



Consortium for Research on
Educational Accountability and Teacher Evaluation

www.createconference.org

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

CREATE

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Message From the President

Barbara B. Howard, Ed.D.
Appalachian State University

The School of Education of the College of William and Mary will co- host with CREATE this year's National Evaluation Institute (NEI) October 7 – 9. There is still time to submit proposals through our website, www.createconference.org. The deadline for proposals has been extended to June 15, 2010. Please consider sharing your work with us – whether in early stages or as a completed project. We welcome a broad array of projects in the areas of student assessment, program evaluation or personnel evaluation.

Just a few of the many highlights of the NEI 2010 include outstanding national speakers like Diane Ravitch, James Popham, Thomas Guskey, and James Stronge among others. Our format includes paper presentation sessions and poster sessions, which have been very popular in the past. The poster sessions offer anyone interested in discussing his/her work opportunities to share in a more relaxed atmosphere. This type of networking and feedback is particularly invaluable to those in the developing stages of a project. Not only should researchers, consultants, higher education, and practitioners consider the advantages of presenting work at the NEI 2010, but it is a wonderful venue for graduate students as well. Many graduate students find the layout of this conference to be a non-threatening professional setting for sharing dissertation or thesis work whether in a full session or poster session.

CREATE is a member organization of the Joint Committee for Standards in Educational Evaluation, which develops and disseminates research on standards in each of the areas of program, personnel and student evaluations. Informational sessions on these standards have become a traditional part of each NEI with a focus on the set of standards currently under revision or recently released. This year's NEI will focus on the recently released third edition of the Program Evaluation Standards and the Student Evaluation Standards, which are beginning their revision process. Major changes (please see the article in this newsletter by our Joint Committee representative, Paula Egelson) are planned for these standards that will place them in the hands of classroom teachers. The co-chairs and members of the Task Force for the revision will present the proposed changes to this set of standards. As a member of CREATE, you will receive a special invitation to participate in the review and development of these critical standards for student assessment.

I invite you to check out our website www.createconference.org for more information concerning the conference, CREATE membership, call for proposals, and registration links. I am looking forward to seeing you in October in Williamsburg!

Joint Committee on Standards for Education Evaluation — An Update

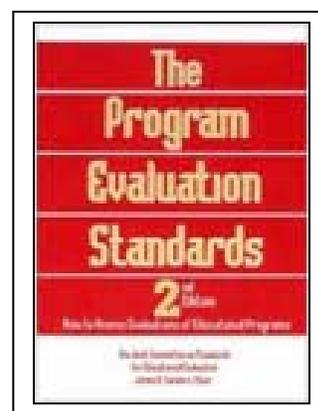
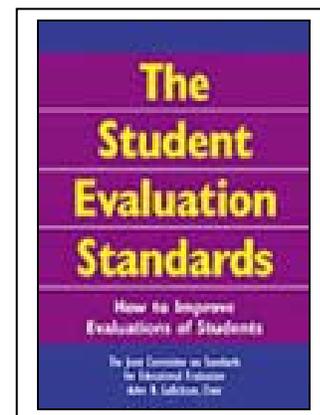
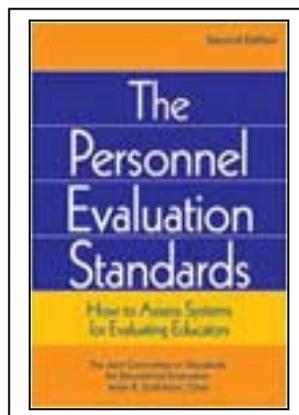
Dr. Paula Egelson
College of Charleston, School of EHHP

CREATE is one of 17 member organizations of the Joint Committee on Standards for Education Evaluation (JCSEE), a subcommittee that originated in 1975 with the American Research Association, the National Council on Measurement in Education, and the American Psychological Association. Paula Egelson represents CREATE on the Joint Committee. The purpose of the committee is to create ethical, feasible, useful, and sound program (1981, revised 1994, revised 2010), personnel (1988, revised 2009), and student standards (2003) for the international education community. JCSEE has been associated with the American National Standards Institute (ANSI) since 1988. Currently there are four attributes associated with each set of standards: propriety, utility, feasibility, and accuracy.

Approximately every ten years each set of standards is revised. The development/revision process is lengthy. It includes documentation of need, selection of a task force, several revision cycles, national review and international reviews, field trials, public hearings, finalization of standards, receiving appeals, validation via an independent panel, ANSI review, response to comments, and standards finalization. The original student evaluation standards were published in 2003 and included 28 standard statements. The student evaluation standards encouraged reflective assessment practices; focused on teachers' assessment practices to meet the needs of students; and included formative concepts. Currently the student evaluation standards are being revised under the leadership of Don Klinger of Queens University and Patty McDivitt representing the American Counseling Association. Other members of the student evaluation standards task force are Todd Rogers from the University of Alberta and Barbara Howard from Appalachian State University

The task force is contemplating some major changes associated with the revision of the student evaluation standards. They include changing the title from student evaluation standards to the student assessment standards, developing two books rather than one, and having the primary audience be teachers. These revisions are being considered because the nature of the curriculum has changed over the years, what is known about learning has changed, and what is understood about assessment has been expanded. The task force believes strongly that this edition must have a wider distribution, link relevant assessment issues to the standards, and highlight the role

of assessment in educational practice. If you are interested in being a part of this student evaluation standards revision work and/or would like to comment on what is being proposed, please contact Paula Egelson at egelsonp@cofc.edu.



Classroom-Based Assessment for Learning Can Motivate Students to Excel

Marco Muñoz, Ed.D.
Jefferson County (KY) Public Schools

Assessment for Learning is about gathering evidence to inform instructional decisions. It places students at the center of the assessment process. Students are the key decision-makers in the assessment process. The emotional dynamics of the assessment process can be a powerful booster of motivation for learning. In this process, we need to “balance” the assessment systems in two ways: (a) formative and summative uses of assessments and (b) the articulation of large-scale, benchmark, and classroom assessments. The best assessment, let’s be clear, is the classroom-based assessment.

In order to work, the classroom-based assessments will require clarity of purpose and technical quality. To yield dependable results, assessments need to meet standards of quality (i.e., design, valid, reliable). The assessment results go beyond providing grades and more into rich descriptions so that students can improve their learning and performance. Students and teachers will use the classroom-based assessment to support learning and verify it. At the classroom level, we need to focus on what comes next in the learning process. In this sense, we need to gather continuous evidence of each student’s current location on the scaffolding leading to each statewide assessment standard. The aggregation of data is not what counts for this particular level of assessment since the focus is on each individual student’s strengths and opportunities for growth. This not about teaching “in the middle,” but really having good use of personalized, differentiated instruction based on assessment results. The classroom-based assessment is about serving students as they decide whether success at learning is within reach for them so that they can approach learning with confidence. It also informs teachers when (a) tracking what comes next in the learning process, (b) thinking how to promote that forthcoming learning, (c) defining what descriptive feedback to provide to students, and (d) clarifying how to judge the progress of students. Seminal research conducted by Black and Wiliam (1998) shows clear gains in student achievement attributable to classroom assessment processes, with the largest gain going to academically at-risk students. The reason is simple: classroom assessment can and do inform learning-related decision-making and can motivate each student as individual.

For teachers developing, administering, and scoring classroom-based assessments, this is not only about technical knowledge. Classroom-based assessment is about (a) translating learning targets in a student-friendly language, (b) relying on self- and peer-assessment, (c) using descriptive feedbacks, (d) crafting learning progressions, (e) providing constant communication, and (f) developing rubrics that show students what success looks like. As experienced educators know, even strong assessment literacy will not succeed if we do not center on the emotional dynamics of the assessment experience for each individual student. Motivation and learning are two sides of the same coin. The important lesson that we have learned from Rick Stiggins and colleagues (Stiggins, Arter, Chappuis, & Chappuis, 2006) is that the student’s emotional reaction to any set of assessment results will determine what student do in response to those outcomes. Without a doubt, students are truly the most important decision-makers in the teaching-and-learning process.

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
or drdavis@olemiss.edu

Mentoring and Retaining our Teachers

Dr. Michele Parker
University of NC at Wilmington
Watson School of Education

There is general consensus that mentoring yields benefits for mentees and mentors (Ehrich, Hansford, & Tennant, 2004). Mentoring experiences to help new educators become more effective and reduce beginning teacher turnover (Ingersoll & Smith, 2004; Kelly, 2004). Yet, it is vital to improve the quality of mentoring. Often there are discrepancies between what mentors should do, mentor-mentee matching criteria, and the frequency of meetings (Wong & Wong, 2008; Huling & Resta, 2007; Cohen, 2005). Once matched, effective mentors target areas that benefit the teacher, such as reviewing curricula, observing lessons, and modeling instruction (Kelley, 2004; Sawchuk, 2008). The level of success novice teachers experience depends on the degree of help and the frequency of supports that are available (Ingersoll & Smith, 2004).

Like beginning teachers in other states, new teachers in North Carolina (NC) are required to participate in a three-year induction period with mentor support. Each beginning teacher is assigned a trained mentor soon after employment. The researcher employed secondary analysis of data from the 2006 Teacher Working Conditions Survey administered at K-12 schools in NC. The survey assesses whether teacher working conditions standards are being met and that teacher's needs are taken into account. The survey contains questions on: Time, Facilities and Resources, Empowerment, Leadership, Professional Development, Mentoring and Demographics. SPSS 16 was used to conduct stepwise regression analyses and an alpha level of .05 was used. Due to space constraints the results are highlighted.

This study involved 8,838 teachers who were mentored during their first 2 years of teaching in NC. Eighty-five percent of the sample was white and 80% was female. To understand the relationship between different aspects of mentoring and teacher attrition, the researcher uses mentor-mentee matching techniques (by content area, grade level, and building), degree of assistance and frequency of various supports to predict teacher's intentions to leave their current school, district, or the profession altogether. Using the mentoring items on the survey the researcher conducted a stepwise regression. The statistically significant predictors for teachers' professional intentions appear in order based on contribution to the total variance, which was only 3%.

- Completing documentation required of new teachers
- Planning during the school day with my mentor
- Classroom management/discipline strategies
- Meeting with my mentor outside of the school day

Since mentoring does not occur in isolation, the researcher also examined mentoring and the other survey domains. This revealed that the leadership items on the survey were the majority of the predictors for teacher's professional intentions. Only one mentoring item was included in the stepwise regression. In total, the following items (in order to inclusion) accounted for 21% of the total variance.

- Atmosphere of trust and respect in school
- School leadership shields teachers from disruptions
- School leadership minimizes routine paperwork
- Overall school leadership is effective
- *Planning during the school day with my mentor*
- Community members can contribute to school success
- Ten or more hours of Professional Development on classroom management techniques
- Teachers receive feedback to help them improve teaching
- Additional support needed to close the achievement gap

Novice teachers who receive mentoring during and outside of school and who discuss class management with their mentors were more likely to stay in the profession. These interactions provide mentees with additional opportunities for growth and reflection. Meeting outside of the school day may lead to more informal conversations about work; help build trust and professional rapport, which can reinforce the mentor-mentee relationship. Overall, leadership appears to be more important than the other survey domains, including mentoring. It is essential that leadership in each school is committed to providing the resources beginning teachers need, including time to plan with their mentor during the school day. The survey items that are highly associated with teacher's intentions all have to do with providing a teacher with the resources he or she needs to be successful. Mentoring programs, mentors, and school administrators can target their resources in hopes of keeping teachers who are dedicated to increasing pupil performance.

References

- Cohen, B. A. (2005). *Enhancing the "learning profession": Improving teacher retention with teacher induction*. Unpublished doctoral dissertation, University of Maryland, College Park.
- Ehrich, L. C., Hansford, B. C., & Tennant, L. (2004). Formal mentoring programs in education and other professions: A review of the literature. *Educational Administration Quarterly*, 40(4), 518-540.
- Huling, L., & Resta, V. (2007). *CREATE Teacher Induction Study (Phase II Report)*. San Marcos, TX: Texas State University.
- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28-40.
- Kelley, L. M. (2004). Why induction matters. *Journal of Teacher Education*, 55(5), 438-448. Retrieved May 26, 2009, from <http://jte.sagepub.com/cgi/content/abstract/55/5/438>
- Sawchuk, S. (2008). Intensive induction shows little impact. *Education Week*, 28(11), 1-3.
- Wong, H., & Wong, R. (2008, September). Academic coaching produces more effective teachers. *Education Digest*, 74(1), 59-64.

Call for Proposals

National Evaluation Institute

*October 7 – 9, 2010
The College of William & Mary
Williamsburg, Virginia*

“Assessment and Evaluation for Learning”

The 2010 National Evaluation Institute (NEI) is the 19th annual conference of CREATE (Consortium for Research on Educational Accountability and Teacher Evaluation). This year’s theme focuses on the critical role that the assessment and evaluation of student learning can and should play in schools and other educational programs. The Program Committee invites presentation proposals from researchers, K-12 practitioners, and advanced graduate students. Presentations of empirical research, action research, program evaluation, and program descriptions are appropriate for the NEI. *Presentations of commercial products/programs are not permitted.*

*Submit your proposal online at
www.createconference.org**

Proposal Deadline:

~~June 1~~

Deadline Extended
to June 15

Notification of Acceptance:

July 15, 2010

Confirmation of Attendance:

August 1, 2010

All presenters must register for the conference.

See the next page for Proposal Guidelines

Proposal Guidelines

The following information must be included in your presentation proposal.

I. PRESENTER / CO-PRESENTER(S)

- Presenter's / Co-Presenter's Name
- Position
- Affiliation
- Mailing Address
- Telephone Number
- E-mail Address

II. PROPOSAL

All proposals are peer reviewed for acceptance. Particular consideration is given to the clarity of ideas conveyed in the written proposal and the relevance of the topic to the conference theme and/or the mission of CREATE.

- Title of Presentation
- Presentation Description (50 word limit) *To be printed in the conference program.*
- Proposal Abstract (500 word limit)
Note: The abstract is the primary source of information for the Program Committee in reviewing proposals.
- Thematic Strand (select one):
 - Student assessment for learning (e.g., classroom-based assessment, teacher practices in assessment)
 - Student assessment & accountability (e.g., benchmark, state, national, & international assessments)
 - Program evaluation
 - Program evaluation (relevant to the assessment of student learning, e.g., impact on learning outcomes)
 - Teacher evaluation
 - Teacher evaluation (relevant to the assessment of student learning, e.g., value-added models)
 - Other: _____
- Methodology/Type of Work Presented (select one):
 - Empirical research (quantitative, qualitative, or mixed design)
 - Action research
 - Program evaluation
 - Program description
 - Other: _____
- Preferred presentation format (select one):
 - 30-minute concurrent session
 - 60-minute concurrent session (limited availability; provide rationale in proposal)
 - Round Table (30-minute)
 - Poster presentation*Note: To accommodate as many presenters as possible, individual presentations may be scheduled for a presentation format other than that indicated on the proposal.*
- If accepted for presentation, do you grant permission for CREATE to submit your paper to ERIC? The submission of paper/presentations to ERIC is intended to disseminate scholarly work but is not considered publication of the research. Presenters retain copyright on their work and may publish subsequently elsewhere. __Yes __No

Registration

National Evaluation Institute
October 7 – 9, 2010
The College of William & Mary*
Williamsburg, Virginia

Register online at
www.createconference.org
 or use this form

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

REGISTRATION OPTIONS	On or before August 1	After August 1	Graduate Student (Include copy of Student ID)
Pre-Conference Workshop with Dr. James Popham – ONLY • Thursday, October 7, 9:00 a.m. – 1:00 p.m. Lunch included. • Does NOT include conference registration.	___ \$200	___ \$225	___ \$100
Conference & CREATE membership ONLY** • Does NOT include Pre-Conference Workshop	___ \$200	___ \$225	___ \$100
CREATE membership ONLY	___ \$60	___ \$60	___ \$50
BEST VALUES			
COMPREHENSIVE PACKAGE: Pre-Conference Workshop, Conference Registration, and CREATE membership**	___ \$300	___ \$325	___ \$150
MULTIPLE PARTICIPANTS Discounted Fee: Comprehensive Package** • 4 or more registrations submitted at once • Complete a separate registration form for each participant and mail all registrations together	___ \$250/person	___ \$275/person	N/A
Guest Rate • Includes attendance at conference reception (Thurs.) and breakfasts (Fri. & Sat.).	___ \$25	___ \$35	N/A

TOTAL AMOUNT DUE: \$ _____ \$ _____ \$ _____

Method of Payment--Payment is due with the registration form.

Enclosed is check no. _____ payable to "CREATE" (Please write registrant's name on memo line.)

Enclosed is Institutional Purchase Order No. _____

Charge to the following credit card: VISA MasterCard

Cardholder's Name (please print): _____

Card No.: _____ Expiration Date: _____

Signature: _____ (Credit-Card Registrants Only)

Cancellation/Refund Policy: A 75 % refund will be made for cancellations received before August 1, 2010. A 50 % refund will be made for any cancellation between August 1 and August 30. No refunds will be made after August 30, 2010. Substitutions may be made at any time.

* **Conference room rate: \$129 single/double.** For reservations, call (757) 229-4020. View the hotel at <http://www.williamsburghoshouse.com/>

** **Conference registration includes** a one-year membership in CREATE, conference reception, two breakfasts, one lunch, & conference materials.

Return Form & Fee To
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***MARK YOUR CALENDARS
AND
SAVE THE DATE!!!***

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Consortium for Research on Educational Accountability and Teacher Evaluation

**National Evaluation Institute
October 2011**

Hosted by:

The University of Mississippi

Additional information forthcoming



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National Evaluation Institute