



CREATE *newsletter*

CONSORTIUM FOR RESEARCH ON EDUCATIONAL ACCOUNTABILITY AND TEACHER EVALUATION

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



Dr. Robert Rodosky
CREATE President

Message from the President

A belated Happy New Year! An article in the December 23, 2003 *New York Times* was headlined “New Education Law is Faulted in Gauging Performance”. The article by Sam Dillon goes on to describe a California study whose main finding was that public schools with diverse populations were far more likely to be labeled as failing under No Child Left Behind (NCLB) than schools with homogeneous populations. The study found that many of the 3,000 California schools identified as needing improvement were identified as such because one subgroup in the school did not meet its annual yearly progress goal or was short on the 95% test participation rate required by the law.

The finding in California is very similar to what happened here in Kentucky this past November. Our state released for the first time our accountability test results based on NCLB counting rules.

In looking at Kentucky results in general and the Jefferson County Public Schools (JCPS) results in particular here are some observations:

- The range of annual measurable objectives the 1,179 schools in Kentucky had to meet was from 4 to 21;
- There were 707 (out of 1,179) schools that had to meet 10 or fewer Annual Measurable Objectives (AMO). Of this group, 192 schools (27%) were labeled in need of improvement;
- The remaining schools (520

- had between 11 and 21 AMOs to meet. Of this group 333 schools (64%) were labeled in need of improvement;
- Of the 525 schools that were identified as not meeting adequate yearly progress, 239 did not make it because of one goal;
- The Jefferson County Public Schools had 124 schools (out of 131) needing to meet between 11 and 21 AMO's. Using NCLB counting rules, our district had 69 schools not meeting annual yearly progress. Of the 69 schools, 30 missed on one target and another 16 missed two targets.

The No Child Left Behind results caused quite a stir in Kentucky. The discussion around the results missed the basic fact that Kentucky's spring accountability test (The Kentucky Core Content Test) was designated to yield a **school** score in a state accountability system that values progress toward very high goals over time.

The misapplications of the test results caused by the NCLB counting rules has caused the following confusion in Jefferson County:

- Eleven schools made their state accountability goal but failed NCLB annual yearly progress;
- Fifteen schools made 5 points or higher gain from last year on state accountability (the state average gain was approximately 3) but failed NCLB annual yearly progress;
- Two schools who were in an assistance category on state accountability made their NCLB goals.

In the *New York Times* article, Eugene Hickok of the United States Department of Education defended NCLB as follows, “There's a certain logic that the more subgroups you have – the more boxes you have to check off – the more difficult it will be to make adequate yearly progress. But to conclude that NCLB punishes diversity is a non sequitur. As a public school you have an obligation to all YOUR kids.” I agree! There is an obligation for EVERYONE involved with accountability that the system (the process, counting rules, application, etc.) is fair (to both students and other stakeholders) and that the effects of accountability policies and

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A Collaborative Evaluation Model for Systemic Renewal of Teacher Education

Joseph M. Petrosko, University of Louisville
 Marco A. Muñoz, Jefferson County Public Schools

The National Commission on Teaching and America's Future and researchers (Darling-Hammond, 1997, 1999) have delineated the problematic condition of America's teaching force. States are now focusing on the quality of teacher education as an important means for improving student achievement and are enacting legislation that raises standards for admission to teacher education programs. Schools and colleges of education have enacted programs such as Professional Development Schools (PDS) to address the need for field-based preparation. In the contemporary debate on the quality of teacher education, the use of the PDS model has emerged as a highly acclaimed method for teacher preparation (Book, 1996). However, there is a notable absence of studies directly linking the performance of teachers prepared in such programs and the achievement of their students.

Abdal-Haq (1998) has documented the scarcity of information available to those interested in knowing more about the impact of PDS schools on teachers and K-12 students. While PDS partnerships have proliferated (Darling-Hammond, 1994), the

investment in these partnerships is based largely on theoretical assumptions about effective preparation of teachers; more studies are needed in order to determine whether preparation in a PDS environment positively affects performance of teachers prepared therein and the subsequent achievement of their (Ducharme & Ducharme, 1996; Zeichner, 1999).

This article describes an evaluation model developed collaboratively by three partners that are important to the success of teacher education: university-based researchers, school district researchers, and representatives of a teachers union. In the process of conducting studies about PDS schools, the University of Louisville (U of L) has developed a long-established research partnership with the Jefferson County Public Schools. The teacher union is also involved because they are committed to the advancement of the teaching profession.

The PDS are innovative institutions formed through partnerships between teacher education programs and K-12 schools. Their mission is professional preparation of candidates, faculty development, inquiry directed at the

improvement of practice, and enhanced student learning (NCATE, 2001). As implemented by the U of L, PDS involves teacher education students spending substantial amounts of time at a public school while taking university classes, assisting experienced teachers, and instructing students (Book, 1996; Holmes Group, 1995). This approach to teacher education contrasts with the traditional approach in which aspiring teachers take almost all of their classes on campus.

With the impetus of a grant from the National Education Association (NEA), an evaluation was designed for the Louisville PDS-based system of teacher education. The major purpose of the collaborative model was to gain insight into the impact of professional development schools on: (a) teacher behavior, attitudes, and opinions, and (b) student achievement, particularly in mathematics and science. Key features of the evaluation model developed for the PDS project are shown in Table 1. This model was developed for the relatively common situation of a program having *proximate* outcomes and *distal* outcomes (Rossi, Freeman, & Lipsey, 1999). According to Chen and Rossi (1983), the use of theoretical models in program impact assessment can heighten the power of experimental designs and compensate for some deficiencies in the quasi-experimental designs.

Table 1
Evaluation Model for Professional Development Schools (PDS)

Evaluation Component	Proximate Outcomes: Teacher Behaviors and Attitudes	Distal Outcomes: Student Achievement
Purpose of the evaluation	Information about PDS in the context of a teacher education program (formative)	Providing research data on ultimate impact of PDS
General evaluation question	Comparing teachers in PDS and non-PDS schools, are there differences in teacher instructional behaviors and attitudes?	Are there differences in achievement of K-12 students in PDS and non-PDS schools?
Data type	Quantitative and Qualitative	Quantitative
Data gathering	School visitation of individual teachers	Retrieval of archival data
Categories of variables	Data on teachers (PDS and non-PDS schools); Instructional behaviors and opinions about career and the profession	Data on students (PDS and non-PDS): Demographic, achievement, attendance
Analysis methods	Descriptive statistics (observational and survey data) and thematic analysis interviews and observations)	Descriptive and inferential statistics (OLS regression, hierarchical linear modeling)
Reporting	Narrative and statistical summaries	Statistical summaries

Findings and Discussion

The evaluation model employed a mixed model approach by combining quantitative and qualitative data to gain insight into the impact of PDS schools on (a) teacher behavior, attitudes, and opinions, and (b) student achievement, particularly in mathematics and science. This model was developed for assessing program proximate outcomes and distal outcomes.

Observational data indicated that in five out of six of the variables selected, PDS classrooms had higher mean scores. The largest magnitude was noted in regard to (a) the classroom facility and the classroom environment and (b) the quality of instructional activity. Teachers from PDS and non-PDS schools were generally similar in classroom teaching; when differences were

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What is the position of CREATE on the policy and practice of high-stakes testing in schools?

Jim Horn, PhD

Children are 20% of our population, but they are 100% of our future. —David Tyack

Since high-stakes evaluation has become the centerpiece of current educational reform efforts, most educational organizations and professional associations involved in testing and evaluation have issued position statements on the proper and improper uses of testing in schools. It is difficult to locate, in fact, a professional group linked to educational evaluation that does not have a position statement regarding the technical and ethical issues of testing. Most echo, in one way or another, the following statement taken from *Standards for Educational and Psychological Testing*, jointly adopted in 1999 by APA, AERA, and NCME:

Any decision about a student's continued education, such as retention, tracking, or graduation, should not be based on the results of a single test, but should include other relevant and valid information.

When test results substantially contribute to decisions made about student promotion or graduation, there should be evidence that the test addresses only the specific or generalized content and skills that students have had an opportunity to learn. For tests that will determine a student's eligibility for promotion to the next grade or for high school graduation, students should be granted, if needed, multiple opportunities to demonstrate mastery of materials through equivalent testing procedures.

When a school district, state, or some other authority mandates a test, the ways in which the test results are intended to be used should be clearly described. It is also the responsibility of those who mandate the test to monitor its impact, particularly on racial and ethnic-minority students or students of lower socioeconomic status, and to identify and minimize potential negative consequences of such testing.

In some cases, special accommodations for students with

limited English proficiency may be necessary to obtain valid test scores. If students with limited English skills are to be tested in English, their test scores should be interpreted in light of their limited English skills. For example, when a student lacks proficiency in the language in which the test is given (students for whom English is a second language for example), the test could become a measure of their ability to communicate in English rather than a measure of other skills.

Likewise, special accommodations may be needed to ensure that test scores are valid for students with disabilities. Not enough is currently known about how particular test modifications may affect the test scores of students with disabilities; more research is needed. As a first step, test developers should include students with disabilities in field testing of pilot tests and document the impact of particular modifications (if any) for test users.

More than a dozen other national or international education organizations have posted similar positions. They include Alliance for Childhood, American Counseling Association, American Evaluation Association, American Speech-Language-Hearing Association, International Reading Association, MCREL, National Association of the Deaf, National Association of School Psychologists, NASSP, National Center for Learning Disabilities, National Association of Test Directors, NCTM, NCTE, NEA, and the PTA. Given this impressive and wide-ranging list of organizations that have publicly shared their positions on testing, it is only appropriate to ask: What is the position of CREATE on the uses of high-stakes testing in schools?

As educational leaders engaged in the work of educational evaluation, accountability, consultation, and research, it is time to make our position clear on the policy and practice of high-stakes testing. This call for a public position statement by CREATE is not intended to open a debate on whether or not high-stakes testing is an appropriate vehicle for improving student achievement. Research to support either position is readily available, and philosophical arguments in support of either position are even easier to come by. A call for a position statement is intended as neither an endorsement nor a repudiation of the practice of testing, but rather, a call for a clear delineation of the technical and ethical underpinnings that must be in place for any subsequent debate to have any legitimacy. This is certainly in keeping with the mission of CREATE, as it is in maintaining our stewardship on behalf of those constituents who represent 20% of our population and constitute 100% of our future. I urge an immediate vote on the issue.

Would You Like the NEI to Come to Your Town?

If you've ever thought about hosting a national conference, now's your chance. At a time when educational accountability is front and center in everyone's mind, the National Evaluation Institute (NEI) offers a colloquium for exploring the ends, means, and outcomes of program, personnel, and student assessment. It has never been more important to examine the content and intent of national, state, and local initiatives for accountability and how they affect students.

Bring the NEI to your constituency. CREATE is looking for host institutions for the 2005 and 2006 conferences. If you think you might be interested, contact Robert Rodosky, CREATE President, at rrodosk1@jefferson.k12.ky.us for more information.

Contributors

Submit your research for the CREATE Newsletter! Send your work to Sandra Horn (Sandy101@earthlink.net) or Marco Muñoz (mmunoz2@jefferson.k12.ky.us) for consideration. Articles should be in electronic format. Pieces of more than two pages in length may be serialized.

National Evaluation Institute Keynote Speakers

Carol Anne Dwyer

Carol Anne Dwyer received her bachelor's degree in psychology from Barnard College in New York City and her doctoral degree in educational psychology from the University of California at Berkeley. She is currently vice president of the Educational Policy Leadership Institute and Distinguished Presidential Appointee at the Educational Testing Service, Princeton, New Jersey.

Dr. Dwyer's work has been concerned with assessment and equity as they relate to teaching and learning in both higher education and elementary/secondary school settings. She has published extensively in the field of test validity, with an emphasis on using construct validity theory in test design to promote test fairness and appropriate test use.

Her interests include research and development of new forms of assessment, and educational equity. She was a major contributor to the ETS study Gender and Fair Assessment, writing about gender issues in grading practice, educational competitions, and other non-test indicators of achievement.

She has been active in professional associations, serving as President of the American Psychological Association's Division of Educational Psychology and its Division of Evaluation, Measurement, and Statistics and Vice President of the American Educational Research Association for Measurement and Research Methodology.

Robert Linn

CRESST/University of Colorado, Boulder

Robert L. Linn is professor of education at the University of Colorado at Boulder and Co-director of CRESST. Receiving his PhD 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.

Robert Marzano

Dr. Robert Marzano is president of Marzano & Associates. He is the author of more than 20 books, 150 articles and chapters in books, and more than 100 curriculum guides and related materials for teachers and students in grades K-12. His works include *Classroom Management that Works*, *What Works in Schools*,

Classroom Instruction that Works, and multiple other publications.

Over his 35 years in education, Marzano has worked in every U.S. state and a host of countries in Europe and Asia. The central theme of his work has been translating research and theory into practical programs and tools for K-12 teachers and administrators. In addition to his duties at Marzano & Associates, he is a senior scholar at Mid-continent Research for Education and Learning (McREL), an associate professor at Cardinal Stritch University, and vice president of Pathfinder Education.

Marzano earned his B.A. degree in English at Iona College, his M.Ed. degree in reading and language arts at Seattle University, and his Ph.D. in curriculum and instruction at the University of Washington.

Announcing the 2004 Jason Millman Scholar— Peter Airasian

Peter Airasian is a professor of education in the Educational Research Department of the Lynch School of Education at Boston College. His main responsibility is instructing pre- and in-service teachers in classroom assessment. He received his undergraduate degree in chemistry from Harvard College. He undertook graduate studies at the University of Chicago and attained his Ph.D. in evaluation and assessment there. In addition to his work in higher education, he has also taught high school chemistry and biology.

Dr. Airasian is the author of *Ordering Theory and Methods* (with W. Bart and D. Krus, 1975), *Minimal Competency Testing* (1979, with G. Madaus and J. Pendulla); *Classroom Assessment, Concepts & Applications* (fifth edition, 1997), *Assessment in the Classroom* (second edition, 1996), *Education Research: Competencies for Analysis & Application* (seventh edition, with Lorrie Gay, 2002), *Teacher Self-Evaluation Tool Kit* (with Arlen Gullickson, 1997), and *School Effectiveness: A Reassessment of the Evidence* (with G. Madaus and T. Kellaghan, 1980).

He has also written more than twenty sections for other books, including:

Minimal Competency Testing

The Effects of Standardized Testing

Student Evaluation Standards

Bloom's Taxonomy; A Forty Year Retrospective

Instructional Barriers to School Change

Taxonomy for Learning, Teaching & Assessing: A Revision of Bloom's Taxonomy of Educational Objectives

Dr. Airasian is extensively published in juried journals, mainly on the topic of classroom assessment, and has numerous papers to his credit in the field of educational evaluation.

Peter Airasian will receive the Jason Millman Award this summer at the National Evaluation Institute in Colorado Springs, Colorado.

Site Chosen for 2004 National Evaluation Institute

July 8-10, 2004

The 2004 National Evaluation Institute (NEI) will be held in Colorado Springs, Colorado. CREATE's Program Committee, consisting of Anne Kreitzer, Robert Rodosky, Carol Geiger, Chuck Geiger, and Barbara Howard, met in Louisville, Kentucky, following the 2003 NEI and via telephone conference to finalize the site. An initial contract has been negotiated with the Antlers Adam's Mark Hotel in Colorado Springs to house the conference and conference goers. The room rate is to be \$119 per night. The toll free number for NEI 2004 hotel reservations is (866) 299-4602.

The Antlers Adam's Mark is a city landmark, built in 1969 and renovated in 2002. With a backdrop of the spectacular Rocky Mountains in the heart of downtown, it offers stunning views of the city and Pikes Peak. Guests are within a short walking distance of museums, shopping, galleries, and the city's major business corridor, and only 25 minutes from the airport.

Colorado Springs is such a beautiful location that you may want to extend your trip and bring the family. The scenery is breathtaking, and there are attractions for every taste and age group. Please see the description of some of these in the associated article, "Colorado Springs: Ideal Conference—and Vacation!—Location."

Make plans now to join us next summer in this exciting city at the 2004 NEI.



Seeking Sponsors for Colorado Springs and Beyond

Putting on a conference such as the National Evaluation Institute 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, keynote 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 2004 National Evaluation Institute, please contact Anne Kraetzer, Program Chair, at AVKraetzer@aol.com at

your earliest convenience. If you are interested in sponsoring a future NEI, contact Robert Rodosky at rrodosk1@jefferson.k12.ky.us. Your contribution is greatly appreciated.

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 13th Annual National Evaluation Institute (NEI) from July 8 through 10, 2004. 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. Using Data to Meet Student Needs: Program, Personnel, and Student Evaluations is the theme of the institute. The institute solicits a range of papers that address topics and related questions in six complementary strand areas listed on page six.

Proposals for presentation of either 30 or 60 minutes are desired. To submit a proposal please go to www.create.wmich.edu/NEI2004 and complete your submission. If you do not have Internet access please call 1-502-485-3036 for a proposal form.

Proposals are due by March 1, 2004.

Please submit a proposal for our national meeting in Colorado Springs, Colorado, from July 8 through 10, 2004.

The NEI provides a forum for those engaged in the use of evaluation and assessment for the benefit of education by offering a supportive and stimulating workspace, by providing exposure to a wide range of methodologies, and by disseminating the collective expertise of practitioners and researchers from around the world. Attendees will come away with new contacts, fresh perspectives, and a renewed heart for the difficult, but increasingly important, work of educational evaluation.

At present, keynote speakers include **Peter Airasian** of Boston College; **Carol Dwyer** of ETS Educational Policy Leadership Institute; **Robert Linn**, University of Colorado at Boulder and co-director of the National Center for Research on Evaluations, Standards and Student Testing (CRESST); and **Robert Marzano**, president of Marzano and Associates.

2004 National Evaluation Institute Information

July 8–10, 2004

The National Evaluation Institute provides an opportunity for researchers and practitioners to share work in the practices of student accountability, personnel assessment and educational policy and program development. The focus of the 2004 Institute will be to give attendees exposure to best practices, fresh perspectives and new professional contacts related to the challenging work of applying and using standards in evaluating students, personnel and programs. The Institute is scheduled at a critical time. Because of No Child Left Behind, states are revising accountability systems and local school districts are working hard to meet these new requirements. The use of data to prove student achievement, quality teaching and effective programs has never been more important.

Attendees at prior institutes included, but were not limited to, school district administrators, teachers, university researchers, educational policymakers, state and federal government officials and school improvement consultants. The common interest among institute participants continues to be improvement of school quality that facilitates high levels of student achievement.

The institute format will have a combination of keynote addresses by educational leaders and breakout sessions focused on the following:

- Evaluation and Accountability
- Program and Personnel and Student Evaluations
- Evaluation and Educational Policy
- Closing the Achievement Gap
- The Use of Technology in Evaluation
- Leadership Training in Evaluation Standards

The Leadership Training strand is new to this year's institute. There will be sessions focused on the work of the Joint Committee on Standards for Educational Evaluation. Completion of sessions in this strand will earn participants a basic level training certificate issued by the Joint Committee.

The 2004 National Evaluation Institute promises to be a great experience. For information about CREATE, institute updates and membership information go online to www.create.wmich.edu

Colorado Springs “As Colorado As It Gets”

When it comes to magnificent scenery and natural beauty, Colorado Springs, Colorado, has it all. It's the home of America's fabulous mountain, Pikes Peak, one of Colorado's highest mountains at 14,110 feet. This “purple mountain majesty” inspired Katharine Lee Bates to write America the Beautiful a century ago, and it still excites the six million travelers who visit Colorado Springs and the Pikes Peak region each year.

The Colorado Springs' landscape, with its unlimited spaciousness, serves as a stage for many outdoor recreational opportunities, including river rafting, hiking, golf, horseback riding, mountain biking, fishing, and even hot-air ballooning. With the sun shining 300 days of the year, and our mild and dry climate, one can enjoy these activities year-round.

The Pikes Peak region is home to many must-see attractions,

such as the amazing Garden of the Gods Park with its massive red sandstone formations and sophisticated Garden of the Gods Visitor Center, a unique natural history museum. You don't want to miss the Cave of the Winds, Seven Falls, or the Manitou Cliff Dwellings. The Cheyenne Mountain Zoo is the only mountain zoo built at 6,800 feet, and the Royal Gorge is home to the world's highest suspension bridge. If that isn't enough, come to the ProRodeo Hall of Fame and Museum of the American Cowboy, the World Arena, and the Olympic Training Complex and the Air Force Academy, which is the most visited man-made attraction in Colorado. Venture off to the Flying “W” Ranch for an authentic chuckwagon supper and original western music show performed by the nationally-famous Flying “W” Wranglers. The Pikes Peak region boasts more than 50 attractions, so there is sure to be something for everyone!

Accommodations

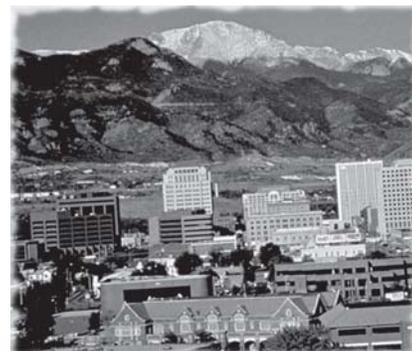
- The 2004 National Evaluation Institute will take place at the Antlers Adam's Mark Hotel, 4 South Cascade Avenue.
- The institute rate is \$119 per night. For reservation inquiries: Antlers Adam's Mark, **719-473-5600** (phone) **719-389-0259** (fax) or toll free **1-866-299-4602**.
- The Antlers Adam's Mark is located in the heart of Colorado Springs with commanding views of Pike Peak and the Rocky Mountains.
- The Antlers Adam's Mark guest amenities include: state-of-the-art health club with magnificent views of Pikes Peak and the front range, indoor pool and whirlpool, same-day dry cleaning, laundry, room service, express checkout, gift shop, and underground garage with self or valet parking. Exclusive day spa available.

Convenient Location

Make the Institute part of a “family week of excitement” in Colorado.

The National Evaluation Institute will be held July 8-10, 2004. It will begin the Thursday after the 3-day July 4th weekend. We are encouraging institute attendees to take advantage of the dates and enjoy a scenic, exciting, affordable and unforgettable family adventure in Colorado Springs. The city is located directly off of Interstate 25, a 1-1/2 hour drive by car from Denver's International Airport. Shuttle service and ground transportation available at both airports. The Colorado Springs airport serves

12 airlines with non-stop flights to many major hub cities, with easy connecting flights to destinations all over the world. To get a free visitor's guide, call **1-877-PIKESPEAK**.



2004 NEI Registration Form

CREATE 2004 National Evaluation Institute • July 8-10, 2004 Antlers Adam's Mark Hotel, Colorado Springs, Colorado

First Name: _____ Last Name: _____

Institution/Affiliation: _____ Title/Position: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Fax: _____ E-mail: _____

Please indicate any special needs (e.g., motor, sensory, or dietary): _____

Institute registration fee includes one evening reception, two breakfasts, one lunch, and workshop materials.

	(before 6/1/04)	(after 6/1/04)
CREATE Members	\$200	\$225
Member Group Rate (four or more registering from same member institution)	\$175	\$200
Non-Member Rate	\$275	\$300
Non-Member Comprehensive Rate	\$250	\$275

(Includes registration to the 2004 NEI and individual CREATE membership for 2004-05)

CREATE Membership Fee Only

Individual	Institutional (up to four individuals)	Student (must show I.D.)	Optional
___ 1 year—\$60	___ 1 year—\$175	___ 1 year—\$45	___ 1 year subscription to Studies in Educational Evaluation, four issues, Volume 29—\$93
___ 3 years—\$150	___ 3 years—\$450		

Cancellation/Refund Policy for NEI 2004

A 75% refund will be made for cancellations received before June 1, 2004. A 50% refund will be made for any cancellations received between June 1 and June 30. No refunds will be made after June 30, 2004. Substitutions may be made at any time.

Method of Payment

Total Amount Due: \$ _____ (payment is due with registration form)

Please check one: Enclosed is check # _____ payable to CREATE Institute (please write registrant's name on check)

Enclosed is Institutional Purchase Order # _____

Charge to the following credit card:

___ VISA ___ MasterCard

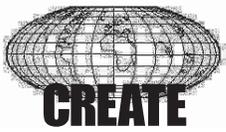
Card # _____ Expiration Date: _____

Signature: _____

(credit card registrants only)

Please 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
www.create.wmich.edu



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A Collaborative Evaluation Model for Systemic Renewal of Teacher Education

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found, however, teachers in PDS schools had higher scores.

Test scores data analyses indicated no statistically significant difference at the elementary school level, but a significant one at the high school level. PDS high schools had higher grade 9 CTBS scores, higher grade 11 CATS science scores, and higher grade 11 CATS math scores; however, the magnitude of the differences were not large, especially after controlling for background variables. The HLM analysis showed that PDS status does not significantly predict school averages in grade 11 CATS mathematics. In this sense, the result was consistent with the Ordinary Least Squares (OLS) multiple regression (Tabachnick & Fidell, 1996). Student attendance did not show statistically significant difference at any school level.

This study, as any research investigation, has multiple limitations. Further research is needed to address these limitations. At least two kinds of additional analyses should be pursued. First, the analyses reported above involved data from entire schools. Additional analyses would be beneficial, especially with student data from teachers *most involved* with PDS compared with teachers that are *not involved* with PDS. Secondly, thorough application of hierarchical linear modeling (HLM) needs to be performed with achievement data. Such an analysis is now being pursued with a large set of data from 14 elementary schools.

In concluding this study, it is important to encourage educational researchers to continue studying the impact of teachers on student learning. Policy makers need enlightenment about the particularities (i.e., patterns of behavior and practice) of

effective teachers in PDS and non-PDS schools. Teacher educators need to know how to prepare effective teachers or help those who are less effective become more effective.

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Message from the President

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processes on classroom practices are positive. One of the risks of the NCLB counting rules is that our attention becomes focused on labels instead of on good practice (or lack of) that is (or is not) happening in classrooms.

This summer's National Evaluation Institute promises to look at these issues in addition to other ones involving standards and evaluation. The institute's theme is "Using data to meet student needs: program, personnel and student evaluations". We have lined up four terrific keynoters and are in the process of soliciting papers from you for presentations during the institute. Please participate in this summer's

institute by either sharing your work and experiences or by attending. Accountability in public schools is here to stay. What form it takes is up to the public school policymakers and stakeholders. Persons, such as CREATE members that have expertise cannot stay on the sidelines. We need to understand the standards that have been developed for accountability and work for their implementation in each state's accountability system. The institute will aid in focusing this work.