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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



November, 2012

Dear Friend of CREATE,

As president of the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE), I bring you greetings. CREATE is an organization that emerged from a federally-funded center on teacher evaluation nearly 20 years ago at Western Michigan University. As educational evaluators, researchers and practitioners we have remained focused on the vision of CREATE which is to improve student learning, development, and achievement in PK-12 schools, institutes of higher education, and other educational settings.

Highlights of our organization include the annual awarding of the Jason Millman Award. This award was established to recognize prominent scholars whose work is in the field of educational evaluation and assessment and who have contributed greatly to the field. We also sponsor a yearly National Evaluation Institute where professors, researchers, evaluators, and PK-12 educators have the opportunity to present and disseminate their work in the areas of evaluation and assessment. We are closely connected to the Joint Committee on Standards for Educational Evaluation (JCSEE). JCSEE over that past 25 years has developed, published and revised the program evaluation standards, personnel evaluation standards, and student assessment standards. In addition we write and disseminate scholarly articles on the topics of evaluation and assessment and disseminate a quarterly newsletter.

This is an exciting time for CREATE. We are in the process of restructuring and growing our organization. Planning is underway for our annual National Evaluation Institute that will take place in Atlanta at the W Hotel Midtown from October 10-12, 2013. Our theme is *A Summit on the State of School Effectiveness: Improvement through Evaluation*. Proposal submittal will open on our CREATE website ([www.createconference.org](http://www.createconference.org)) in early January 2013. We encourage you to present and attend this outstanding conference. In addition, collaborative talks are underway with the American Evaluation Association and CREATE to join together on several scholarly activities.

CREATE extends you a warm welcome. Please feel free to contact me ([paula.egelson@sreb.org](mailto:paula.egelson@sreb.org)) at any time to share your CREATE ideas and questions.

Sincerely,

Paula E. Egelson, Ed.D.

President, CREATE

# 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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**Announcing  
The 2013  
Jason Millman Award Winner**

***Karin Chenoweth***



**Congratulations!**

Senior writer for The Education Trust, Karin Chenoweth is co-author of *Getting it Done: Leading Academic Success in Unexpected Schools* (Harvard Education Press, 2011), which explores what leaders of successful K-12 public schools have done to promote and sustain student achievement, particularly among low-income students and students of color. Her earlier work for Harvard Education Press includes *How It's Being Done: Urgent Lessons from Unexpected Schools* and *It's Being Done: Academic Success in Unexpected Schools*.

Chenoweth is a long-time reporter and education writer who has written for such publications as *American Educator*, *American Teacher*, and *Education Week*, as well as *The Washington Post*, where she was a columnist on schools and education. Prior to that, she was senior writer and executive editor of *Black Issues In Higher Education* (now *Diverse*).

# CREATE 22<sup>nd</sup> National Evaluation Institute

**Conference Venue**

W Hotel in Midtown Atlanta near Piedmont Park,  
High Museum of Art, & the Atlanta Botanical Gardens



## Atlanta ♦ October 10-12, 2013



**Featured Keynoter**

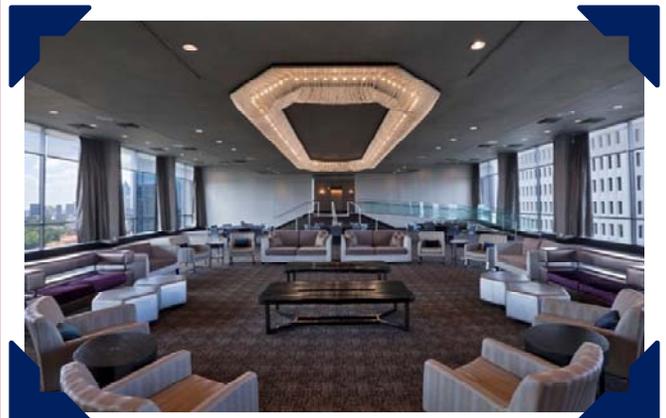
Ellen Goldring, Ph.D.  
Vanderbilt University

***Focus on Teacher  
Evaluation***

**CREATE's CALL FOR  
PROPOSALS  
DEADLINE  
April 15, 2013**

**Notification of Acceptance  
May 30, 2013**

**Confirmation of Presenter  
Attendance  
June 30, 2013**



**For further information contact:**

Dr. Paula Egelson, CREATE President  
[paula.egelson@sreb.org](mailto:paula.egelson@sreb.org)

## KEYNOTE SPEAKERS FOR THE 2013 NATIONAL EVALUATION INSTITUTE



**Dr. Ellen Goldring**

**Ellen B. Goldring** is the Patricia and Rodes Hart Professor of Education Policy and Leadership, and Chair, Department of Leadership, Policy and Organizations, Peabody College at Vanderbilt University. She received her Ph. D from the University of Chicago. At Vanderbilt she won the Alexander Heard Distinguished Professor award. She is a fellow of the American Educational Research Association, and is Vice-President elect of AERA's Division L (Policy and Politics).

Professor Goldring's research interests focus on the intersection of education policy and school improvement with particular emphases on school organization, school choice, and education leadership. She conducts research on developing effective and psychometrically valid and reliable principal evaluation practices and policies with funding from the Wallace Foundation and the Institute of Education Sciences (IES). She is a co-author of the *Vanderbilt Assessment of Leadership in Education* ([www.valed.com](http://www.valed.com)). Professor Goldring's research on school leadership examines leadership practice, and the implementation and effects of professional development, coaching, and performance feedback.



**Dr. James Popham**

**W. JAMES "JIM" POPHAM** is Emeritus Professor in the Graduate School of Education at the University of California, Los Angeles (UCLA). Also a former high school teacher, Popham has dedicated nearly three decades to teacher education. Having taught courses in instructional methods for prospective teachers and graduate courses in evaluation and measurement, he has received several distinguished teaching awards including recognition by *UCLA Today* as one of the university's top 20 professors of the 20<sup>th</sup> century. He also established IOX Assessment Associates in 1968 through which he conducted research and created tests for at least a dozen states.

As the former president of the American Educational Research Association and founding editor of the association's quarterly journal, *Educational Evaluation and Policy Analysis*, Popham also received the Award for Career Contributions to Educational Measurement (2002) from the National Council on Measurement in Education and a Certificate of Recognition (2006) from the National Association of Test Directors. Having written more than 30 books, 200 journal articles, 50 research reports, and 175 papers for presentation, Dr. Popham's more recent publications include: *Unlearned Lessons* (2009), *Classroom Assessment: What Teachers Need to Know*, 6<sup>th</sup> Edition (2011), and *Mastering Assessment* (2012).



**Dr. Andy Baxter**

**Andy Baxter** joined the Southern Regional Education Board in September 2012 as vice president for educator effectiveness. He comes to SREB from Charlotte-Mecklenburg Schools, where he served as director of human capital strategies. In this role, he led the district's work to measure, improve and reward the effectiveness of teachers, with a goal, in his words, of "creating an environment where people can get even better at what they do." Baxter transitioned to this role following a two-year fellowship at CMS as a Strategic Data Fellow through the Center for Education Policy Research at Harvard. In that capacity, he conducted statistical analyses of the district's teaching workforce and advised the district's leaders on policy implications.

He holds bachelor of arts and master of divinity degrees from Duke University and a doctorate in public policy from University North Carolina Charlotte.

***The Classroom Assessment Standards: A Guide to Best Practices on Assessment for  
Teachers and Administrators in Pre-K - 12 Classrooms***  
**Barbara Howard and Marco Muñoz, CREATE JCSEE Task Force Members**

Good news, CREATE members! The Joint Committee on Standards for Educational Evaluation (JCSEE) released the fifth and final draft of the new *Classroom Assessment Standards* following its Annual Meeting in Washington, DC, in September 2012. Not intended to compete with or replace the Standards for Educational and Psychological Testing issued by the American Psychological Association (APA), the new *Classroom Assessment Standards* address summative and formative assessment as conducted by individual classroom teachers as part of daily practice within the scope of the pre-K – 12 classroom. The complete Draft 5 of the *Classroom Assessment Standards* may be accessed through the website for the Joint Committee ([www.jcsee.org](http://www.jcsee.org)).

Proposed users and uses of these standards include: (a) professors teaching foundation for assessment courses in colleges of education; (b) self-assessment and guidance in practice by individual teachers, professional learning communities, and mentors of new teachers; (c) foundation of professional development by district, state and independent consultants; (d) assessment base knowledge and skills for administrators in supervising teacher performance; and, (e) guidance by districts in developing assessment policies such as grading and reporting. The over-arching goal of these standards is increased student learning through continuous improvement of teacher knowledge and skill in the area of assessment as it supports instruction. To this end, teachers, administrators, students and parents/guardians become the primary intended audience for these standards.

### **A High-Quality Setting-Standards Process**

The international Task Force of writers, chaired by Patricia McDivitt of Data Resources Corporation, and Don Klinger, Queens University, worked diligently over four years to develop standards of practice that meet the rigorous process demanded by the American National Standards Institute (ANSI), which regulates the development of standards in various professional fields, not just education. All educational evaluation standards issued by the Joint Committee must meet the ANSI standards. This process includes a thorough review of current literature and writing by Task Force members, including Barbara Howard, Marco Muñoz, Caroline Wylie, and Todd Rogers.

Each draft must be reviewed and revised by both practitioners and experts in the field. The expert reviewers for these standards included Thomas Guskey, James McMillan, and Rick Stiggins. The practitioners included numerous teachers, administrators, and faculties at colleges of education across the United States and Canada. Classroom teachers in elementary, middle and high schools, as the primary users for these standards, conducted field trials to determine the usefulness of these standards for guiding teacher practice. Additional member organizations of the Joint Committee such as the Canadian Society of Evaluators (CSE), the Canadian Society for the Study of Education (CSSE), American Educational Research Association (AERA), and the Council of Chief State School Officers (CCSSO) hosted National Hearings at their past annual conferences. The Task Force worked diligently to incorporate feedback from these sources to develop standards that represent sound assessment.

### **The Standards and the Input from our CREATE Membership**

CREATE, as a member organization of the Joint Committee, has been heavily involved in the development of these standards. CREATE hosted a National Hearing at past National Evaluation Institutes. Numerous CREATE members offered reviews and revisions on the prior four drafts. Some members engaged in conducting the field trials required for validation of the standards. Other members attended sessions on the progress of these standards offered at NEI's over the past four years. This level of commitment by CREATE and its members contributed to a set of standards that will become a valuable resource to classroom teachers across the country in all grades and subject areas regardless of state or district accountability measures. Thanks so much!

As you know as educators, we are in large-scale implementation of the national Standards associated with English Language Arts and Mathematics in the majority of our nation's states. The standards will further support teachers who are adopting the Common Core Standards as they select, develop, and implement classroom assessments to determine student progress in learning these content area standards. For example, if we are increasing the cognitive demand of our national curriculum standards, we need to match this rigorous content with high-quality assessments.

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## Conclusion

The new *Classroom Assessment Standards* represent a significant departure from the *Student Evaluation Standards* issued by the Joint Committee in 2003. The scope of the standards has been narrowed to address the needs of pre-K - 12 classroom teachers rather than including instructors in post-secondary education. The number of standards has been reduced from 28 in the *Student Evaluation Standards* to 17 *Classroom Assessment Standards*. Furthermore, organization of the standards has changed from the traditional evaluation standard attributes of propriety, utility, feasibility, and accuracy to the three domains of foundation, use, and quality. Even the language of the new standards has changed to be less geared toward professional program evaluators to that of classroom teachers.

The final significant change resulted in the presentation of the standards that are more accessible and user-friendly. Rather than publishing a lengthy textbook with one chapter per standard as well as supplementary chapters, the new standards are presented with a brief introduction followed by one-page explanations of each standard. This allows the standards to be easily accessible through professional organizations as well as state, district, and school websites as a downloadable PDF. Please join us in embracing the new *Classroom Assessment Standards* (2013) when attending NEI 2013 in Atlanta!



Consortium for Research on Educational Accountability and Teacher Evaluation

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July 19, 2012

## **Assessing Principal Leadership**

**Andrew Porter**  
**University of Pennsylvania**

With the US Department of Education's Race to the Top competitions for states and districts requiring teacher and principal evaluations and with the Department's granting states NCLB waivers if they agree to, among other things, take on teacher and principal assessment, educator performance assessments are receiving a great deal of attention these days. If these assessments are to be used for high-stakes purposes, such as merit pay and tenure decisions, then their psychometric properties will have to stand up to the scrutiny of litigation. The best guess is that courts will look to the AERA/APA/NCME Standards for education and psychological testing (1999) for guidance on what assessment practices are appropriate and what their psychometric properties must be. Further, the standards recommend that for high-stakes decisions, multiple assessments should be used. Almost certainly, in addition to being based on value added to student achievement, assessment of teacher or principal performance will require at least one other source of information. When it comes to teacher assessment, the most popular instrument appears to be one by Charlotte Danielson, based on an observation scheme. For principal assessment, the most used instrument is the Vanderbilt Assessment of Leadership in Education (VAL-ED).

First, a word of warning: I am the senior author of the VAL-ED and so naturally, I would like to see increasing numbers of states, districts, and schools using the VAL-ED. Having acknowledged that potential conflict of interest, let me go on to say that I am thoroughly convinced that the VAL-ED is the best option available and the only one that satisfies AERA/APA/NCME standards for evidence that it is psychometrically sound, having both reliability and validity. With its focus on instructional leadership, the VAL-ED is based on the research literature identifying principal leadership behaviors that promote improvements to student achievement through transforming schools and instruction. The VAL-ED is a 360 assessment constructed to be aligned with the Interstate School Leaders Licensure Consortium (ISLLC). Each of the two parallel forms of the instrument asks principals to assess their own leadership behaviors. The principal's supervisor and teachers also assess the principal's leadership behavior. Seventy two behaviors are presented and the principal's effectiveness on each behavior is assessed after the respondent first identifies the sources of evidence they have for rating that leadership behavior.

The conceptual framework guiding the identification of the 72 behaviors (144 behaviors across the two parallel forms) is a six by six conceptual framework. Six core components identify characteristics of effective schools: (1) high standards for student learning, (2) rigorous curriculum (content), (3) quality instruction (pedagogy), (4) culture of learning and professional behavior, (5) connections to external communities, and (6) performance accountabilities. Six key processes identify leadership behaviors that school principals can exhibit to bring their school to have the core components: (1) planning, (2) implementing, (3) supporting, (4) advocating, (5) communicating, and (6) monitoring.

Distributed by Discovery Education Assessment ([discoveryeducation.com](http://discoveryeducation.com)), the results of the assessment are reported for a total score aggregated across all three respondent groups, as well as on subscales for each of the six core components and each of the six key processes, both aggregated and disaggregated by respondent group. The metrics of results include mean rating scores, percentile ranks for principals in the nation, and performance standards: distinguished, proficient, basic, and below basic. The instrument is administered via the web and results are available instantly once the responses are in. Approximately 3,000 schools across the country are using the VAL-ED each year with a state adoption in Alabama (and a handful of states appearing on their way to statewide adoption) and adoption by a dozen or so big city school districts (e.g. Hillsborough, FL). The trajectory of use suggests a rapid increase in numbers of states, districts, and schools in the near future.

The VAL-ED is constructed for both formative and summative uses. For formative uses, the results guide professional development learning experiences for school leaders. For summative uses, districts use the results in conjunction with the results of other assessments such as value added to student achievement to make decisions about retention, promotion, and merit pay.

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With a grant from the Wallace Foundation, the VAL-ED was developed and initial investigations of psychometric properties completed (Porter et al, 2010a, 2010b). The instrument has reliabilities above 0.9 at the total score and subscale levels. Validity evidence comes from a variety of sources, including confirmatory factor analysis supporting the construct validity of the instrument against its six by six conceptual framework. The instrument is judged by users to be equally valid across elementary, middle, and high schools.

With US Department of Education funding, five additional psychometric studies are underway with results soon to be published. For example, a known-group study has identified that the VAL-ED accurately discriminates principals placed by their superintendents in the top 20% on effectiveness versus the bottom 20% on effectiveness. The convergent/divergent validity of the instrument has been established in another of the five studies. By the end of the calendar year 2012, results will be available on the extent to which the VAL-ED predicts a school's value added to student achievement.

To this point, most of the attention on assessment of educators has been placed on evaluating teachers, perhaps because teachers are held to be the single most powerful school control variable for explaining differences in value added to student achievement. I predict attention to principal evaluation will surge in the near future. Ever since Brookover's Effective Schools research, high quality principals have been hailed as an essential feature of an effective school. Arguably, principals are after teachers the strongest school control variable for explaining value added to student achievement. Multiple measures should be used for principal evaluation. One will surely be value added to student achievement; the other should be the VAL-ED. See for yourself: [www.valed.com](http://www.valed.com).

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## 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](mailto:marco.munoz@jefferson.kyschools.us)  
or [marita.white@jefferson.kyschools.us](mailto:marita.white@jefferson.kyschools.us)

## Why Schools at All?

John Fischetti

Southeastern Louisiana University

How many K-12 schools or colleges of education have transformed their mission statements to reflect the demands of the current era? How many have adopted curricula and pedagogy that prepare students to be successful in other than the assembly-line model of schooling? Very few. While not to equate public schools and teacher education as a corporate enterprise, it is, for illustrative purposes, instructive to take a peek at how some companies appear to “get it” in terms of responding to the rapid infiltration of technology into nearly every aspect of society. Gellink (2012) lists examples of mission statements from many of the top 2011 technology-based companies, including:

**Google:** Organize the world’s information and make it universally accessible and useful.

**Apple:** Bringing the best personal computing experience to consumers around the world.

**Facebook:** Give the people the power to share and make the world more open and connected.

**Adobe:** To help people express, share, manage, and collaborate on their ideas in imaginative and meaningful new ways.

**Samsung:** Devote our human resources and technology to create superior products and service, thereby contributing to a better global society.

**Netflix:** Revolutionize the way people watch movies. (p. 1)

If our society defines schools as testing centers instead of learning centers where young people go to watch adults work (P. Schlechty, personal conversation, January 2000), then traditional forms of schooling are replaceable. Online technologies allow for the transmittal of information without the need for traditional classroom settings. However, if schools respond to the era we are in by revamping curriculum, instruction, and assessment practices in light of the *collaborative, global, innovation age*, then schools and colleges of education have a critical role in assisting in the preparation and renewal of America’s teachers (Tapscott & Williams, 2006). I use the term “*collaborative, global, innovation age*” as a way to focus us on the purpose of schooling today. Our purpose is to prepare young people to work together to solve problems or to create knowledge that helps improve the human condition. This is in sharp contrast to an assembly-line or information age vision of schooling. With this focus in mind, we can design curriculum so inherently targeted in providing powerful learning experiences that it takes a well-mentored and apprenticed teacher to accomplish this challenge. And it would change assessment to help inform us whether we are preparing young people to be successful working together to solve problems or create knowledge that improves the human condition, rather than assessment of a narrow bandwidth of skills that do not add up to our young people prepared for success in a diverse society and global economy.

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## Measuring Student Growth in the Secondary Sciences

By

Leslie W. Grant, Ph.D. - *The College of William and Mary*

Joanna K. Garner - *Old Dominion University*

Melani Loney - *Virginia Beach City Schools*

In recent years, intense discussion and debate has arisen over how to measure student growth over time. This national conversation emanates from states' needs to implement evaluation systems that include measures of student academic progress in teacher evaluations. Many states have adopted one of two models for measuring growth to include value-added modeling and student growth percentiles (Betebenner, 2009; Ehlert, et al., 2012). However, these models require at least two consecutive years of standardized assessment data and tests that measure incremental knowledge and skills. Therefore, these models can measure growth for students in grades 4 through 8 in reading and mathematics as states instituted yearly testing of these subjects and grades under No Child Left Behind, the reauthorization of ESEA. The need for two or more years of consecutive data means that, for most teachers, value-added and student growth percentile models cannot offer information about student growth simply because standardized assessments are not conducted on a yearly basis or may assess different content from one point in time to the next (Goe & Holdheide, 2011). High school sciences are subject areas for which, in some states, growth models cannot be applied. Therefore, how do we measure student growth in the secondary sciences and do so in a way that is meaningful for teachers to meet student needs? This is the very question that spurred engagement in professional development for secondary sciences teachers.

Collaboration among local universities, a local community college, and an urban school district led to the development of an initiative to focus on incorporating the nature of science into classroom instruction and assessment. As part of this initiative, an interdisciplinary group of high school science teachers are engaged in a process to develop "cornerstone assessments" to be administered at the beginning of the year, at mid-year, and at the end of the year (Wiggins & McTighe, 2007). The purposes of these assessments are to show growth over time, to provide meaningful data to teachers and students about student progress, and to provide teachers with data to use in adjusting instruction. Participants include teacher leaders in earth science, biology, chemistry, and physics from across the school district. The development of the cornerstone assessments includes the following tasks:

1. Analyzing data to determine areas of greatest need across the secondary sciences
2. Developing cross-disciplinary performance standards based on identified areas of need
3. Analyzing the performance standards for content and cognitive level using a science specific cognitive taxonomy (CCSSO/WCER, 2004)
4. Developing a 4-level rubric to be used across the secondary sciences in assessing student learning against performance standards so that growth can be measured over time in each subject area
5. Developing the cornerstone assessments to align with the content and cognitive level in the performance standards
6. Reviewing alignment between items on the cornerstone assessments and expectations conveyed in the rubric

These steps assist in providing evidence for construct and content validity of the assessments by first ensuring alignment between the performance standards developed and the state standards and by ensuring alignment between items on the cornerstone assessments and the performance standards. Furthermore, ensuring that there are a sufficient number of items to sample the performance standards provide evidence for content validity so that appropriate inferences about student learning and growth can be made (Gareis & Grant, 2008; Waugh & Gronlund, 2013). The steps outlined above follow guidelines in creating such assessments. These guidelines include the ability of the cornerstone assessments to: measure growth between three points in time; provide comparability across classrooms as earth science cornerstone assessments are administered in all high school earth science courses across the school district (the same is said for the other secondary sciences), and communicate high expectations for student learning aligned with state standards (Goe & Holdheide, 2011). Prior to implementation district-wide, the cornerstone assessments will be reviewed and revised using psychometric principles of assessment design, including expert evaluation, analysis of alignment to state learning objectives, and item analysis based on pilot testing data.

The goal of this endeavor is to improve student learning through using assessment data to make adjustments to instruction and providing students with feedback on their growth throughout the year. However, in order to meet this goal, teachers must be able to make appropriate inferences about student learning and growth. The professional development initiative contains steps to construct assessments that meet rigorous standards of validity and reliability so that teachers and students can have confidence in assessment results and use the results to improve teaching and learning.

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# ***CREATE*** ***2013 Conference***

***Call for Proposals and  
Conference Registrations  
will be on the website in  
January 2013***

**[www.create-nei.org](http://www.create-nei.org)**

# WHAT TO DO WHILE.....

## IN ATLANTA

[www.georgia.org](http://www.georgia.org)

### Atlanta Botanical Garden

With more than 30 acres of gardens, forest, wildflower trails and the 10,000-square-foot Fuqua Orchid Center, the **Atlanta Botanical Garden** is one of Atlanta's most beautiful attractions. The Canopy Walk, a 40-foot high suspension bridge creating a treetop walking trail, is the garden's latest addition. Visitors will also enjoy the Edible Garden Outdoor Kitchen and soothing sanctuary of the Cascades Garden.

### Atlanta Braves and Turner Field

The **Atlanta Braves** play from April through September at **Turner Field**. The **Braves Museum and Hall of Fame** features more than 600 Braves artifacts and photographs that trace the team's history from its 1871 beginnings in Boston to Atlanta.

### Atlanta History Center

The **Atlanta History Center** features 32 acres of gardens, wildlife trails and woodland areas. The complex includes the Tullie Smith House (1840s) and the fully restored 1928 Swan House mansion. The museum offers exhibitions on the Civil War, African-American heritage and Southern folk art, with a wing dedicated to the 1996 Olympic Games.

### Atlantic Station

Great boutiques, sidewalk cafes and hip restaurants reign at **Atlantic Station**, designed to feel like a city within a city. Free shuttles are available from the Arts Center MARTA Station. The **Millennium Gate** showcases world-class architecture, art and history in an intimate gallery setting.

### Georgia Aquarium

Dive into a one-of-a-kind aquatic experience at the **Georgia Aquarium**, where imaginations go to play. At the world's largest aquarium, you'll discover graceful beluga whales, spectacular whale sharks, playful penguins and aquatic animals from around the globe.

### Imagine It! The Children's Museum of Atlanta

**Imagine It! The Children's Museum of Atlanta** features hands-on exhibits and activities where kids can discover, imagine and explore as they learn how things work in their world. Whether it's building a sand castle, painting on the walls or exploring the latest exhibit, children will discover why it's a smart place to play.

### Margaret Mitchell House

The three-story Tudor Revival mansion in Midtown was the home where author Margaret Mitchell wrote the Pulitzer Prize-winning novel, "*Gone With the Wind*." The house offers tours, a museum and shop, as well as a literature series.

### Martin Luther King Jr. National Historic Site & Sweet Auburn District

The area of **Sweet Auburn** served as the thriving center of Atlanta's black enterprise from the 1890s to the 1940s. At the **Martin Luther King Jr. National Historic Site**, explore his birth home, historic Ebenezer Baptist Church and The King Center, where Dr. King's Nobel Peace Prize is displayed. The tomb of Dr. King and his wife, Coretta Scott King, is also located here.

### Six Flags Over Georgia

**Six Flags** brings you squeals, thrills and spills. This 100-acre amusement park just west of the city features 40 rides – including 11 thrillers – fun family adventures and a bustling for-kids-only section. Purchase The Flash Pass and ride your favorite coasters without waiting in line. The park offers 27 eateries with great dining options for a full meal or quick snack as well as numerous souvenir shops.

### Underground Atlanta

Six city blocks of **Underground Atlanta** have been transformed into a subterranean marketplace offering guided historic tours, more than 100 specialty stores, and Kenny's Alley music and nightlife district. You'll also find street-cart merchants and annual events such as the Peach Drop New Year's Eve Celebration and Heritage Arts Festival.

### World of Coca-Cola

Experience the intriguing **World of Coca-Cola**. The museum features a multi-sensory 4-D theater, a 1880s soda fountain and live-action bottling line, plus an opportunity to sample more than 60 different beverages from around the world.

### Zoo Atlanta

Located in historic Grant Park, **Zoo Atlanta** features more than 200 species of animals from the African plains and Asian forests. Visit the playful pandas, marvelous mammals, and adorable reptiles and amphibians. The Ford African Rain Forest houses gorillas in one of North America's largest captive populations.

**GETTING TO...**

**AND AROUND.....**

**IN ATLANTA**

**Hartsfield-Jackson Atlanta International Airport**

6000 South Terminal Parkway

Atlanta, GA 30320

**Need a shuttle?**

The [Atlanta Airport Shuttle Service](#) (TAASS) is the official Share Ride Shuttle service provider at Hartsfield Jackson International Airport. Serving the Downtown, Midtown and Buckhead areas. We operate from 6 a.m. to 12 midnight. (404) 941-3440 or (877) 799-6282

**How does MARTA work?**

Using MARTA has never been easier with the new [Breeze Card](#). The reusable cards are sold at kiosks in each station. Atlanta's mass transit system, [MARTA](#), provides a convenient one-way ride for \$2.50. **The Peach**, or MARTA Route 110, travels from Lenox Square Mall to the Georgia State Capitol with stops at popular locations.

**Is there a flat rate downtown for taxis?**

Yes. Flat rate to any destination in the convention zone is \$5.00 for the first person, \$1.00 each additional. [Trip Smarter](#) offers a list of Atlanta taxi services and rates.

Downtown will soon host its very own **Atlanta Streetcar**, which will connect the city's most valuable assets like the Georgia Aquarium and Martin Luther King, Jr. National Historic Site.

Use **Georgia 511** to receive [free traffic and travel information](#) 24 hours a day, seven days a week. It provides state route and interstate information, plus estimated Atlanta travel times. Speak to live operators to report incidents or request assistance.



Consortium for Research on Educational Accountability and Teacher Evaluation



## **National Evaluation Institute 2013**

**October 10 – 12, 2013**

**Atlanta, Georgia**

**W Hotel in Midtown Atlanta**

**Near Piedmont Park**