



CREATE Newsletter

CONSORTIUM FOR RESEARCH ON EDUCATIONAL ACCOUNTABILITY AND TEACHER EVALUATION

The mission of CREATE shall be to provide a forum for the presentation, discussion and dissemination of personnel and program evaluation research, policy, and practice in education; provide an international mutual assistance network of personnel engaged in educational evaluation research, policy, and practice; and, provide a professional organization for persons engaged in educational evaluation.

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Message from the President

As we get closer to July 6, I am excited about our annual National Evaluation Institute. This year's Institute is co-planned in collaboration with the Dallas Independent School District. The theme of this conference, *Expanding Research and Promising Practices in Personnel, Program, and Student Evaluation*, recognizes the importance of linking theory to practice.

Thanks to the program committee, you will have a variety of opportunities from which to select, including high quality speakers, great breakout sessions, a wonderful reception, networking opportunities with role group meetings, and our annual business meeting. Our keynoters are nationally known individuals who I believe are leaders in educational evaluation and research. There is time built into the schedule to allow registrants to interact with the keynoters and other participants. Also, there will be opportunities for innumerable informal gatherings. The registration fee includes a reception, two breakfasts and a lunch.

The Institute provides a forum for presenting program, personnel, and student evaluation work to help others conducting similar studies while giving the opportunity to receive warm, professional feedback. This opportunity to network is an area that constantly gets high evaluation marks from registrants.

The city of Dallas is an especially appropriate location for this conference. It is a city with high cultural diversity. The Radisson Hotel Central Dallas is well located and will provide convenient opportunities to connect with new acquaintances, catch up with old friends, relax, and enjoy a meal together. I encourage you to stay the weekend and enjoy some of the city's offerings.

I attend several different meetings of groups each year. Our conference is the one that I consistently get the most out of. I would say that even if I wasn't the president of CREATE. We are getting ready to review and approve presentations for the breakout sessions. If you are interested in sharing your work, I want to encourage you to do so. If you have any other questions please e-mail me (rrodosk1@jefferson.k12.ky.us) or call me @ 502-485-3036.

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

SITE CHOSEN FOR 2006 NATIONAL EVALUATION INSTITUTE

The meeting site for the 2006 National Evaluation Institute will be the **Radisson Hotel Central Dallas in Dallas, Texas**. For your dining pleasure, this hotel offers a full service restaurant in a Bistro type atmosphere, indoor/outdoor pool and Jacuzzi, a fitness center, just to name a few amenities. During your stay you'll be within walking distance to shopping, dining and entertainment. The hotel is adjacent to Mockingbird Station, offering the Dart Light Rail Transportation to downtown, Convention Center and West End Market Place.

For those interested in food and entertainment, Dallas offers several nearby attractions and world class restaurants. The Dallas World Aquarium, Northpark Mall, JFK Memorial, the Majestic Theater, the Nasher Sculpture Center, and Six Flags Over Texas amusement park, to name a few. Dallas is also rich in the arts, theater, and museums as well. Calling Dallas home are several sports teams, including the Texas Rangers. While you won't want to miss any of the conference events, there is much to do in and around Dallas!



Seeking Sponsors for Dallas and Beyond Putting on a conference such as the National Evaluation Institute (NEI) is a monumental task, both in terms of effort and resources. CREATE seeks to ensure that participants and presenters at the NEI have the optimal experience in terms of quality of presentations, key-note speakers, accommodations, services, equipment, meeting rooms, and opportunities for networking and relaxing. Sponsors are key players in providing these opportunities.

If you or your organization would like to participate as a sponsor for The 2006 National Evaluation Institute, or if you are interested in sponsoring a future NEI, please contact Robert J. Rodosky, President, at rodosk1@jefferson.k12.ky.us at your earliest convenience. Your contribution is greatly appreciated.

CREATE
The Evaluation Center
Western Michigan University
4405 Ellsworth Hall
Kalamazoo, MI 49008-5237 USA
(269) 387-5895

To reserve your room, please call:

Radisson Hotel Central Dallas,
1-800-333-3333 or (214) 750-6060, and identify the group as the *National Evaluation Institute*. The deadline to ensure our block and our special rate is June 2, 2006, at 5:00 p.m.

Contributors

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

2006 National Evaluation Institute Keynote Speakers

Sam Stringfield, Ph.D

Sam Stringfield is the Academic Director of the Nystrand Center of Excellence in Education, a Distinguished University Scholar, acting chair of the Educational Counseling Psychology Department, and a Professor in the Departments of Teaching and Learning and Leadership, Foundations, and Human Resource Education at the University of Louisville. He was formerly a Principal Research Scientist at the Johns Hopkins University Center for Social Organization of Schools (CSOS). He is also the founding editor of the *Journal of Education for Students Placed At Risk (JESPAR)*, and a member of the City of Baltimore's New Board of School Commissioners. Stringfield has authored over 100 articles, chapters, and books. His research focuses on designs for improving programs within schools, for improving whole schools, for improving systemic supports for schools serving disadvantaged schools, and international comparisons of school effects.

Veronica G. Thomas, Ph.D.

Veronica G. Thomas is a Professor in the Department of Human Development and Psychoeducational Studies at Howard University and a Senior Research Associate at the University's Capstone Institute. Her interests include culturally and contextually responsive evaluation, the education and socio-emotional development of underrepresented youth, gender roles, and the psychology of women. Dr. Thomas has authored or co-authored scholarship published in outlets such as the *New Directions for Evaluations*, *Adolescence*, *Educational Leadership*, *Review of Research in Education*, *Journal of Negro Education*, *Journal of Black Psychology*, *Family Relations: Journal of Applied Family and Child Studies*, *Journal of Multicultural Counseling and Development*, *International Journal for the Advancement of Counselling (British spelling)*, *Women and Health*, *Sex Roles: A Journal of Research*, and the *Journal of Social Psychology*.



Robert Linn, Ph.D.

The 2006 Millman Award Winner,

CRESTT/University of Colorado, Boulder
Robert L. Linn is retired professor of education at the University of Colorado at Boulder and Co-director of CRESST. Receiving his Ph.D. from the University of Illinois at Urbana-Champaign with a specialization in psychometrics in 1965, Dr. Linn has published over 150 articles dealing with a wide range of theoretical and practical issues in educational measurement. He has served as president of the National Council on Measurement in education, President of the division of Evaluation and Measurement of the American Psychological Association, and Vice president of the American Educational Research Association for the Division of Measurement and Research Methodology. Among the many honors Dr. Linn has received for his contributions to educational measurement are the E. L. Thorndike Award in 1992, the E. F. Lindquist Award in 1993, and the American Educational Research Association (AERA) Award for Distinguished Contributions to Educational Research in 1997. Dr. Linn has participated in the development of Standards; he was chair of the Writing Task Force for Student Evaluation Standards (2003).

C. Jackson Grayson, Jr., Ph.D.

Dr. Grayson has a bachelor's degree from Tulane University, an MBA from the Wharton School of Business at the University of Pennsylvania, and a doctorate in business from the Harvard Business School. His academic career has included professorships at Harvard, Stanford, Tulane, and SMU, and he has taught in business schools in France and Switzerland. He has also been a Dean of two business schools—at Tulane University and at SMU—where he became known for instituting innovations in business education.

During his experience with controls, Dr. Grayson became aware of how important productivity was to the economic well-being of the nation, how American productivity growth had begun to slow, and the rising competition from abroad. He was one of the first people in the nation to sound the alarm about our sagging productivity and competitiveness. After he left Washington, Dr. Grayson returned to the private sector and founded the non-profit American Productivity & Quality Center, APQC in Houston, Texas to alert the nation to the danger and to work on improving American competitiveness.

In 1997, APQC launched an effort to help the education sector to restructure and improve student achievement and system performance, drawing on the methodologies and lessons learned over its twenty year existence.

Randomized Field Trials: Rosy for Rigor but Thorny to Implement

Steve Ross, University of Memphis

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In the previous Newsletter, I have discussed the growing "evidence-based policy" movement in education and its positive effects on increasing the rigor and scientific value of education research. Consonant with these developments, randomized field trials (RFTs) are gaining saliency as the most powerful means of identifying the impacts of educational programs on instruction and learning. Unlike quasi-experiments, which compare pre-existing "treatment" and control groups (e.g., schools that use a new program vs. similar schools that do not), random experiments eliminate "sampling bias" by establishing treatment and control group assignments purely on the basis of chance. Despite this very important advantage, the inherent challenge for RFT researchers is convincing real principals or teachers to change what they do educationally, in the interest of furthering education science, according to the outcome of a "coin flip."

Random assignment can take place at different levels, such as with individual students, classes (teachers) within schools, or schools within a district. In the case of individual students, the key question becomes whether the treatment and control programs (e.g., using textbook vs. computer-based exercises) can be implemented simultaneously without arousing parental objections or disrupting the normal classroom flow. An important precondition is that the control treatment represents reasonable (albeit traditional or routine) instruction that doesn't deprive students of needed interventions that, in the absence of the research, they would otherwise receive.

The situation, unfortunately, can become more problematic with complex interventions that affect the primary instructional programs used in a particular course or throughout a school. An example might be adopting a new math curriculum or integrating laptop computer usage with science instruction. Prospective RFT participants (teachers and principals) may perceive a control-group designation as a "sentence" to a type of "reform purgatory," requiring them to continue using the very strategies that haven't been successful in the past. How can random assignment in these situations be made feasible and palatable?

A creative solution called "paired awards" has been proposed by noted Johns Hopkins University researcher Robert Slavin. A simplified description of this approach is having districts apply for grants by identifying pairs of schools (or teachers within schools) willing to participate in the research. Those randomly selected as controls would continue using their regular programs for one year, but then be eligible to adopt the treatment under reduced costs or other concessions. In this way, everyone stands to benefit by gaining fairly quick access to the treatment. But an underlying assumption here, with which I strongly disagree, is that most treatments can be implemented adequately within the first year to demonstrate their true benefits. In my research experiences, I have frequently seen the opposite occur-what some call the "implementation dip." That is, given new strategies to understand and put into practice, teachers may struggle for a while, with short-term negative effects on teaching and learning. It would seem ironic if increasing RFT usage concomitantly caused the effectiveness of many potentially valuable programs to be systematically underestimated.

As a refinement of the above paired-awards approach, I advocate that the treatment-control comparison last a minimum of two years. As an incentive for participating, all schools (or teachers) in the selection sample would be offered two years of either the treatment or two years of something else that is sufficiently attractive. The latter could be an alternative new program where a comparison study is feasible or resources or professional development in a different area of need, e.g., classroom management, parent involvement, technology resources, or classroom library books. While this approach involves more cost, it buys essential time for educational programs to be tested validly. Knowing more confidently what works should pay dividends many times over the RFT cost.



CALL FOR PROPOSALS

The Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) requests proposals for papers and panels to be presented at the 15th annual National Evaluation Institute (NEI) **from July 6 through 8, 2006**, being held at the **Radisson Hotel Central Dallas** in Dallas, TX.

“Expanding Research and Promising Practices in Personnel, Program and Student Evaluation” is the theme of the Institute.

By offering a supportive and stimulating work space, by providing exposure to a wide range of methodologies, and by disseminating the collective expertise of practitioners and researchers from around the nation, the NEI provides a forum for those who are engaged in the use of evaluation and assessment for the benefit of education. Attendees will come away with new contacts, fresh perspectives, and a renewed heart for the difficult, but increasingly important work of educational evaluation in this era of high-stakes accountability.

The Institute solicits a range of papers that address topics and related questions in complementary strand areas. The purpose of the Institute is to disseminate information about the theory, research, and best practices of evaluation in the areas of educational accountability; program, personnel, and student assessment; educational policy; school and classroom practices; and technology as these areas influence school and program effectiveness, student learning, and staff performance in schools and colleges.

Proposals should follow the outline and instructions provided in our website. Proposals will be judged on potential value to the audience, relevance of the topic to the theme, and overall quality. Proposals must be received before **April 15, 2006**. We prefer that proposals be submitted electronically to **www.createconference.org**. If you do not have Internet access, proposals may be faxed (502-485-6255) or e-mailed to (rrodosk1@jefferson.k12.ky.us) to Dr. Robert J. Rodosky, Jefferson County (KY) Public Schools.

Notifications of acceptance status will be sent in late April. All presenters and their co-presenters who submit proposals must agree to: a) register for the Institute, b) be at the Institute to deliver the paper/presentation, and c) have the presentation description printed in the Institute program. The Institute will provide presenters with an overhead projector, screen, and/or digital projector (for laptop connection).

OPPORTUNITY TO APPLY STANDARDS TO YOUR WORK

If you or your organization is currently involved in the evaluation of *students, personnel* and/or *educational programs*, is your work aligned with the appropriate standards for educational evaluation? The Joint Committee on Standards for Educational Evaluation issue standards to ensure that such evaluations are fair, useful, accurate, and feasible. Applying these standards to your evaluation process can save time, energy, and expense by helping you avoid common pitfalls of evaluation practices. CREATE is offering a unique opportunity for you to bring your evaluation projects (student, personnel or program) to Dallas this summer for a one-day work session. The session will be held from **10:00 AM – 3:00 PM Saturday, July 8, 2006, at the Radisson Hotel Central Dallas in Dallas, Texas**. Three concurrent sessions will be offered:

- 1) **Personnel Evaluation** (evaluation systems for teachers, administrators, non-certified staff, university professors, etc.) facilitated by Dr. Barbara Howard, Chair, Personnel Evaluation Task Force
- 2) **Student Evaluation** (evaluation/assessments of any students k-12 through higher education) facilitated by Dr. Arlen Gullickson, Chair of the Joint Committee on Standards in Educational Evaluation, Director of the Evaluation Center at Western Michigan
- 3) **Program Evaluation** (evaluation of any educational programs at the school, district or state levels) facilitated by Dr. Donald Yarbrough, Chair of the Task Force for Program Evaluation

Cost includes all materials, breaks and lunch:

\$300 per team (recommended) –Teams may be up to five people working on the same project. Each team is limited to participation in one session. One organization may send more than one team with different teams attending different sessions. \$100 for individual participants not associated with a team.

For more information and to register, please visit our website www.createconference.org

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. We will invite a select number of people to submit a full manuscript by June 1, 2006 for publication in a special issue of the journal. Send your synopsis to Marco Muñoz (mmunoz2@jefferson.k12.ky.us) for consideration.

2006 National Evaluation Institute • July 6–8, 2006
The Radisson Hotel Central Dallas
Dallas, Texas

First Name: _____ Last Name: _____
Institution/Affiliation: _____ Title/Position: _____
Mailing Address: _____
City: _____ State: _____ Zip Code: _____
Telephone No.: _____ Fax: _____ E-Mail: _____
Please indicate any special needs (e.g., motor, sensory, or dietary): _____

The Institute registration fee includes one evening reception, two breakfasts, one lunch, workshop materials, and also includes an individual CREATE membership for 2005-06.

(After 6/1/06)

Comprehensive Registration \$225\$250
Dallas Area Professionals and
Graduate Students..... \$125\$150
Guest Rate* \$25\$35
(*The guest rate is for NEI participants' guests to attend
the reception and meals.)

CREATE Membership Fee Only		
Individual	Institutional	Student (Must Show ID)
<input type="checkbox"/> 1 Year—\$60	<input type="checkbox"/> 1 Year—\$175	<input type="checkbox"/> 1 Year—\$45
<input type="checkbox"/> 3 Years—\$150 (Up to Four Individuals)	<input type="checkbox"/> 3 Years—\$450 (Up to Four Individuals)	

Cancellation/Refund Policy: A 75 percent refund will be made for cancellations received before June 1, 2006. A 50 percent refund will be made for any cancellations received between June 1 and June 30. No refunds will be made after June 30, 2006. Substitutions may be made at any time.

Method of Payment

Total Amount Due: \$ _____ (Payment is due with the registration form.)

Please Enclosed is check no. _____ payable to:

CREATE Institute. (Please write registrant's name on check.)

Check one: Enclosed is Institutional Purchase Order No. _____.

Charge to the following credit card:

VISA MasterCard

Card No.: _____ Expiration Date: _____

Signature: _____

(Credit-Card Registrants Only)

Print Cardholder's Name: _____

**Return completed form and fee to:
CREATE Institute, The Evaluation Center
Western Michigan University
Kalamazoo, MI 49008-5237
Telephone: (269) 387-5895;
Fax: (269) 387-5923**

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