

News on Research, Products and Solutions for Learning and Education

innovations



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A 'Perfect Storm' *For Postindustrial Economies*

Teaching
'In the Moment'

◀ Kim Oliver,
2006 U.S. Teacher of the Year



Listening. Learning. Leading.



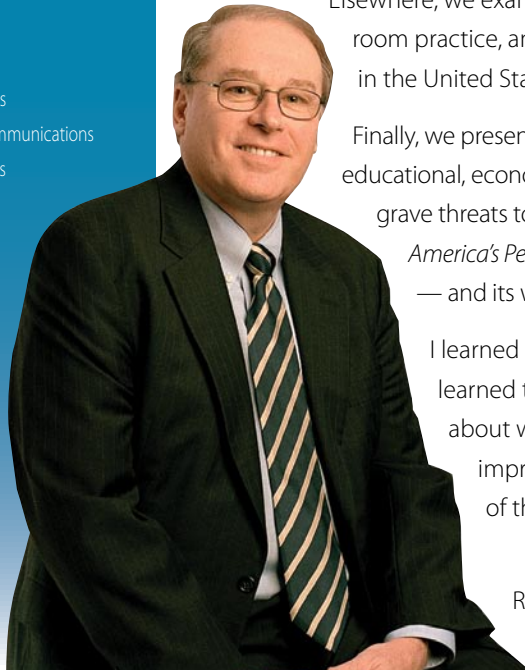


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A Letter From Kurt Landgraf

One good teacher can make all the difference. I know. A great teacher made all the difference for me.

Growing up, I was an uninspired student, and I struggled in school. All that changed in college, thanks to an economics professor who somehow made the “dismal science” accessible, relevant and, to my surprise and delight, exciting.

It was an amazing thing. At once, learning became a revelation. Forty years, one undergraduate degree and three master’s degrees later, I remain grateful for his gift.

What makes a great teacher? In this issue of *ETS Innovations*, we explore that question. Our lead story makes the point that although teacher effectiveness is the first requirement of a successful academic experience, researchers have only begun work on how to measure it.

Elsewhere, we examine some ways in which teachers can improve their classroom practice, and how ETS and Historically Black Colleges and Universities in the United States are collaborating to improve teacher education.

Finally, we present the findings of new ETS research on the convergence of educational, economic and demographic trends that, in combination, pose grave threats to the U.S. economy and to American society. The report, *America’s Perfect Storm*, focuses on the United States, but its findings — and its warnings — apply equally to other postindustrial economies.

I learned more than economics in my college economics class: I also learned to love learning. At ETS, we believe that the more we learn about what makes a good teacher, the better able we’ll be to help improve teaching everywhere, and to help inspire the scholars of the future.

Regards,

Kurt M. Landgraf
President and CEO

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InnovationsMailbox@ets.org

In the meantime, please visit the ETS website at

www.ets.org.

Fighting Inequalities In Education

When Laura Goe signed up to tutor struggling students, she read a book — *Savage Inequalities: Children in America's Schools*, by Jonathan Kozol — that literally changed her life. First as a teacher, then as a doctoral candidate, and now as an ETS researcher, her goal has been to change the policies that contribute to inequalities in education.

"Before reading *Savage Inequalities*, I was unaware that there were schools where students had no books and had to learn from underqualified teachers in leaky, drafty buildings," Goe says. "I immediately decided that I wanted to be in a position to change the policies behind those inequities."

One way Goe is doing that is through her work for the [National Comprehensive Center for Teacher Quality](#). Launched in 2005 by the [Education Commission of the States](#), [ETS](#), [Learning Point Associates](#), and [Vanderbilt University](#), the NCCTQ is funded by the U.S. Department of Education. Its mission is to help the federally funded regional comprehensive assistance centers, the states, and other education stakeholders strengthen the quality of teaching — especially in high-poverty, low-performing, and hard-to-staff schools like the ones Kozol describes in his book.

Partnering for change

Goe represents ETS as a senior researcher in the NCCTQ partnership. "All the partners are leaders in improving education," Goe says, "and we're working together to spur the kinds of changes that will dispel the

'savage inequalities' that still exist in our nation's education system."

In a recent presentation to the [Teachers for a New Era Learning Network](#), which works with schools of education on strengthening K-12 teaching, Goe and Sabrina Laine of Learning Point Associates, who serves as NCCTQ Director, summarized some core points about the link between effective teaching and student learning:

- The No. 1 factor influencing student achievement is a high-quality teacher.
- As teacher effectiveness increases, lower-achieving students are the first to benefit.
- Teacher effectiveness has long-term consequences for students.

That link between teaching quality and student achievement is embodied in the federal [No Child Left Behind](#) education reform law, known as NCLB.

"The NCLB mandates are clear: All students should have access to teachers who are certified, have bachelor's degrees, and have majors in their subject areas," Laine wrote in the inaugural issue of the National Comprehensive Center's [TQ Research & Policy Brief](#).



▲ Research aims to clarify the link between teacher effectiveness and student achievement, say ETS researchers Laura Goe, left, and Carol Dwyer.

"In addition, the law requires states to ensure there is an equitable distribution of highly qualified teachers so that a disproportionate number of students in high-poverty urban and rural schools are not left with long-term substitutes or teachers who are not highly qualified."

A need to know

"The lack of highly qualified teachers has been demonstrated to be a critical obstacle to reducing achievement gaps, but we need to learn much more about what makes a teacher effective," says Carol Dwyer of ETS, who serves as NCCTQ's Principal Investigator for Research and Dissemination.

"The center is directly charged with identifying and disseminating information about policies and practices that have been demonstrated to raise the quality of the teaching force, particularly for teachers whose students are at risk of academic failure through poverty and other factors," Dwyer says.

The National Comprehensive Center offers a variety of resources, including its website (www.ncctq.org); the quarterly *TQ Research & Policy Brief* electronic newsletter; the *State of Teaching in At-Risk Schools* biennial report; a *Research Synthesis Series*; issue forums; an annual "What Works" conference; and technical and consulting assistance.

"One of our most-used resources has been the planning tool that helped states provide

evidence that they were making progress toward meeting NCLB's requirement to have highly qualified teachers in every classroom," Dwyer says.

"Initially, only nine states submitted acceptable plans to the Department of Education, so the department required the others to submit revised plans. The NCCTQ planning tool assisted states in that process by streamlining access to the nine accepted state plans and providing reviewer comments."

"The planning tool may continue to be useful to states as they consider the types of data they want to collect in the future and determine ongoing analysis and reporting procedures," Dwyer says.

Measuring teacher effectiveness

The *State of Teaching in At-Risk Schools* biennial report, which the center will publish later this year, will contend that there is little strong, empirical evidence tying specific teacher practices to student outcomes such as achievement on standardized test scores. "While we know teacher effectiveness affects student achievement," Goe says, "there are factors that we would normally associate with effective teachers that seemingly have little or no effect." They include:

- After the first five years of teaching, additional experience does not seem to contribute to improved student achievement.
- The differences between credentialed teachers and those with emergency permits or those teaching out of field are fairly small, except for math, where appropriate credentials seem to be more important.
- Subject-matter training appears to matter in math, but the effects of content knowledge in other subjects are small.

- Higher levels of education such as master's degrees and doctorates do not seem to have a strong effect on student achievement, but the impact also depends on the subject, with higher-level coursework showing a positive impact on math achievement.

"What these inconsistencies lead us to believe is that we need to better identify the characteristics effective teachers possess and understand how these characteristics affect students," Goe says. "Teacher quality matters, but we need to know much more about how to measure it."

Data collection at the state level is key. "We need to be able to follow teachers longitudinally," Goe says. "We need to link teachers to students in order to empirically answer questions about teacher contributions to student learning."

The report will also say that using statistical procedures called "value-added models" as research tools may help establish the relationship between specific aspects of teaching quality and student achievement. (See story on page 5.)

Helping those with the greatest needs

Given the persistence of achievement gaps and the NCLB's aim to close them once and for all, much of the National Comprehensive Center's work has been focused on student achievement.

The *Research Synthesis Series* dealt with the links among teacher preservice preparation, teaching practices, and the achievement of students with special needs. A second synthesis, to be published this spring, will present research on teacher effectiveness and student achievement in the general population.

Teacher quality matters, but we need to know much more about how to measure it.

Laura Goe, ETS Research Scientist

Goe, the author of both syntheses, says that children with special needs once struggled simply to gain access to a free and appropriate public education. Now, both NCLB and the federal [Individuals with Disabilities Education Improvement Act](#) require states to ensure that students with disabilities meet not only developmental goals, but also, to the maximum extent possible, the challenging academic expectations that have been established for all children.

The special-needs synthesis is titled *Teacher Preparation→Teacher Practices→Student Outcomes Relationship in Special Education: Missing Links and New Connections*. It aims to help teacher preparation programs better equip general and special education teachers with the knowledge and skills that will improve student achievement. Recommendations include building a comprehensive data collection, management and analysis system to enable researchers to link specific preservice coursework to specific teacher practices and to student learning outcomes.

The synthesis also includes examples of promising programs assessing the links among preparation, practice and outcomes. It cites such successful examples and models as the New York Pathways Project (www.teacherpolicyresearch.org); Louisiana's Teacher Quality Initiative (www.leadlouisiana.net/explore.cfm/home); the Carnegie Corporation's Teachers for a New Era project (www.teachersforanewera.org); and the Education Trust's Instructional Practices of Effective Teachers Study, which is in the very early stages.

As the United States moves to strengthen the quality of teaching in its public schools, particularly those in at-risk districts, resources and support offered by the NCCTQ will prove critical.

"The National Comprehensive Center for Teacher Quality will continue to share information from these programs and others like them to ensure that having high-quality teachers becomes the norm for all students, and especially for those with special needs or in at-risk schools," Goe says. ✨

Can 'Value-Added' Models Measure Teacher Quality?

Henry Braun, who recently retired as a distinguished researcher at ETS and now teaches education and public policy at Boston College, says a class of statistical procedures called "value-added models," or VAMs, can be useful research tools to help indicate the relative success teachers have in promoting student achievement.

"These models require data that track individual students' academic growth over several years and in different subjects in order to estimate the contributions that teachers make to that growth," Braun explains.

Many view the value-added concept as an objective measure of teacher quality — better than such subjective measures as classroom observations. The Educational Value-Added Assessment System (EVASS) is the most widely used model for evaluating teacher effectiveness.

Developed by education statistician William Sanders, EVASS is being used in Tennessee and elsewhere to determine the "value," or additional learning, a district, school or teacher provides students as measured by annual standardized tests.

'An exciting prospect'

In a recent ETS Policy Information Perspective report, *Using Student Progress to Evaluate Teachers: A Primer on Value-Added Models*, Braun described the quantitative evaluation of teachers based on an analysis of test score gains made by their students. He called it "an exciting prospect that has gained many proponents in recent years."

But he urges caution. "Despite the enthusiasm these models have generated among many policymakers, several technical reviews of VAMs have revealed a number of serious concerns," Braun says. "The implementation of such models and the proposed uses of the results raise a host of practical, technical and even philosophical issues."

The fundamental concern about VAMs, Braun says, is that the number associated with each teacher at the end of a value-added analysis is often referred to as a measure of "teacher effectiveness," thus denoting a causal interpretation.

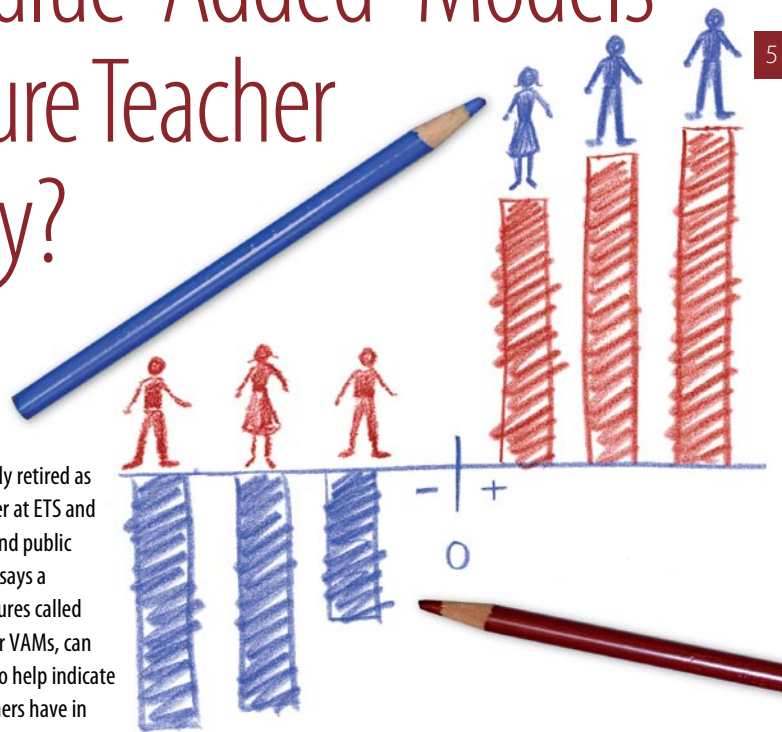
But according to statistical theory, to obtain proper estimates of teacher effectiveness, students would have to be randomly grouped into classes and teachers randomly assigned to those classes. "Unfortunately, school systems do not operate by randomization," Braun says.

"The problem is that in the absence of randomization, it is hard to discount alternative explanations for the results that are found."

"Building a credible statistical basis for teacher evaluation would be an important advance that could contribute, in the long run, to improved teaching and learning," he says. "But the evaluation process should be sufficiently rich to do justice to the complex, multi-faceted activity that constitutes teaching."

A useful resource tool

Still, while Braun believes that VAM results should not be used as the principal basis for making decisions about teachers regarding salaries, promotions and sanctions, he says they can help identify teachers most likely to require professional development, and schools that may be underperforming. And, he says, VAMs can be an extremely useful research tool. ✨



For Postindustrial Economies, a 'Perfect Storm'



In his bestselling book *The Perfect Storm*, writer Sebastian Junger describes a nightmare in which forces of nature feed on one another to form a devastating storm of the century.

If there were a social science analogue to Junger's tale, then the United States is in its midst — a perfect storm of educational, demographic and economic forces combining to imperil the nation's long-term prosperity and tear at its political and social fabric.

That's the conclusion of a new ETS research report, *America's Perfect Storm: Three Forces Changing Our Nation's Future*. And while the study focuses on the United States, the U.S. isn't alone: Developed nations around the world are experiencing their own "perfect storms."

"What's happening in the United States is happening in postindustrial economies everywhere," says Irwin Kirsch, Director of

the ETS Center for Global Assessment and a co-author of the ETS report. "The United Kingdom, Germany, Italy, France, Japan, Canada, Switzerland — they're all facing many of the same challenges as the U.S. with regard to skills, demography and changing economies."

The report's other co-authors are Henry Braun, a former ETS researcher who is now a professor of education and public policy at Boston College and director of its Center for the Study of Testing, Evaluation and Educational Policy; ETS Research Scientist Kentaro Yamamoto; and Andrew Sum, a professor of economics at Northeastern University in Boston, Massachusetts.

'Momentous' consequences

America's Perfect Storm describes a "confluence" of three powerful forces:

- economic restructuring that has changed the workplace
- inadequate levels of literacy and numeracy skills among students and adults
- sweeping demographic changes driven by immigration

According to the report, technology, globalization and the decline of manufacturing are reshaping the workplace, placing a premium on education and skills.

Professional, managerial and technical jobs requiring college-educated, highly skilled workers are among the fastest growing categories in the labor market. Between 1984 and 2000, they accounted for 66 percent of job growth, and are expected to account for 46 percent of all job growth between 2000 and 2014.

At the same time, inadequate skill levels are narrowing individuals' opportunities and threatening long-term economic growth. About 100 million Americans 16 to 65 lack adequate reading and math skills for succeeding in the knowledge-driven workplace and in a complex, bureaucracy-laden society — whether it's navigating the health care system, managing personal finances, or securing public benefits.

Meanwhile, half of U.S. population growth into the next decade will come from new immigrants, many of whom will lack the literacy and math skills required for full participation in American society. In 2004, 34 percent of new immigrants arrived without a high school diploma; of these, 80 percent could not speak English well, if at all.

The interaction of these forces, the report argues, has created a powerful dynamic that threatens to turn the American dream of equal opportunity into a tragedy marked by widening income disparities and social and political polarization.

As the report contends, “The three sets of forces ... are each powerful in their own right. But as they interact over time, their consequences can be truly momentous.”

The skills picture

Can education reform close the skills gap and help reverse these trends?

According to the data, that’s just not happening. National test results show little evidence of improvement over the past 20 years. In fact, scores have been relatively flat, and achievement gaps remain substantial and stubborn, says report co-author Braun.

Projections based on data from 15 years of nationally representative samples of adults point to a substantial reduction between now and 2030 in the percentage of adults viewed as having the minimum level of skills required for success in the labor market. They also point to a dramatic jump in the percentage at or below basic-level skills.

“We say in the report that a consequence of this change is that there will be tens of millions more adults who lack the education and skills they’ll need to thrive in the new economy,” Braun says. “They will be less competitive with equally or better-skilled workers in lower-wage economies, and they won’t be equipped to compete for higher-paying jobs in the U.S. economy.”

‘Sweeping’ changes

For workers, skill deficits are growing more costly. In 1979, expected lifetime earnings for men with bachelor’s degrees were 50 percent higher than for those with only a high school diploma. By 2004, this gap nearly doubled, to 96 percent.

“Sweeping” demographic changes, as the report describes them, are compounding the skills problem. By some estimates, none of U.S. workforce growth between 2000 and

2020 will be from native-born workers between 25 and 54, the prime working ages.

“We are now beginning to appreciate how these three forces interact with one another,” Kirsch says. “We’re documenting rates and patterns of immigration that we haven’t seen in almost a century, just as the workforce and the economy are undergoing a dramatic restructuring marked by a substantially greater return on wages from higher levels of education and skills.”

“The net result,” he says, “is a widening of inequalities that threatens the ‘American dream’ of equal opportunity.”

“You’ve got a constellation of forces combining with and sustaining one another, compounding the effects over time and pulling Americans further apart,” Kirsch says. “It’s a perfect storm.”

A global pattern

Other countries are also contending with economic and social issues related to falling birth rates, aging populations, immigration and inadequate skill levels.

In 2000, for example, the United Nations projected that over the next 50 years, the populations of virtually all the countries of Europe and of Japan would decline and grow older.

The U.K. picked up where the U.N. left off: In a December 2006 report titled *Prosperity for all in the global economy*, Lord Sandy Leitch, chair of the United Kingdom’s National Employment Panel, cited the importance of building people’s skills. “Without increased skills, we would condemn ourselves to a lingering decline in competitiveness, diminishing economic growth and a bleaker future for all,” he wrote.

The point was echoed in Scotland. In its own recent national skills assessment,



▲ “We can still moderate this storm’s impact,” says Irwin Kirsch, Director of the ETS Center for Global Assessment.

Learning to Work, the Scottish Funding Council noted that more than 20 percent of adults in Scotland have low literacy and numeracy skills. The council called it “one of the biggest employability problems in Scotland.”

In Japan, declining birthrates are creating long-term economic pressure. Twenty-one percent of Japanese are 65 or older — the highest proportion in the world — while 14 percent are 15 or younger — the lowest proportion in the world. The trends mean fewer workers to support more retirees.

A glimpse of the future

While the ETS report makes for unsettling reading, its authors say the facts speak to the urgency of the issue.

“The forces that we’re talking about are not unstoppable forces of nature,” Kirsch says. “And we can still moderate this storm’s impact. But it’s going to require political and economic will to develop policies focused on improving literacy and numeracy skills, closing the achievement gap, and enhancing opportunities for children, especially children of new immigrants.”

Time is running out. Says Braun, “We’re not approaching this storm. We’re already in it.” 🌟

“We are now beginning to appreciate how these three forces interact with one another,” says Irwin Kirsch.



▲ Because students and methods are constantly evolving, teachers also need to evolve, says kindergarten teacher Tonia McDermott of Warner Robins, Georgia.

Professional Development Helps Teachers Teach ‘in the Moment’

It’s an indelible image — teachers drawing lines across a board as they lead students through a lesson. In that moment, teachers hope everything falls into place, their students “get it,” and learning occurs.

If only every lesson worked out that way. Unfortunately, sometimes students don’t “get it,” and the hoped-for moment of learning instead becomes a moment when teachers “beat ourselves up” for falling short of their own expectations, says Andrea Scaturo, a language arts teacher at West Windsor-Plainsboro High School South in Princeton Junction, New Jersey.

What many teachers do next is move on — to the next phrase, the next point, the next activity they should stress to finish the lesson. What many say they *don’t* do is analyze, in the very moment they’re teaching, what they’re doing and why they’re doing it.

That’s why professional development programs that help teachers see themselves as their students see them are so important.

For one thing, by holding a mirror to teachers’ classroom practices, professional self-analysis encourages teachers to focus on student learning rather than on teaching, says Ann Mika, an English teacher at Grover Middle School in Plainsboro, New Jersey.

Time to reflect

Seeing what they’re doing can also prompt teachers to make adjustments that can help them overcome barriers to effective instruction. Through timely analysis of even a successful lesson, teachers can replicate what worked — and improve what didn’t, says Kim Oliver, a kindergarten teacher from Broad Acres Elementary School in Silver Spring, Maryland, and the 2006 U.S. National Teacher of the Year.

Encouraging teachers to reflect on their own practice is a key aim of the advanced



Timely self-analysis helps teachers replicate what worked and improve what didn't, says Kim Oliver, the 2006 U.S. National Teacher of the Year.

certification program of the [National Board for Professional Teaching Standards® \(NBPTS®\)](#).

Teachers in the National Board Certification® program, for which ETS develops and scores assessments, spend hundreds of hours and up to three years developing a portfolio of their classroom practice and preparing for and passing subject-matter assessments that demonstrate their knowledge against rigorous standards. The program has inspired many teachers to take mental pit stops, systematically reflect, then refine their teaching as they teach.

The program's videotaping component was illuminating for Sharon Waugh, a math teacher at Houston County High School in Perry, Georgia.

"I found out that I talked to one side of the room more than the other, and occasionally talked with my back to the students," Waugh says. "I have made every effort to correct these behaviors."

Knowing what works

Statistical and anecdotal findings show that National Board Certified Teachers® inspire deeper student learning, strengthen and reaffirm their practice, and take on leadership roles to improve their schools.

"I believe that achieving certification has made me a better teacher — more effective in the classroom, more aware of good practice," says Mika, the Grover Middle School teacher.

The NBPTS program has improved the way Tonia McDermott assesses her students.

"Knowing the importance of assessing for instruction and doing something with the information I get from those assessments is one thing I really took away from the process," says McDermott, a kindergarten teacher at Quail Run Elementary School in Warner Robins, Georgia.

Because students are constantly evolving, and because pedagogical resources and even strategies can quickly grow outdated, teachers need to keep current. Good professional development programs can help.

"As our society changes, our kids change, and we need to know the best ways to reach each child," McDermott says.

In addition to improving teaching and learning, studies show that training and support programs can help keep teachers in the profession. That's an important consideration given that nearly a quarter of new teachers leave the field before their third year, according to the National Center on Educational Statistics.

The value of recognition

ETS research supports the point. A 2004 report titled *Where We Stand on Teacher Quality* noted that "data show without highly skilled support, even [teachers] with high qualifications will not remain in the profession long enough to make a difference in children's lives."

In the absence of lavish salaries and bonuses, support and recognition serve to validate jobs well done.

One example is the National Teacher Forum, an ETS-sponsored event that

encourages educators to strategize on effective teaching. ETS also recently launched a professional recognition program called the *50 Great™* Teacher Retention Initiative. The *50 Great* program, which is seeking corporate sponsors, aims to attract and retain outstanding new teachers through financial rewards.

"We entrust teachers to develop our children's talent," says ETS Product Manager Linda Bailey. "Shouldn't we support them, financially and otherwise, giving them the opportunity to use the best tools and resources to prepare students to compete in a global economy?"

"With the *50 Great* program, companies can invest in our future workforce by investing in our teachers," adds ETS [Scholarship Recognition Program](#) Director Bill McCambley, Jr. "That investment will encourage and recognize the best teachers and, ultimately, increase the number of quality teachers in our classrooms." ✨



▲ Videotape helped Georgia high school math teacher Sharon Waugh improve the way she interacts with her class.

Putting a Personal Touch on CHANGE

ETS and HBCUs Bring the Art of Conversation to Teacher-Education Schools



▲ A series of teaching-quality forums between ETS and Historically Black Colleges & Universities led to the first HBCU Assessment Development Invitational conference, held at ETS in January 2007.

Sometimes the most novel approach to a problem is also the most basic.

That's the case with ETS and Historically Black Colleges & Universities (HBCUs) in the United States, which have been focused on improving teaching quality in grades K-12 and, by doing so, bolstering student achievement. Taking a break from the wired world, members of the two groups have made progress through old-fashioned face-to-face communication and community involvement.

"We have been co-sponsoring a series of meetings chiefly for faculty whose primary jobs are to prepare teachers for elementary and secondary schools," says Michael Nettles, Senior Vice President of ETS's [Policy Evaluation & Research Center](#) (PERC). "It is important for ETS to learn and be involved in their efforts."

Adds Ronald Mason, President of Jackson State University in Jackson, Mississippi, "In many ways, the future of our state depends on the quality of the teachers we produce. The meeting we hosted was a good fit

because the answers we seek locally, ETS seeks nationally."

Meeting an urgent need

The meetings are a good fit all around: Of 105 HBCUs, 73 have regularly sent representatives to the seven meetings held so far. This doesn't surprise Katherine Bassett, Client Relations Director for Higher Education at ETS, who says the theme of the meetings is an urgent one for K-12 teachers nationwide.

For starters, Bassett says, there's the federal No Child Left Behind Act, which aims to raise academic achievement through higher standards and tougher accountability rules. NCLB, as the law is called, imposes guidelines for what constitutes "teacher quality" for schools across the United States.

Bassett notes that HBCUs have the added pressure of graduating and adequately preparing more teachers of color.

"Studies show that students from minority groups who are taught by teachers from the same minority group have higher self-esteem and a greater interest in learning

than those who are taught by someone who is outside of their minority group," she says. Bassett notes that White women make up 80 percent of today's teaching force.

It's no wonder, then, that HBCUs have a lot on their minds. And unfortunately, it's more than a recruitment issue. In the United States, differences in academic performance among students of different racial, ethnic and economic backgrounds persist.

The 2005 report *Qualified Teachers for At-Risk Schools: A National Imperative*, by the National Partnership for Teaching in At-Risk Schools, provides evidence of this achievement gap:

- The high school graduation rate for Black and Hispanic students is about 55 percent, versus 78 percent for White students.
- Black and Hispanic 12th-graders perform at the same level in reading and math as White eighth-graders.
- Thirty-four percent of White adults obtain either a two- or four-year college degree by age 25, compared with 20 percent of Blacks and 15 percent of Hispanics.

The need to meet

The HBCU meetings are one way ETS and the hosting schools are trying to effect change.

"The ongoing series of meetings is important because HBCUs produce such a large number of teachers for classrooms that serve poor kids," says Eleanor Horne, Vice President of ETS's Social Investment Fund and longtime supporter of ETS-HBCU collaborations.

ETS's role is that of co-planner, co-host and experienced partner. Each HBCU has specific concerns and challenges that relate to the culture, traditions and politics of its area. So ETS customizes each agenda and helps organize the events.

PERC Director Linda Scatton says ETS staff present some material but that most of the talking is done by teacher-education faculty, who often address how they are preparing their students for the classroom.

Common themes that have emerged from the meetings include a need to focus on

math skills in the elementary schools and to increase understanding of standardized test development and scoring procedures.

Scatton says the meetings also highlight the struggle to recruit people into teacher-preparation programs, and to ensure that teacher candidates have sufficient skills for licensure.

A simple step toward great change

The HBCU-ETS meetings grew out of a request from Earl Richardson, President of Morgan State University in Baltimore, Maryland, and an ETS Trustee. "When we started, we said, 'ETS is the gold standard when it comes to assessment, and our historically Black colleges house special knowledge regarding the African American and minority populations. Surely we can learn a lot from each other.'"

Morgan State University hosted the first meeting, in 2004; Jackson State University hosted the most recent one, in December 2006.

While the meetings normally draw 75 to 80 audience members, the Jackson State event saw a huge leap in attendance. About 120 people attended this meeting, largely because Jackson State University recently launched a promising new partnership with the local elementary and secondary schools, with the goal of improving student performance.

Efforts are already under way to address some of the issues raised at the meetings. At least 10 HBCUs will work with ETS to design a program for producing highly qualified teachers in math and for improving math performance overall in elementary and secondary schools. ETS's Nettles says the group is seeking funding to support ideas emerging from this initiative.

To meet the need for more people trained in the statistical methods used in psychological and educational testing, ETS is collaborating with Morgan State to develop a master's and doctoral program in psychometrics.

Morgan State's Richardson says the program, which will debut in September 2007 and be headed by Steve Koffler, a former ETS Vice President for Higher Education Programs, aims to increase the number of minority psychometricians.

The meetings have also produced the first HBCU Assessment Development Invitational conference. Held at ETS last winter, the event served as a forum for participants to examine assessment-development practices and test-fairness guidelines. Attendees were leading teacher educators from selected HBCUs.

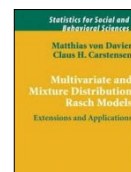
The next HBCU-ETS teaching-quality meeting is scheduled for Tennessee State University in April 2007, with a fall meeting planned for Texas. ✨

ETS Classifieds



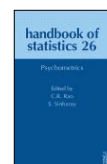
America's Perfect Storm: Three Forces Changing Our Nation's Future (Irwin Kirsch, Henry Braun, Kentaro Yamamoto, Andrew Sum, 2007) — This ETS

Policy Information Center report examines the convergence of three powerful forces — disparities in reading and math skills, widening wage gaps, and demographic shifts — and warns of the consequences. www.ets.org/stormreport



Multivariate and Mixture Distribution Rasch Models, Extensions and Applications, Series: Statistics for Social Science and Behavioral Sciences

(Matthias von Davier and Claus H. Carstensen, Eds., 2007) — Covering extensions of the Rasch model of educational research and social science, the book's 22 chapters examine topics ranging from general model extensions to applications in cognition, personality, organizational and sports psychology, education and other fields. Published by Springer, it is available for online ordering. <http://www.springer.com>



Handbook of Statistics, Volume 26: Psychometrics

(C.R. Rao and Sandip Sinharay, 2006) — This book presents the

latest developments in psychometrics, which involves the theory and technique of educational and psychological testing. Chapters are by renowned thinkers inventing methods to deal with psychometric problems. Published by Elsevier, the book is available for online ordering. <http://www.elsevier.com>



Educational Measurement, Fourth Edition (Robert L.

Brennan, Ed., 2006) — This new edition updates and extends topics previously covered and

features chapters by many ETS staff members. The book is divided by subject: theory and general principles; construction, administration and scoring; and applications. The book is available for online ordering from leading book retailers. <http://www.greenwood.com/catalog/C8125.aspx> ✨

Research Resource

Search the ETS Research Report Series Database Online. The ReSEARCHER database contains abstracts for all the research reports in the ETS Research Report Series, which dates to 1948 and contains more than 3,000 entries. Many of the newer research reports are also available in PDF. The database is searchable by author, title, ETS research report number, publication year, key word, and text search.

<http://search.ets.org/custres/>

Professional Opportunities

ETS operates a variety of internship, fellowship and visiting scholar programs appropriate for all career levels. One aim of these programs is to increase the number of women and underrepresented minority professionals conducting research in educational measurement and related fields. Registration for most programs opens in late October; others accept applications year-round. For more information, write to

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