



# 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 you know from first-hand experiences, we are facing new federal, state, and local challenges at different organizational levels. School districts are dealing with new accountability requirements under the federal and state programs. Universities are required to produce more graduates and attract more funding. Research centers and consultants are asked to conduct more “scientific, research-based designs.” Regardless of your professional affiliation, belonging to the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) is more important than ever.

It has now been 15 years since this professional organization was founded. We take pride on our association with the Joint Committee on Standards and its well-established work: (a) Program Evaluation Standards (i.e., how to assess evaluation of educational programs, projects, and materials), (b) Personnel Evaluation Standards (i.e., how to evaluate educational personnel), and (c) Student Evaluation Standards (i.e., how to evaluate students in educational settings). I think that the Joint Committee work has raised the bar in our profession; however, there still is low quality, pseudo-evaluations. In addition, there is confusion about basic distinctions between research and evaluation.

The guidance from the Standards plus the great network of CREATE members, help me face the challenges of the new federal, state, and local legislation and regulations. I can always get good advice from other colleagues facing similar situations. The variety of settings represented coupled with multiplicity of members’ roles create a powerful network of professional colleagues. Unlike larger organizations like AERA or AEA, we have a true evaluation community of learners. Our common goal is to have an impact on student learning.

I want to share with you that we have a great conference coming up in July 2006 at Dallas, Texas. To continue with our tradition, the National Evaluation Institute will have great speakers. The Millman Award winner for this year will be Bob Linn, an outstanding individual that has helped so much in the field of educational accountability and assessment. Bob Linn was one of the leaders in the original work of the Joint Committee. As we get ready for the XV National Evaluation Institute, I want to encourage you to (a) renew your membership, (b) submit a proposal, and (c) make the reservation at the Hotel at the discounted rate.

As a community of professional educators, we can certainly meet the challenges and ambitious goals that have been set for all of us. We need to accomplish our work with quality. The Standards help us to conduct our vocation with high excellence. Our organization helps us realize that we can carry out our work within an evaluation community.

### *Inside*

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

## FIELD TESTS OF PERSONNEL EVALUATION STANDARDS

The Joint Committee on Standards in Educational Evaluation is conducting field tests this year of the revised Personnel Evaluation Standards. These field tests may be conducted either by an individual or group within an organization. The time involved is flexible to meet your organization's needs. For more information, please visit our website <http://jc.wmich.edu/PersStds2005/>

## SITE CHOSEN FOR 2006 NATIONAL EVALUATION INSTITUTE

It's final! 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!

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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.

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## 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](mailto:rodosk1@jefferson.k12.ky.us) at your earliest convenience. Your contribution is greatly appreciated.

**CREATE**  
**The Evaluation Center**  
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## Contributors

Submit your research for the CREATE Newsletter! Send your work to Sandra Horn ([Sandy.Horn@sas.com](mailto:Sandy.Horn@sas.com)) or Marco Muñoz ([mmunoz2@jefferson.k12.ky.us](mailto: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.

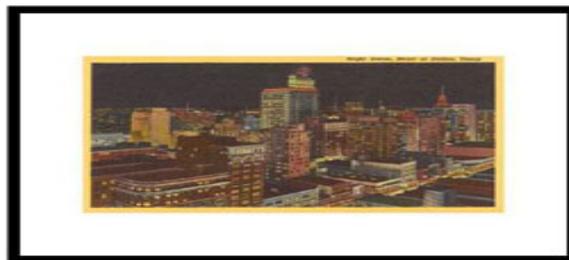
Veronica G. Thomas is a Professor in the Department of Human Development and Psychoeducational Studies at Howard University and a Senior Research Associate at the University's Capstone Institute. Her interests include culturally and contextually responsive evaluation, the education and socio-emotional 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).



## **New Evaluation Challenges of *No Child Left Behind***

**Thomas R. Guskey, University of Kentucky**

The *No Child Left Behind (NCLB)* legislation (U.S. Congress, 2001) placed new demands on educators at all levels. But perhaps no group will be more affected than those responsible for evaluating professional development. The accountability requirements under this new federal program drastically reshape their roles and require them to refocus their perspectives. Two aspects of the *NCLB* legislation have special significance for professional development evaluators. First is its requirement for “scientific, research-based programs.” Second is the strong emphasis on accountability, defined in terms of improvements in student performance.

### **Requirement for Scientific, Research-Based Programs**

Believing that educators have not always made wise decisions regarding the content and format of staff development, the *NCLB* legislation requires that only those strategies and methods “proven effective by the standard of scientifically based research should be included in school reform programs” (U.S. Department of Education, 2002, p. 2). Furthermore, the legislation specifically defines “scientific, research-based programs” as: (1) grounded in theory; (2) evaluated by third parties; (3) published in peer-reviewed journals; (4) sustainable; (5) replicable in schools with diverse settings; and (6) able to demonstrate evidence of effectiveness.

Few of the programs and strategies attracting the attention of school leaders today can meet these stringent criteria. Only a small number are derived from our best professional knowledge and fewer still can offer solid evidence to justify implementation (Guskey, 1996). Most are actually more “opinion-based” than “research-based” (Guskey, 1992). While they may be intuitively appealing and use the most current education lingo, evidence of their effectiveness in improving student learning is often scant or non-existent. This means that evaluators must help school leaders become more skilled at reading research and at using resources such as ERIC, instead of simply surfing the Internet for information on new strategies or innovations. They also should caution decision-makers to be wary of savvy entrepreneurs who are more concerned with what sells to desperate educators than with what works with needy students.

### **Emphasis on Improvements in Student Performance**

The accountability requirements in the *NCLB* legislation focus on the regular assessment of student performance and the evaluation of assessment results in terms of “adequately yearly progress.” In other words, the emphasis is on improvement rather than status. Educators also must “disaggregate” assessment results with regard to poverty,

progress toward “proficiency,” defined in terms of each state’s standards for learning.

For evaluators, this implies that success in professional development no longer will be judged in terms of how many educators participate or how participants regard the experience. Instead, evidence must be gathered to show that those experiences led to specific improvements in student performance. Professional development evaluations therefore must be planned more carefully, include specific student learning goals, and identify up front what evidence will be used to determine if those goals were met.

These new accountability requirements frighten many school leaders who see evaluators as people who come in after everything is done and figure out what benefits, if any, occurred. But good professional development evaluations do not have to be costly, nor do they require sophisticated technical skills. What they require is the ability to ask good questions and a basic understanding about how to find valid answers. Good evaluations provide information that is appropriate, sound, and sufficiently reliable to use in making thoughtful and responsible decisions about professional development processes and effects. Most important, good evaluations are carefully planned. Ninety percent of the decisions affecting the format and conduct of any professional development evaluation are made during the planning stage, before the program or activity begins. If you plan well, evaluation pretty much takes care of itself.

### **Planning Backward**

Planning well requires evaluators to help school leaders first gather and analyze relevant data from assessments of student learning and from school records. Based on these data, they then must prioritize needs and establish the goals they want to achieve. In other words, they must plan “backward.”

Planning backward may seem awkward initially, but it offers two noteworthy advantages. First, clear student learning goals help focus attention on professional development’s ultimate goal: improved student learning outcomes. As such, it prevents distraction by peripheral issues that waste time and energy. Second and perhaps more important, planning backward compels school leaders to consider crucial evaluation questions up front, before any program or activity begins. Instead of thinking of evaluation as something that takes place only when everything is completed, they see evaluation as a focused endeavor that can guide ongoing improvements as well as inform final decision-making.

### **Focusing Evaluation Efforts**

A useful way to facilitate the backward planning process and address the issues most central to any professional development evaluation is to reverse the order of the five evaluation levels outlined in *Evaluating Professional Development* (Guskey, 2000).

(continued)

These levels begin with participants' reactions to the experience (Level 1), consider participants' learning (Level 2), look at organization support and change (Level 3), document participants' use or implementation (Level 4), and finally consider the impact on student learning outcomes (Level 5). They are ordered chronologically, based on how they would proceed in time. When planning professional development experiences and accompanying evaluation activities, however, *that order must be reversed*.

In backward planning, school leaders first consider the student learning outcomes they want to achieve (Level 5). Do they want to improve students' reading comprehension, their skills in problem solving, their sense of confidence in learning situations, their persistence in school, etc.? Then they must determine what instructional practices and policies will most effectively and efficiently yield those outcomes (Level 4). At this point, relevant research evidence should be a vital part of deliberations. Next school leaders must consider what aspects of organizational support must be in place for those practices and policies to be implemented (Level 3). Perhaps some aspects of the organization will need to be altered, especially those that present barriers to implementation. Then they must decide what knowledge and skills the participating professionals must have in order to implement the prescribed practices and policies (Level 2). Finally, leaders must consider what means will be used or set of experiences will be planned to provide participants with opportunities to acquire that knowledge and skills (Level 1).

What makes this process so critical is that the decisions made at each level profoundly affect those to be made at the next. For example, the particular student learning outcomes they want to achieve will influence the kinds of practices and policies they implement. Likewise, the practices and policies they want to implement will influence the kinds of organizational support or change required. And so on.

Complicating matters further for evaluators is the context-specific nature of this work. Even if school leaders agree on the student learning outcomes they want to achieve, the best practices or policies to attain those outcomes might differ depending on the context. In other words, what works best in one context with a particular community of educators and a particular group of students may not work equally well in another context with different educators and different students. For this reason, developing examples of truly generalizable, "best practices" is exceptionally difficult. Still, collecting meaningful "formative" evaluation evidence at each level along the way can help steer school leaders in a more productive direction and guarantee greater success.

If evaluators help school leaders begin their planning with what they want to achieve in terms of learning and learners, and then work backward from there, not only will planning be a lot more efficient, but evaluation efforts much more meaningful and easier to implement.

## Summary

The *No Child Left Behind* legislation poses significant challenges to professional development evaluators and to school leaders. But these challenges press us to move in a direction we need to go. They require abandoning certain practices that are steeped in tradition while taking up others that may be new and unfamiliar. They demand new kinds of thinking, skill, imagination, leadership, and courage. They require moving out of the "comfort zone" and into areas that for many are unexplored. Professional development evaluators willing to take on these challenges, however, are likely to find new levels of success and new levels of reward for their efforts.

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## 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 (JPPE)*, 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.

## 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 **March 15, 2006**. We prefer that proposals be submitted electronically to [www.createconference.org](http://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](mailto: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

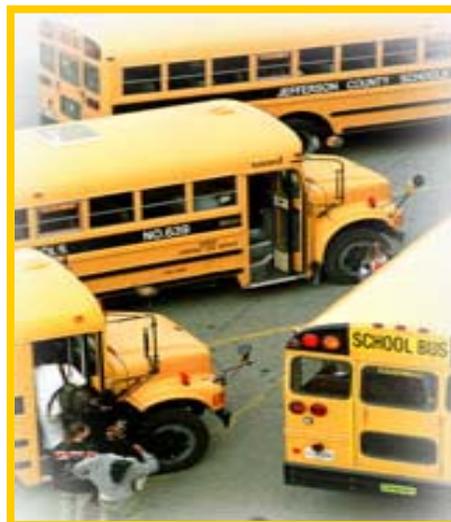
If you or your organization is currently involved in the evaluation of *students, personnel* and/or *educational programs*, is your work aligned with the appropriate standards for educational evaluation? The Joint Committee on Standards for Educational Evaluation issue standards to ensure that such evaluations 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](http://www.createconference.org)



## Revisiting the Mission of CREATE

*Christopher R. Gareis*

For the past decade, the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) has productively pursued and substantively met its three-fold mission, which currently reads as follows:

The mission of CREATE is 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
- Provide a professional organization for persons engaged in educational evaluation.

With this important ten-year milestone upon us, it is a particularly appropriate time to confirm and recommit ourselves to our shared purpose as a collegial organization of professionals in the field of educational evaluation.

During the past year, the CREATE Board of Directors has discussed the accomplishments and aims of our organization

and has recently engaged in a systematic review and exploration of our mission. It has become clear to the Board that the core mission of CREATE remains both viable and critically important to the field. It has also become evident that, given the achievements of CREATE during the past ten years, our purpose has expanded in some respects and has become more focused in others.

In an effort to articulate and clarify the evolving purpose of CREATE, the Board of Directors has amended the organizational mission statement, and the Board is now seeking feedback from the CREATE membership. *On behalf of the Board, I invite you to read and reflect upon the following statement, which is the Board's proposed mission for CREATE:*

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. To that end, the mission of CREATE is:

- To advance the field of educational evaluation by providing a forum for the presentation, discussion, and dissemination of sound practices related to personnel, student, and program evaluation, research, and policy
- To facilitate a network among those who actively engage in personnel, program, and student evaluation and research, and those who benefit from such activities
- To promote the development, dissemination, knowledge, and use of personnel, program, and student evaluation standards, such as those issued by the Joint Committee on Standards in Educational Evaluation.

Your reactions, your insights, and your suggestions are important to the Board. Please e-mail your written feedback to me at [crgare@wm.edu](mailto:crgare@wm.edu). I will collect responses from the membership through April 1, 2006. Prior to CREATE's annual National Evaluation Institute in July, the Board will review the collective comments from members and will use this input to inform our next steps in articulating the mission of our consortium.

## Randomized Field Trials: Challenges and Strategies

### Steve Ross

#### Suggested reprint statement:

This article is reprinted, with permission, from the Spring/Summer 2005 issue of *TransFormation*, a semiannual educational research briefing published by Edvantia (formerly AEL).

#### Suggested reference list citation:

Ross, S. (2005, Spring/Summer). Randomized field trials: Challenges and strategies [editor's column] *TransFormation*. p. 7. Charleston, WV: AEL/Edvantia

#### Editor's Spotlight

*Randomized field trials: Challenges and strategies*

After attending the 2005 annual meeting of the American Educational Research Association in Montreal, I remain impressed by the increased emphasis given by presenters and discussants to the importance of using rigorous research designs in evaluating educational programs. Frequently described as the "gold standard" of such efforts, is the randomized trial, whereby the *units of analysis* (participants) are designated at random to receive the experimental ("program") or comparison ("control") treatment. By eliminating the potential for sampling bias, randomized experiments increase confidence that obtained effects on learning outcomes will be attributable to the particular programs being compared rather than to differences in participants' abilities or motivation.

Due to challenges involving treatment implementation and participant recruitment, achieving random assignment in real-life contexts is much more easily said than done. Let's examine these issues further by comparing and evaluating three generic types of randomized designs.

The most powerful approach is to randomize at the *student level* within classes. Using this design, the researcher assigns some students in each participating classroom to the experimental program and some to the control program. Classroom teachers and conditions are thus identical for both groups, thereby eliminating major sources of bias. A further benefit is increasing the potential for large sample sizes (and greater statistical power) because the units of analysis will be individual students rather than whole classes or schools (see below). Unfortunately, unless the two programs can be administered individually and unobtrusively by computers or self-paced manuals, they may be mutually interfering or create unreasonable delivery demands on teachers.

If student-level assignment is not feasible, researchers may next consider randomizing at the *classroom level*. For example, half of the fourth-grade classes at participating schools would be designated to use Program A and the other half to use Program B. The major advantage is that each classroom (and teacher) is exposed to only one program. A downside, however, is reducing sample size and statistical power by treating whole classrooms as the observation units. Researchers might also encounter resistance from principals and teachers concerned about creating a "schism" in the school's academic program. One ramification might be parent complaints about their child's not receiving the "newer and better" program. Another might be efforts by control-group teachers to show up the experimental group by emulating their strategies or simply trying harder.

A third approach is to randomize at the *school level*. In a typical study, half of the schools eligible to use the experimental program in a district would be randomly selected to implement it and the other half to serve as control schools. Although this design keeps instructional activities consistent within each school, its major disadvantage is reduced sample size. Much happens in a school separate from program effects (e.g., teacher experiences and commitment, principal leadership, parent involvement, other curricula). Only by comparing the experimental and control programs at a sufficiently large number of schools (say, 20-30 for each) can we gain confidence that program effects (not school variables) are the primary cause of achievement differences.

Randomized experiments are not the best or only way to address all important research questions in education, but they can significantly increase the validity of educational program evaluations. For each potential study, researchers need to determine if a randomized study is feasible, and if so, what form can be used to maximize rigor. One consideration, as the above review suggests, will be the level of randomization (student, classroom, or school) that can be implemented. Another will be the openness of target participants to undergoing random assignment in the first place. How do we interest individual teachers or schools in possibly (via a coin flip) serving as the control group for a year or more? In a future column, I'll provide perspectives and suggestions on this issue, particularly in reference to the challenging endeavor of evaluating whole-school reforms.

*Dr. Steven M. Ross is the editor of TransFormation, a semiannual educational research briefing for policymakers, published by Edvantia (formerly AEL). He also directs the Center for Research in Educational Policy at The University of Memphis. He can be reached at ross@ael.org.*

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

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 Institution/Affiliation: \_\_\_\_\_ Title/Position: \_\_\_\_\_  
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 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.)

<b>CREATE Membership Fee Only</b>		
<b>Individual</b>	<b>Institutional</b>	<b>Student (Must Show ID)</b>
<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:  
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