

## SESSION SUMMARIES

- Session # A1A  
Room: Carson  
**Title:** **Violence Prevention and Educational Accountability: Comprehensive Evaluation of Second Step**  
Presenter: Dr. Marco Munoz; Jefferson County Public Schools, Louisville, KY  
Co-Presenter: William P. Neace  
A large-scale evaluation was conducted to assess the impact of a research-based model entitled Second Step on psychosocial, non-cognitive, and cognitive indicators.
- Session # A1B  
Room: Carson  
**Title:** **Integral Formation in the Context of Educational Accountability: Evaluation of the Child Development Project.**  
Presenter: Dr. Marco Munoz; Jefferson County Public Schools, Louisville, KY  
The Child Development Project (CDP) is a multifaceted, school wide improvement program that helps elementary schools become "caring communities of learners." The concept is that CDP will promote academic, social, and ethical growth in all students. CDP was evaluated using a quasi-experimental design involving eight treatment and eight control schools.
- Session # A2  
Room: Cameron  
**Title:** **The Botetourt County (Virginia) Teacher Evaluation Plan (2003): A model teacher evaluation plan that incorporates personnel evaluation and effective instructional strategies with the school improvement process.**  
Presenter: Dr. Tony Brads; Botetourt County Public Schools  
Co-Presenter: Mr. John Busher  
The Botetourt County (Virginia) Teacher Evaluation Plan (2003): A model teacher evaluation plan that incorporates personnel evaluation and effective instructional strategies with the school improvement process: Implications for the effective use of student data and process data in the evaluative process.
- Session # A3  
Room: Stratton  
**Title:** **A Report to Policy Makers, Educational Leaders, and Others: Connecting the "Ivory Towers" to the Real World of Educational Practitioners. A Report on a Research Study for the Teacher Education Council of State Colleges and Universities**  
Presenter: Dr. Gene Davis; Idaho State University, College of Education  
Co-Presenter: Dr. Charles R. Zimmerly; Idaho State University  
The presentation will describe a research study done for TECSCU on College of Education partnerships with schools and school districts and on the academic standing of College of Education majors.
- Session # A4  
Room: Hayden  
**Title:** **Not Just Another #\$\$% Test: Gathering and Using Good Data to Make Good Decisions about Students**  
Presenter: Dr. Stephanie Gertz; Riverside Publishing  
Teachers and administrators can easily find themselves drowning in a flood of data. In order to make decisions based on that data, it is critical that the teachers and administrators understand how to gather good data--data that will help them make good decisions about their students.
- Session # A5  
Room: Fremont  
**Title:** **Principles of information design that improve the usefulness of achievement information to teachers**  
Presenter: Dr. John Cronin; Northwest Evaluation Association  
This presentation offers give principles of information design that will make data more useful to teachers in the classroom. Illustrations of strong and weak information design will be offered.
- Session # B1  
Room: Fremont

**Title:** **Closing the Achievement Gap in Mississippi: A Search for Solutions**  
**Presenter:** Dr. Arlen Gullickson; The Evaluation Center at Western Michigan University  
**Co-Presenter:** Mr. Markus Steele and Hussain Al-Fadhli and Ms. Bettye Sue Hennington; Tougaloo College

Preliminary findings from three research studies of elementary and secondary schools. These studies focus on teacher characteristics, curriculum and classroom instructional practices, and student expectancies as predictors of student achievement success. These studies report data collected from elementary teachers, school principals, and the state's database of information on students and teachers.

**Session #** B2A  
**Room:** Hayden

**Title:** **Employee Evaluations For Continuous Improvement**  
**Presenter:** Ms. Carole Carlsen; Colorado Springs School District Eleven, Colorado Springs, CO  
**Co-Presenter:** Marcie Bartley

District Eleven worked for the past two years to develop, pilot, and implement an evaluation tool for continuous improvement to increase student achievement for all students.

**Session #** B2B  
**Room:** Hayden

**Title:** **"Gap" or "Gaps": Challenging the singular definition of the achievement gap.**  
**Presenter:** Dr. Dick M. Carpenter II; University of Colorado, Colorado Springs  
**Co-Presenter:** Mr. Al Ramirez; University of Denver and Ms. Laura Severn; University of Colorado, Colorado Springs

For decades, researchers examined the "achievement gap" between minority and non-minority students. However, this singular definition of achievement gap ignores important within group differences. Results from our analysis of NELS: 88 data indicate there are multiple achievement gaps, and gaps between races may not be the most serious of them

**Session #** B3A  
**Room:** Carson

**Title:** **Using Data to Improve Instructional Practices and Increase Student Achievement**  
**Presenter:** Karen Bradley; AEL  
**Co-Presenter:** Ms. Joy Runyan and Ms. Lisa Ermolov

Data are presented on a five-year process where research-based technical assistance and resources have been provided to eight schools across a four-state region. Project goals include improving instructional practices and increasing student achievement. Four years of data will be shared from multiple measures as will student achievement data.

**Session #** B3B  
**Room:** Carson

**Title:** **Linking teacher training to student achievement: The role of evaluation in standardizing the delivery of Professional Development**  
**Presenter:** Dr. Beverly Wunsch; Jefferson County Public Schools

This presentation will focus on the role of evaluation in a professional development (PD) model currently under development in the Jefferson County Public Schools (JCPS). An overview of the PD model, including its theoretical basis, development methodology, and iterative evaluation process will be described. Evaluation data from the PD Model's first pilot trial will be discussed.

**Session #** B4  
**Room:** Cameron

**Title:** **Fountain Benchmarks: Assessment that Informs Instruction: In God We Trust All Others Use Data**  
**Presenter:** Andrea Kutinsky, Ph.D., Fountain-Ft. Carson, District 8  
**Co-Presenter:** Karen LeFever, Ed.D.

Assistant Superintendent shares an online formative assessment tool used to diagnose specific student skills and inform instruction to improve student achievement. A demonstration will navigate student, teacher and administrative views to investigate the tools usefulness in organizing data into sample reports to make instructional decisions that impact student achievement.

**Session #** B5A  
**Room:** Stratton

**Title: The Use of Appreciative Inquiry in evaluating the effectiveness of mentoring in a mathematics and science education certification program**

Presenter: Ms. Carine Strebels-Halpern; University of Central Florida

Co-Presenter: Dr. Nancy Lewis; University of Central Florida

The use of Appreciative Inquiry (AI) is a rather new tool in evaluation practice, even though it has been in existence for twenty years. This presentation consists of a brief overview of the four stages of AI, followed by a description of how the process was used in the formative evaluation of the mentoring component of a teacher certification program.

Session # B5B

Room: Stratton

**Title: Components of a Good Evaluation Plan**

Presenter: Ms. Jane Griffin; RTI International

Co-Presenter: Pam Frome and Jean Williams

This presentation will focus on a process used to evaluate and critique program/project evaluation plans. The critique serves as the basis for providing technical assistance to project evaluators and project managers. A generic evaluation plan critique form will be shared with participants.

Session # C1

Room: Fremont

**Title: An Overview of the Program, Personnel and Student Evaluation Standards**

Presenter: Dr. Arlen Gullickson; The Evaluation Center at Western Michigan University

Co-Presenter: Dr. Paula Egelson; SERVE and Dr. Barbara Howard; SERVE

The Joint Committee on Standards for Educational Evaluation has released three sets of standards to guide evaluations in the following areas - Program, Personnel and Student. This session will provide an overview of the historical development and organization of these standards. Presenters will discuss appropriate applications and user groups.

Session # C2

Room: Hayden

**Title: High Stakes Testing & High Student Achievement: What is the Secret for Success?**

Presenter: Dr. Earlena Chavis Lowry; South Carolina State University

Co-Presenter: Dr. Jo Ann Chavis Lowery

The No Child Left Behind Act of 2001 strives to have every student achieving at a proficient level. North Carolina, like other states, has a high stakes testing program in place. We must look at the quality of teachers, administrators, and professional development that accompanies the testing. Learn how successful schools meet the adequate yearly progress requirements for Native Americans, Black, White, and Hispanic students.

Session # C3A

Room: Carson

**Title: Process and Product: Investigating Student Performance on a Large-Scale Writing Assessment**

Presenter: Dr. Lindy Crawford; University of Colorado at Colorado Springs

This research study investigates student performance on a statewide writing assessment. We use quantitative and qualitative research methods to analyze students' writing processes and products. Initial findings will be shared relating to the writing performance of approximately 250 students on a statewide assessment.

Session # C3B

Room: Carson

**Title: Evaluation of a Teaching American History Project: The design and planning of a mixed-method evaluation study**

Presenter: Dr. Pamela Finney; SERVE at the University of North Carolina at Greensboro

Co-Presenter: Ms. Melissa R. Williams

An evaluation of a professional development model intended to enhance teacher education and student learning for a rural population with limited access to professional development opportunities and advanced scholarship in American History. Funded by a Teaching American History grant, the evaluation of this professional development model includes a quasi-experimental design.

Session # C4  
Room: Stratton  
**Title: Evaluation Capacity Building--A Project of the Mississippi Delta**  
Presenter: Dr. Jerry Horn; Western Michigan University, Kalamazoo, MI  
ERCB, funded by the National Science Foundation, is an evaluation capacity building project in the Mississippi Delta among colleges and universities serving that area. Faculty researchers, in collaboration with mentors, are attempting to develop interest and expertise for evaluation in institutions that have not historically engaged in this type of work. Individual projects focusing on the effects of the state assessment system and ERCB, as a model for capacity building, will be discussed.

Session # C5  
Room: Summit I  
**Title: Mobilizing Teachers as Researchers: Building a Framework for Effective Action Research in the Classroom and for School Improvement**  
Presenter: Ms. Edith Stevens; ORC Macro  
Co-Presenter: Ms. Kate Goddard  
Evaluators will share their experiences in helping educators grapple with identifying effective instructional strategies through action research. Teachers conceptualized their projects and collected student data using an online data collection tool that will be demonstrated. Current plans for a redesign geared toward assisting schools in reform efforts will be shared.

Session # C6A  
Room: Cameron  
**Title: Measuring Longitudinal Achievement Growth: A Colorado Example: CSAP Performance Indices and the Standard Error Growth Target**  
Presenter: Jonathan P. Weeks  
This presentation will provide a historical overview of performance indices used in Colorado to Measure student growth and school improvement. The presentation will examine such technical issues as measurement error and the range of proficiency levels when developing a proficiency level-based performance measure.

Session # C6B  
Room: Cameron  
**Title: Will the Real Effective School Please Stand Up? A Comparison of Schools across Four Different "Effectiveness Indices"**  
Presenter: Dr. Keven Matter  
Four measures of school effectiveness have been mandated in Colorado's accountability process. This session compares them. Do schools line up in the same rank order? Come and learn how the different purposes and intentionsx for each index effect rank orderings of schools in a large, diverse, suburban district.

Session # D1  
Room: Fremont  
**Title: The Student Evaluation Standards**  
Presenter: Dr. Paula Egelson; SERVE at the University of North Carolina at Greensboro  
Co-Presenter: Dr. Barbara Howard; SERVE and Dr. Arlen Gullickson; Western Michigan University  
Student evaluation is an essential activity within any educational setting. The Student Evaluation Standards released by the Joint Committee in 2003 provide guidelines for improving this process. Participants will examine the standards and their potential benefits along with exploring opportunities for future research.

Session # D2  
Room: Hayden  
**Title: The Pikes Peak Literacy Strategies Project**  
Presenter: Dr. Alisabeth Ackerman; Academy School District  
This presentation describes a project by 9 school districts in the Pikes Peak region to help teachers make the connection between current knowledge about reading and improved teaching based on the diagnosed needs of students.

- Session # D3A  
Room: Cameron  
**Title: Results of a pilot test of a Senior Project program certification process**  
Presenter: Mr. Art Hood; SERVE  
This provides an overview of a Senior Project certification process pilot test conducted in four east coast high schools in 2003. The certification process was intended to ensure that schools' Senior Project programs meet certain minimum standards for comprehensiveness and rigor. This session will discuss the school certification outcomes and the changes made to the certification process.
- Session # D3B  
Room: Cameron  
**Title: Differences in the validity of principal evaluations of teacher performance under a standards-based teacher evaluation system**  
Presenter: Mr. Steven Kimball; Consortium for Policy Research in Education, U. W. - Madison  
Co-Presenter: Mr. Brad White and Mr. Anthony T. Milanowski; U.W.-Madison  
This presentation describes a study of evaluator decision-making in a large Southwestern school district that has implemented a standards-based teacher evaluation system modeled on the Framework for Teaching (Danielson, 1996). The findings attempt to explain differences in criterion-related validity among evaluators. Suggestions for improving evaluation accuracy will be discussed.
- Session # D4  
Room: Carson  
**Title: Alternative School Administration Study (ASAS)**  
Presenter: Mr. Mark Shelling; Jefferson County Public Schools, Louisville, KY  
Co-Presenter: Dr. Marco Munoz; Jefferson County Public Schools, Louisville, KY  
The first look at data from the Alternative School Administration Study's time/task analysis show principals work long hours at their schools each day and find it challenging to meet day-to-day managerial tasks while providing instructional leadership. Twenty-one elementary schools were randomly selected for the study. ASAS is designed to test the feasibility and positive impact of increasing the amount of time principals spend on instructional improvement by adding a School Administration Manager (SAM) to assist.
- Session # D5  
Room: Stratton  
**Title: Using NAEP Assessment Analysis Tools In the Development of School Improvement Plans**  
Presenter: Mr. Robert Kohl; Wisconsin NAEP Coordinator  
Participants will observe/participate in an engaging program using the NAEP Question and Data Tools.
- Session # D6  
Room: Summit I  
**Title: Multi-level Modeling, Gauging Growth, and Closing Gaps**  
Presenter: Vonda Kiplinger; Academy School District  
Co-Presenter: Dr. Kenneth Vedra; Superintendent of Academy District 20  
Laws call for closing gaps and demonstrating adequate yearly progress. This presentation describes how 36 Colorado districts (presenting 41 percent of state student population) pooled state assessment data and used multilevel modeling to gauge growth over time in reading, writing, and math. Results are reported at student-, school-, and district-levels.
- Session # E1  
Room: Fremont  
**Title: Applying the Standards to Personnel Evaluation**  
Presenter: Dr. Barbara Howard; SERVE at the University of North Carolina at Greensboro  
Co-Presenter: Dr. Arlen Gullickson; Western Michigan University and Paula Egelson, SERVE  
Best practices in personnel evaluation should be guided by the standards released by the Joint Committee on Standards for Educational Evaluation. This session will provide an overview of the Personnel Evaluation Standards, their application, and potential benefits to school districts.

Session # E2  
Room: Hayden  
**Title: Culture-Changing Assessment**  
Presenter: Mr. Allan Olson; Northwest Evaluation Association  
Assessment should show districts where achievement gains are weak or nonexistent and provide enough information to show where and how to improve. Hear about the culture shift at exemplary districts, how their model accountability systems are evolving and how data from them are being used to inform academic improvement efforts.  
Co-Presenter:

Session # E3  
Room: Carson  
**Title: Identifying and Serving At-Risk Students: District and Community Collaboration**  
Presenter: Ms. Susan O'Daniel; Jefferson County Public Schools, Louisville, KY  
JCPS identifies students at risk of academic failure through a process that includes data related to reading, mobility, adults in the home, SES, attendance, etc. Participants will learn about this process, subsequent services and instruction to students via internal programming, and community collaboration initiatives resulting from the identified needs.

Session # E4A  
Room: Cameron  
**Title: The Priority Given to Teacher Evaluation and the Impact on School Improvement, Professional Development and Student Learning**  
Presenter: Dr. Susan Colby; Appalachian State University  
Co-Presenter: Ms. Lynn Bradshaw; E. Carolina University and Randy Joyner; E. Carolina University  
Findings based on a mixed method research study examining the relationship between the priority given to teacher evaluation at the district level and teacher's perceptions of the impact of teacher evaluation on school improvement, professional development and student learning indicated that the greater the priority given to teacher evaluation, the greater the impact in each area.

Session # E4B  
Room: Cameron  
**Title: A Hybrid Model for Evaluating Online Professional Development: Phase One Evaluation of the Florida Online Reading Professional Development (FOR-PD)**  
Presenter: Dr. Debbie Hahs-Vaughn; University of Central Florida  
Co-Presenter: Ms. Rebecca Fiedler and Ms. Vicky Zygouris-Coe; University of Central Florida  
Presenters will detail how program evaluators developed a hybrid evaluation model to examine the Florida Online Reading Professional Development (FOR-PD) project. The evaluation incorporated elements of the logic model, the five levels of professional development, and the five pillars of quality online education. A snapshot of results will be included.

Session # E5A  
Room: Stratton  
**Title: The Impact of the No Child Left Behind Legislation on the Florida Accountability Program**  
Presenter: Mr. Joel Overton; SERVE  
In this paper the SERVE Senior Policy Analyst from Florida will report on the impact the NCLB legislation has had on the state accountability program. This presentation will include both policy changes through legislation and state board of education policy changes. In addition, state education department procedural changes due to the NCLB legislation will be addressed.

Session # E5B  
Room: Stratton  
**Title: Advantages of a Multivariate Longitudinal Approach to Educational Value-Added Assessment Without Imputation**  
Presenter: Mr. Paul Wright; SAS Institute  
Many educational entities recognize the advantages of value-added assessment. A frequent question is whether simple analytical approaches can be used in lieu of more complex statistical models.

Session # E6

Room: Summit I  
**Title:** **A Collaborative Model: Using Interim Testing and Structured Dialogue to Improve Instruction**  
Presenter: Dr. Karen Bemby; Dallas Independent School District  
Co-Presenter: Ms. Charlene Burroughs  
An urban school district implemented interim tests aligned with state mandated knowledge and skills and the district's scope and sequence. Teachers need assistance interpreting these data, adjusting instructional practices, and planning interventions. This presentation outlines a collaborative model that uses structured dialogue and explains its impact on the schools.

Session # F1  
Room: Fremont  
**Title:** **The Program Evaluation Standards**  
Presenter: Dr. Arlen Gullickson; The Evaluation Center at Western Michigan University  
Co-Presenter: Dr. Barbara Howard; SERVE and Paula Egelson; SERVE  
The Program Evaluation Standards provide valuable guidance for anyone who conducts or commissions an evaluation for the purpose of improving education and learning. This session will demonstrate how the standards address issues such as design, data collection, analysis of information, reporting and other tasks associated with program evaluation.

Session # F2A  
Room: Hayden  
**Title:** **An Analysis of the Summer Scholars Academy.**  
Presenter: Mr. Billy Hull  
A qualitative analysis of GPAs and student performance on the GEAR UP Program Summer Scholars Academy.

Session # F2B  
Room: Hayden  
**Title:** **The Effects of Instructional Program Coherence on Biology I Achievement**  
Presenter: Dr. Darlene Thurston; Jackson State University  
This study focused on instructional program coherence as an improvement framework for Biology achievement in Mississippi's impoverished Delta-based schools. Instructional program coherence was defined as a set of interrelated programs that are guided by a common framework for curriculum, instruction, assessment, and teaching climate observed over time.

Session # F3A  
Room: Cameron  
**Title:** **An underutilized design in applied research: The retrospective pre-test**  
Presenter: Mr. Theodore Lamb; Biological Sciences Curriculum Study  
Co-Presenter: Ms. Molly McGarrigle  
Overall, participants rated themselves lower on the Retrospective Pretest compared to the traditional pretest. This suggests that the response shift effect was biasing judgments. The differences in gain scores and the depiction of results suggest that the traditional pretest underestimated the impact of the Professional Development workshops on participants learning.

Session # F3B  
Room: Cameron  
**Title:** **Assistant Principal Recruitment: The Effects of Job Attributes, Teacher Leader Role, and Teaching Assignment Area**  
Presenter: Dr. Brian Shumate; Jefferson County Public Schools, Louisville, KY  
The study addressed the recruitment of middle and high school teacher-leaders (department chairpersons, resource teachers, counselors, council members) in the Jefferson County, Kentucky Public School System for the position of Assistant Principal.

Session # F4  
Room: Stratton  
**Title:** **University-School Partnerships: Critical Coalition to Ensure Quality Educators**  
Presenter: Dr. Karen Wetherill; University of North Carolina at Wilmington

Co-Presenter: Ms. Diane L. Calhoun

Teacher preparation programs must provide evidence of their work with and impact upon P-12 public school students. School partners and university faculty must be at the table to establish systems and processes that have the ability to identify needed data, collect, store, retrieve multiple layers and types of information.

Session # F5

Room: Summit I

**Title: Evaluation of Extended School Services**

Presenter: Ms. Lori Holland; Jefferson County Public Schools

Participants will review basic tenets of program evaluation, explore best practices for extended academic school programs, connect best practices to students, outcomes, and consider models of academic program to support struggling students.

Session # F6

Room: Carson

**Title: Transforming the possible into reality: Putting powerful data analysis tools in the hands of teachers**

Presenter: Dr. Alisabeth Ackerman; Academy School District

This presentation is an illustration of the data analysis and presentation tools developed by Alpine Achievement Systems and their impact on teachers and administrators

Session # G1

Room: Fremont

**Title: Patterns of Teacher Quality: How Beginning Teachers Affect Children in Inner City Schools**

Presenter: Dr. Sandy Horn; SAS Institute

Research shows that, as one might expect, beginning teachers as a group are less effective than experienced teachers. Recent research also reveals that the teachers who leave after their first year of teaching are, on average, less effective than those stay a high proportion of first year teachers are employed in metropolitan areas, and a high proportion of those leave after their first year of teaching. This presentation examines how this pattern impacts inner city students, specifically initially high-achieving minorities.

Session # G2A

Room: Hayden

**Title: A Longitudinal Study of Different Ways of Knowing for the Middle Schools: Evaluation of Cohort I**

Presenter: Dr. Marco Munoz; Jefferson County Public Schools, Louisville, KY

Co-Presenter: Dr. Steven Ross; University of Memphis

This study evaluated the quality of Different Ways of Knowing for the Middle Grades in Cohort I schools, as well as how well the model was implemented, and the extent to which the model impacted student achievement, teacher practice, and other components of comprehensive school reform.

Session # G2B

Room: Hayden

**Title: Alternative School Administration Study (ASAS)**

Presenter: Mr. Mark Shellinger; Jefferson County Public Schools, Louisville, KY

Co-Presenter: Dr. Marco Munoz; Jefferson County Public Schools, Louisville, KY

The first look at data from the Alternative School Administration Study's time/task analysis show principals work long hours at their schools each day and find it challenging to meet day-to-day managerial tasks while providing instructional leadership. Twenty-one elementary schools were randomly selected for the study. ASAS is designed to test the feasibility and positive impact of increasing the amount of time principals spend on instructional improvement by adding a School Administration Manager (SAM) to assist.

Session # G3

Room: Carson

**Title: Reporting From The Front Lines: How a school district selected and implemented a web-based teacher evaluation system.**

Presenter: Dr. Linda Madsen; Dallas Independent School District

Co-Presenter: Barry Brahier

Discover how a group of administrators and teachers worked together to select and implement a web-based teacher evaluation system. The theoretical framework, evaluation language, and the software management tool will be discussed, along with the individual and systemic uses of the data derived from the teacher evaluations.

Session # G4

Room: Cameron

**Title: Professional Learning Teams: A Strategic Model for Improving Teaching and Student Learning**

Presenter: Ms. Mollie Lloyd; SERVE

Co-Presenter: Ms. Debra Sherrill and Ms. Treana Bowling

This session will discuss how teachers moved from collegiality to collective study of reading content and student data in professional learning teams. Outcomes of a school's participation in professional learning teams within the boundaries of SERVE's Advancing Reading Achievement on teacher practice and student achievement in reading will also be identified.

Session # G5A

Room: Learning Center

**Title: Considerations in Using Randomized Clinical Trial Methods to Evaluate Systemic Initiatives in Mathematics**

Presenter: Mr. James Van Haneghan; University of South Alabama

The primary goal of this presentation is to explore issues concerning the use of randomized clinical trials in evaluating systemic professional development programs in mathematics. Examples from the presenter's project and others will be used to argue whether and/or how such initiatives could be examined using randomized clinical trials.

Session # G5B

Room: Learning Center

**Title: Practical Application of Database Driven Web Sites. A Model For Content Presentation and Tracking.**

Presenter: Mr. Lloyd Curtis; California State University, Bakersfield

Co-Presenter: Dr. Penelope Swenson; California State University

Database driven Web sites make it possible to integrate assessment into content presentation. This paper discusses technology and theory for presenting content and tracking progress through the use of short content segment video and quiz written to an integrated online database. The authors will demonstrate a working model and underlying theory.

Session # H1

Room: Fremont

**Title: NCLB and AYP: A New Era for Reform and Teacher Evaluation**

Presenter: Ms. Marguerita DeSander; The College of William and Mary

The "Annual Yearly Progress" provision of the No Child Left Behind Act of 2001 (NCLB) presents a plethora of polemical issues surrounding teacher accountability, quality of instruction and teacher evaluation. The purpose of this presentation is to examine the implications of NCLB and AYP on how we evaluate instructional personnel in public K-12 schools.

Session # H2A

Room: Hayden

**Title: Making Reform Happen: Comprehensive School Reform Formative Evaluation Database (CSRFED) Field Test**

Presenter: Cynthia Robertson; SERVE, University of North Carolina, Greensboro - Co. Presenter: Eric Howard

Co-Presenter: Eric Howard; SERVE and Paula Egelson; SERVE

SERVE researchers will discuss their CSR evaluation field test process, including the reliability and validity of their instruments, sampling procedures, the steps taken to train schools in data collection, the survey method used in the schools, and school reports reflecting results from instruments and research coordinator follow-up interviews.

Session # H2B

Room: Hayden

**Improving Teacher Quality Through Rigorous Investigation of Assessment Instruments and Evaluation Practice**

**Title:**  
Presenter: Ms. Jacqueline Kelleher; The University of Connecticut

Few assessments in teacher preparation programs are field-tested with as much rigor as what will be presented in this paper. Very few assessment systems purport to identify teacher qualifications and characteristics that are linked to K-12 student achievement. Findings yielded from assessments in schools of education are limited in terms of dissemination, usually limited to annual reports to accreditation agencies. This paper describes an evaluation system that incorporates sound practices in measurement, evaluation, and assessment of teacher candidates and the Neag School of Education as a unit.

Session # H3  
Room: Cameron

**How have four Southeastern states used evaluation to form their accountability legislation and policies?**

**Title:**  
Presenter: Ms. Helen DeCasper; SERVE  
Mr. Jeff Gagne; Georgia Dept. of Ed., Mr. Frankie White; SERVE, Ms. Cindy McIntee and Ms. Jean Scott;  
Co-Presenter: SERVE

In this panel SERVE Senior Policy Analysts from Southeastern states will report on how their legislators, state board members, governors and other policy leaders have used evaluation to form their accountability legislation and policies.

Session # H4A  
Room: Learning Center

Presenter: Dr. Penelope Swenson; California State University, Bakersfield  
Co-Presenter: Mr. Lloyd Curtis

Assessment in online courses has great potential. This paper will include a discussion of current assessments and best practices for assessing courses, instruction/instructors, and students. The authors will share assessments they have developed and used.

Session # H4B  
Room: Learning Center

**Title: Handheld computers and their role (in practice and potential) in assessment**

Presenter: Dr. Penelope Swenson; California State University, Bakersfield  
Co-Presenter: Mr. Lloyd Curtis

Handheld computers are inexpensive, durable, powerful, and easy to carry. They are valuable tools in assessment for professors and K-12 teachers and administrators. The presenters are experienced handheld users and researchers. They will discuss and demonstrate assessment tools.

Session # H5A  
Room: Carson

Presenter: Dr. Nancy Lewis; University of Central Florida  
Co-Presenter: Ms. Carine Strebels-Halpern and Michael Hynes; University of Central Florida

This presentation is designed to take the audience through the most important steps in conducting classroom observation - from protocol selection/adaptation to observer training to scheduling and conducting pre-/post observation interviews. While the examples will be drawn from a four-year NSF-funded evaluation of a Mathematics and Science Education program, researchers from other content areas are encouraged to attend, as the lessons learned can be applied elsewhere.

Session # H5B  
Room: Carson

**Development and Testing of Items Measuring Teachers' Perceptions of Aligned and Balanced Curriculum**

Presenter: Ms. Merrill L. Meehan; AEL  
Co-Presenter: Ms. Kimberly S. Cowley and Mr. William Wiersma; University of Toledo

The development and pilot testing of 35 items designed to measure teachers' perceptions of aligned and balanced curriculum is reported. The pilot test instrument was completed by 2,459 teachers in 86 schools in 5 states. Through descriptive statistics, reliability estimates, factor analyses, and comparisons of 13 high-performing schools' teachers to the remaining schools' teachers, the 100

best items for the field of the curriculum alignment subscale were selected.