is the most important assessment if we want to impact student learning. That is one of the main reasons why, at the 2011 National Evaluation Institute, CREATE honored Rick Stiggins with the Millman Award. Dr. Stiggins is a renowned author on increasing the much needed quality of classroom-based assessments, turning the learners into assessors of their own learning, rethinking feedback strategies to include more descriptive (non-graded) strategies, and improving assessment literacy for teachers and administrators in general. The CREATE audience

was glad to see the alignment between Dr. Stiggins' work and what is being proposed by the Standards Revision Task Force in the forthcoming new version of the formerly known Student Evaluation Standards.

While discussing the third draft of the now called *Classroom Assessment Standards*, the Task Force representatives did a wonderful job presenting the main elements of the forthcoming edition of the standards. It was clear for the audience of CREATE that if assessment is used the right way, it can be a powerful tool for teachers to ensure universal student mastery of core standards. In fact, the new *Standards* recognize that students are 'the' key decision-makers in the assessment process so we need to get them involved. Classroom assessment practices that inform instruction will be invaluable as teachers work to implement new common core academic standards meant to prepare all students for college/careers. Let's get ready to use the forthcoming *Standards* to produce classroom assessment that is characterized by (a) accurate interpretations of students' performances, (b) use assessment to foster student learning, and (c) adjust instruction by teachers or learning tactics by students. The *Classroom Assessment Standards* are intended to be published in 2013.

*For seeing Draft 3 of the *Classroom Assessment Standards* and for providing feedback, please see:

<http://www.jcsee.org/standards-development>

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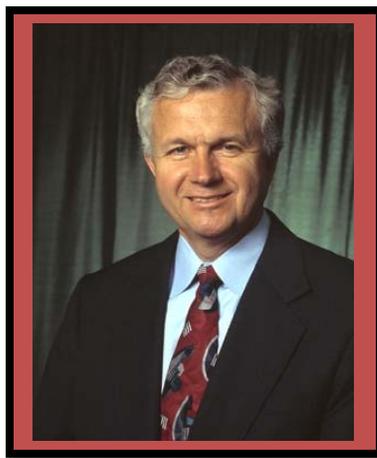
**Submit your research for publication
in the
CREATE Newsletter!**

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 marita.white@jefferson.kyschools.us

Announcing The 2012 Jason Millman Award Winner

James H. Stronge, Ph.D.



Congratulations!

James H. Stronge is the Heritage Professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary, Williamsburg, Virginia. His research interests include policy and practice related to teacher quality, and teacher and administrator evaluation. He has worked with numerous school districts and other educational organizations to design and implement evaluation systems for teachers, administrators, and support personnel. His work on effective teachers focuses on how to identify effective teachers and how to enhance teacher effectiveness.

Dr. Stronge has presented his research at conferences such as American Educational Research Association and Association for Supervision and Curriculum Development, conducted workshops for national and state organizations, and worked with local school districts. He has been a teacher, counselor, and district-level administrator. His doctorate is in the area of educational administration and planning from the University of Alabama.

WHY TEACHERS MATTER MOST: THE IMPACT OF TEACHERS ON STUDENT ACHIEVEMENT

James H. Stronge, College of William & Mary

Do teachers matter? Absolutely – and a great deal. In fact, among the factors within our control as educators, teachers offer the greatest opportunity for improving the quality of life of our students. As noted in *How the World's Best-Performing School Systems Come Out on Top*, an international study comparing data from the United Nations' Programme for International Student Assessment (PISA), "The quality of an education system cannot exceed the quality of its teachers" (Barber & Mourshed, 2007, p. iii).

If we want to improve the quality of our schools and positively affect the lives of our students, then we must change the quality of our teaching. And this is our best hope to systematically and dramatically improve education. We can reform the curriculum but, ultimately, it is teachers who implement it; we can provide professional development on new instructional strategies but, ultimately, it is teachers who deploy them; we can focus on data analysis of student performance but, ultimately, it is teachers who produce the results we are analyzing.

What Is the Evidence that Teachers Matter to Student Achievement?

Consider the following findings:

- *Teacher effectiveness is the dominant factor influencing student academic growth* (Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997).
- A post hoc analysis of achievement test gains indicated that the gains made by students taught by exemplary teachers outpaced expected levels of growth (Allington & Johnston, 2000).
- Value-added estimates of teacher quality are not correlated to student initial test scores. This means an effective teacher performs well among both low- and high-ability students, while an ineffective teacher is ineffective with both types of students (Aaronson, Barrow, & Sander, 2007).

These sobering findings are derived from assessments of the teacher's measurable impact on student achievement using value-added methodologies. William Sanders pioneered a widely-used statistical approach, initially referred to as the Tennessee Value-Added Assessment System (TVAAS), for determining the effectiveness of school systems, schools, and teachers based on student academic growth over time. An integral part of TVAAS is a massive, longitudinally merged database linking student outcomes to the schools and systems in which they are enrolled, and to the teachers to whom they are assigned and from grade to grade. Research conducted using data from the TVAAS database has shown that ethnicity, socioeconomic level, class size, and classroom heterogeneity are poor predictors of student academic growth. Rather, the effectiveness of the teacher *is* the major determinant of student academic progress (Wright, Horn, & Sanders, 1997). In fact, "the available evidence suggests that the main driver of the variation in student learning at school is the quality of the teachers... Studies that take into account all of the available evidence of teacher effectiveness suggest that students placed with high-performing teachers will progress three times as fast as those placed with low-performing teachers (Barber & Mourshed, 2007, p. 12). Consider the outcomes of teacher effectiveness on student achievement drawn from a sampling of studies presented in Table 1 below.

(Continued on next page.)

Table 1. Summary Findings of Teacher Effects on Student Achievement from Selected Studies

Study	Key Findings
Sanders and Rivers, (1996); Wright, Horn, and Sanders (1997)	Students of different ethnic groups respond equivalently within the same level of teacher effectiveness. Classroom context variables of heterogeneity among students have relatively little influence on academic gain.
Hanushek, Kain, and Rivkin (1998)	Lower bound estimates suggest that variations in teacher quality account for at least 7 ½ percent of the total variation in measured achievement gains, and there are reasons to believe that the true percentage is considerably larger.
Mendro, Jordan, Gomez, Anderson, and Bembry (1998)	The research findings in these studies on teacher effectiveness found not only that teachers have large effects on student achievement, but also the measures of effectiveness are stable over time.
Allington and Johnston (2000)	The exemplary teachers produced the kinds of student literacy achievement that is beyond even the most sophisticated standardized tests. This means the student achievement growth (either intellectual or social development) and the conception of exemplary teaching cannot be fully captured by standardized test scores.
Nye, Konstantopoulos, and Hedges (2004)	The variance of teacher effects in mathematics is much larger than that in reading. This finding may be because math is mostly learned in school and, therefore, may be more directly influenced by teachers. Also, this finding might be due to variation in how well teachers teach mathematics.
Rockoff (2004)	Drawing from a data set of approximately 10,000 students, the researcher found that a one-standard-deviation increase in teacher quality raises student test scores by approximately 0.1 standard deviations in reading and math on nationally standardized distributions of achievement.
Rivkin, Hanushek, and Kain (2005)	One standard deviation increase in average teacher quality for a grade raises average student achievement in the grade by at least 0.11 standard deviation of the total test score distribution in math and 0.09 standard deviations in reading.
Aaronson, Barrow, and Sander (2007)	Estimates of teacher effects are relatively stable over time, reasonably impervious to a variety of conditioning variables, and do not appear to be driven by classroom sorting (i.e., student/teacher assignment) or selective use of test scores.
Stronge, Ward, Tucker, and Hindman (2008)	Teacher effectiveness scores indicated a wide dispersion of teacher effectiveness. Teachers who were highly effective in producing higher-than-expected student achievement gains (top quartile) in one end-of-course content test (reading, math, science, social studies) tended to produce top quartile residual gain scores in all four content areas. Teachers who were ineffective (bottom quartile) in one content area tended to be ineffective in all four content areas.

Where Do Student Achievement Differences Occur – at the School or Teacher Level?

There are large differences among schools in their impact on student achievement. “School quality is an important determinant of academic performance and an important tool for raising the achievement of low income students” (Hanushek, Kain, & Rivkin, 1998, p.31). In fact, the between school variance accounts for 3.3% and 5.5% of the variance in reading and math achievement respectively. However, the within-school-between-grade variance accounts for 8.9% and 15.3% of variance in reading and math achievement – approximately three times as great as the differences noted between schools.

In practical terms this means there is more variability in teacher quality within classrooms than across schools. It also suggests that “while schools have powerful effects on student achievement differences, these effects appear to derive most importantly from variations in teacher quality” (Hanushek, et al., 1998, p. 1). In other words, teacher effectiveness dominates school quality differences and is a significant source of student achievement variations.

Interestingly, “resource differences explain at most a small part of the difference in school quality, raising serious doubts that additional expenditures would substantially raise achievement under the current institutional structure” (Hanushek, Kain, & Rivkin, 1998, p.31). Rather than the overall school organization, leadership, or even financial conditions, teacher effectiveness is the most significant school-based source of achievement variations. Thus, there is a much greater opportunity to improve student performance by focusing on teacher quality and teacher performance than any other school-related means.

Variance due to differences among teachers is substantial in comparison to the variance between schools. Much of the teacher quality variation exists *within* rather than *between* schools (Rivkin, Hanushek, & Kain, 2005). In a study involving random assignment of students to teachers, in reading the between-teacher variance component is over twice as large as between-school variance component at grade 2 and over three times as large at grade 3. This suggests that naturally occurring teacher effects are typically larger than naturally occurring school effect (Nye, Konstantopoulos, & Hedges, 2004).

Palardy and Rumberger (2008) further pointed out that when we separate teacher effects from school effects, the effect size estimates for the teacher are substantial. The reason is that between-school variance can be attributed to the heterogeneity of teacher effectiveness across schools. The research usually assumed that the source of between-school effects on student achievement to be principal leadership, school climate, and other non-teacher factors. But the reality is that teachers are not randomly assigned to schools. The cream of the teacher population is usually attracted to schools with higher pay and better working conditions. Thus, the difference in the mean effectiveness of teachers across schools also contributes to the between-school variance.

Another interesting finding is that the variation in student SES cannot explain the variance of teacher effectiveness within schools (Nye, Konstantopoulos, & Hedges, 2004). This means an effective teacher is effective with all students, regardless of their SES background, while an ineffective teacher is ineffective with all students. Given these findings regarding the powerful impact of teacher effectiveness, and since teacher effects are found to be larger than school effects, educational policies focusing on teacher effects on student achievement will be more promising than policies focusing on school effects (Nye, Konstantopoulos, & Hedges, 2004).

A Case Study of Teacher Impact on Student Achievement

In a study of three school districts from a state in the Southeastern United States, a group of colleagues and I assessed teacher effectiveness in terms of student learning gains (Stronge, Ward, Tucker, & Grant, In review). We defined effective teachers as those teachers whose students made gains in the top quartile on reading and mathematics standardized achievement tests and less effective teachers were defined as those teachers whose students made gains in the bottom quartile. The measures of student achievement were the math and reading scores from the selected state’s end-of-grade tests. We estimated the growth for all students included in the sample using a regression-based methodology, hierarchical linear model (HLM), in order to predict the expected achievement level for each individual child.

Following the analysis of the approximately 4600 students’ predicted and actual test scores on math, estimates of teacher impact on achievement (referred to as Teacher Achievement Indices - TAI) were calculated by averaging all student gain scores for the 307 teachers included in the study. After controlling for variables such as class size, prior student achievement and a host of individual student variables (e.g., gender, ethnicity, socio-economic level, English Second Language learners), the students’ gain scores (difference between predicted and actual achievement levels) were calculated. Then the students were traced back to the teachers responsible for teaching them math, and gain scores were aggregated at the teacher level – producing a TAI. Finally, the TAI values were standardized on a T-scale (Mean = 50, SD = 10) for ease of interpretation.

(Continued on next page.)

The amount of variability in teacher effectiveness means that the quality of the teacher that a student happens to be assigned to will play an extraordinary role in the student's academic success, at least during the time she or he is under the teacher's tutelage, and, in fact, well beyond the year in the given teacher's classroom.

Conclusion

So, do teachers matter? In terms of impact on students as well as impact on school improvement, yes, teachers matter. In fact, if we attempt to reform education without focusing on the classroom, the effort likely will be superfluous at best. As Hattie noted:

Interventions at the structural, home, policy, or school level is like searching for your wallet which you lost in the bushes, under the lamppost because that is where there is light. The answer lies elsewhere – it lies in the person who gently closes the classroom door and performs the teaching act – the person who puts into place the end effects of so many policies, who interprets these policies, and who is alone with students during their 15,000 hours of schooling. (2003, pp. 2-3)

Reform occurs one classroom at a time. When teachers get better, schools get better. Indeed, there is no other formula for school improvement. Why? Because teachers matter most.

CREATE

(CONSORTIUM FOR RESEARCH ON EDUCATIONAL ACCOUNTABILITY AND TEACHER EVALUATION)

MISSION

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.

MEMBERSHIP

Membership is open to any individual or agency interested in educational evaluation, research, and practice.

CREATE is a sponsoring organization of the Joint Committee on Standards for Educational Evaluation

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October 4-6, 2012

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Washington, DC

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