

## APPENDIX A

### Workshop Agenda

#### June 1

- |             |  |
|-------------|--|
| 8:30-9:00   | Continental Breakfast  |
| 9:00-9:10   | Welcome – Dr. Judith Sunley, Interim Assistant Director, Education and Human Resources, EHR/NSF  |
| 9:10-9:20   | Greetings – Dr. Eric Hamilton, Interim Division Director, Research, Evaluation and Communication, EHR/NSF  |
| 9:20-9:35   | Introduction to the Workshop – Dr. Elmima Johnson, Staff Associate, Division of Research, Evaluation and Communication, EHR/NSF  |
| 9:35 -9:45  | Remarks – Dr. Conrad Katzenmeyer, Senior Program Director, Division of Research, Evaluation and Communication, EHR/NSF   |
| 9:45 -10:30 | <p><b>Session 1: Evaluation of Educational Achievement of Underrepresented Minorities.</b> Group discussion: Chair, Dr. Beatriz Clewell; Presenters – Dr. Carlos Rodríguez; Dr. Gerunda Hughes; Discussant – Dr. Jane Butler Kahle</p> <ul style="list-style-type: none"> <li>• Several Federal agencies offer support for science and mathematics education reform, i.e., NSF, NASA, DOE and ED. Evaluation of these efforts includes attention to student academic achievement. What are the issues surrounding the evaluation of science/mathematics achievement, especially the academic assessment of underrepresented populations? The discussion should highlight the cultural context of this area of evaluation with reference to relevant literature.</li> </ul> |
| 10:30-10:45 | Break  |
| 10:45-11:30 | Continue discussion  |
| 11:30-12:00 | Emergent Issues—Chair and Discussant   |
| 12:00-1:30  | Lunch  |

1:30-3:45

**Session 2: Participation of Minority Professionals in Educational Evaluation.** Group discussion: Chair, Dr. Stafford Hood; Presenters – Dr. Stafford Hood, Dr. Rodney Hopson; Discussant – Dr. Norma Dávila

- What is the motivation for increasing the number of minority evaluators with advanced training and experience in the field of educational evaluation? (Minority evaluators are defined as persons from those groups underrepresented in the field of evaluation.) What is the importance of including minority evaluators in the evaluation of science and mathematics education programs?
- What mechanisms are available to identify the current population of minority evaluators, in particular those with expertise/experience in science/mathematics education? (Information sources include a survey of professional organizations, university programs, etc.)

3:45-4:00

Break

4:00-4:30

Emergent Issues—Chair and discussant

4:30-6:00

Reception at hotel

**June 2**

8:30-9:00

Continental Breakfast

9:00-11:30

**Session 3: Training Issues** Group discussion: Chair, Dr. Floraline Stevens; Presenters – Dr. Floraline Stevens, Dr. Henry Frierson, and Dr. Sandra Fox; Discussant – Dr. Costello L. Brown

- How does the academic environment influence career choice and support or deter the entry and persistence of underrepresented minorities in the evaluation field? What are other barriers?
- Does this population have specific training needs? If so, how do we meet them? The discussion should include three levels of training — preparation to enter the field; professional development for current evaluators to transfer into the area of math and science program evaluation; expanding credentials of practicing evaluators who lack advanced degrees.

11:30-12:00

Emergent Issues—Chair and Discussant

12:00-12:30

Break

12:30-1:30

Lunch

1:30-3:00

Next Steps – Dr. Elmima Johnson

**APPENDIX B****Invited Participants****Dr. Beatriz C. Clewell**

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Program

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And *former* Executive Director  
Commission on the Advancement of  
Women and Minorities in Science,  
Engineering and Technology (CAWMSET)  
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**Dr. Norma Dávila**

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Initiative

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**APPENDIX C****Biographies of  
Invited Participants****BEATRIZ CHU CLEWELL, PhD**  
The Urban Institute

Dr. Clewell served as the Executive Director of the Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology Development at the National Science Foundation. Her appointment ran until June 2000, at which time she returned full-time to the Urban Institute.

Before joining the Urban Institute in 1994, she was a Senior Research Scientist at the Educational Testing Service (ETS) in Princeton, NJ where she was employed for 13 years in the Educational Policy Research Division. She has directed over thirty research studies, many of them studies of factors affecting access of underrepresented groups to high quality mathematics and science education. In the late 1980's, she directed a study of 168 intervention programs for middle school minority and female students; this study, funded by the Ford Foundation, later became a book, *Breaking the Barriers: Helping Female and Minority Students Succeed in Mathematics and Science*. More recently, she completed a research project funded by the Sloan Foundation to identify factors that influence the non-SEM career choices of high-ability African American and Latino undergraduates on the math/science career pathway.

Dr. Clewell was PI for the evaluation of NSF's Program for Women and Girls. She has had almost 20 years of experience as a program evaluator and has directed a number of other large-scale evaluations, among them the Evaluation of the Pathways to Teaching Careers Program, currently underway, which involves 41 institutions, and the Ford Foundation Minority Teacher Education Program Evaluation, which involved 50 institutions. In the mid-1970's she was a middle school teacher for two years and credits this experience with inspiring her life-long interest in education and equity.

In addition to her research, she is affiliated with many professional organizations, including serving as an associate editor for the *Educational Evaluation and Policy Analysis* journal and as a member of the National Science Foundation's Committee on Equal Opportunities in Science Engineering (CEOSE).

**NORMA DÁVILA, PhD**  
University of Puerto Rico

**Education**

- 1991 PhD in Psychology, Committee on Human Development, University of Chicago, Chicago, Illinois.
- 1988 MA in Behavioral Sciences, Committee on Human Development, University of Chicago, Chicago, Illinois.
- 1985 BA in Psychology, Yale University, New Haven, Connecticut.

**Research Experience**

- 1998 – Present Project Director, Puerto Rico/New York City Educational Linkages Demonstration Project, sponsored by the US Department of Education.
- 1997 – Present Co-Principal Investigator, Puerto Rico Statewide Systemic Initiative, sponsored by the Puerto Rico Department of Education, the Resource Center for Science and Engineering, and the National Science Foundation.
- 1996 – Present Evaluation and Assessment Coordinator, Puerto Rico Statewide Systemic Initiative, sponsored by the Puerto Rico Department of Education, the Resource Center for Science and Engineering, and the National Science Foundation.
- 1993 – 1995 Evaluation Coordinator, Puerto Rico Statewide Systemic Initiative, sponsored by the Puerto Rico Department of Education, the Resource Center for Science and Engineering, the General Council on Education, and the National Science Foundation.
- 1992 – 1993 Evaluation Coordinator, Puerto Rico Scope, Sequence, and Coordination Project, sponsored by the National Science Teachers' Association at the Resource Center for Science and Engineering, Río Piedras, Puerto Rico.

**Publications**

- In Press Century, J. R., Clune, B., Dávila, N., Heck, D., Osthoff, E., and Webb, N. Evaluating Systemic Reforms and Initiatives. New York, NY: Teachers' College Press.
- 1999 Dávila, N. Assessing Student Outcomes. In N. L. Webb (Ed.), Evaluation of Systemic Reform in Mathematics and Science: Synthesis and Proceedings of the Fourth Annual NISE Forum. Workshop Report No. 8. Madison, Wisconsin: National Institute for Science Education.

Dávila, N. Charting the Future of Assessment in Systemic Educational Reform: Teacher and School Principal Involvement in Evaluation and Assessment Use. ERIC Document TM030314.  
 Dávila, N. Measuring and Documenting Outcomes: Going Beyond Tradition in Program Evaluation. ERIC Document 432 585.

1996

Dávila, N., Gómez, M. and Vega I. Y. Evaluating the Transformation of the Teaching/Learning Culture of Schools Involved in Systemic Science and Mathematics Educational Reform. ERIC Document 395 803.

1995

Dávila, N. and Gómez, M. Evaluation of School-Based Regional Dissemination Centers as Scale-Up Mechanisms for Systemic Educational Reform in Science and Mathematics. ERIC Document 310 702.

1994

Dávila, N. and Gómez, M. Assessment of the Impact of a New Curriculum on Systemic Change. ERIC Document 390 907.

**Teaching Experience**

1997 – Present

Associate Professor, Department of Psychology, University of Puerto Rico, Río Piedras.

1991 – 1997

Assistant Professor, Department of Psychology, University of Puerto Rico, Río Piedras.



**SANDRA J. FOX, PhD**  
University of New Mexico

Sandra J. Fox is a member of the Oglala Lakota Nation of the Pine Ridge Indian Reservation in South Dakota. She grew up, however, on the Fort Berthold Indian Reservation in North Dakota where her mother was a teacher in a Bureau of Indian Affairs (BIA) school. She attended BIA schools from grade one through twelve. Upon high school graduation, she attended Dickinson State College and received a bachelor's degree in English education. Dr. Fox and her husband taught for two years in a public school in North Dakota before joining the Bureau of Indian Affairs school system, starting at Cheyenne-Eagle Butte High School in Eagle Butte, SD, on the Cheyenne River Indian Reservation where they taught for three years. At that time an Indian administrators' program was started at Pennsylvania State University, and she and her husband attended that program receiving master's and doctoral degrees.

Dr. Fox became an education specialist for the Aberdeen Area Office, Bureau of Indian Affairs, in Title I and language arts. From there, she and her husband transferred to the Washington, DC office of the Bureau of Indian Affairs where she was in charge of the Eisenhower math and science program for Bureau schools and developed and coordinated the Effective Schools monitoring and evaluation process. She is retired now after working for the Bureau for 24 years. Her last assignment for the Bureau was School Reform Team Leader. She was named 1998 Indian Educator of the Year.

She presented a paper on school reform and American Indian education at a national Indian education research conference in Albuquerque on May 31. A recent article is on the use of performance-based assessment with Indian students.

**HENRY T. FRIERSON, PhD**

University of North Carolina, Chapel Hill

Henry T. Frierson received his B.S. in psychology and master's in educational psychology from Wayne State University, and he received his Ph.D. in educational psychology from Michigan State University in 1974. Currently, he is a Professor of Educational Psychology, Measurement, and Evaluation at the University of North Carolina at Chapel Hill. From 1988 to 1996, he was associated with the University's Graduate School and served as the Associate Dean for six years. From 1974 to 1993 he was a faculty member in the UNC-CH School of Medicine. At the School of Medicine he was the founder and director of the Learning and Assessment Laboratory, an academic support unit for Medical School and other UNC-CH students. During his tenure at the Graduate School he was successful in obtaining considerable funding for graduate student support and special research programs. He has continued those efforts as a full-time professor in the School of Education. In the School of Education, he teaches program evaluation and research methods courses, and an additional course titled, The Psychology of Adult Learning. He also directs a major research support program, the Research Education Support Program, that is largely funded by NIH and NSF grants. The program provides support for minority undergraduate students to become involved in quality research, graduate students to complete their research for their PhD degrees, medical and dental students to have extensive research experiences, and for undergraduate students from other colleges and universities to have full-time summer research experiences at the University of North Carolina at Chapel Hill. His current interests rest in program evaluation and in increasing the number of individuals of color in doctoral programs and research careers.

**ANTHONY L. HILL, PhD**  
U.S. General Accounting Office

Dr. Hill is a Senior Evaluator at the U.S. General Accounting Office (GAO) where he has led several major domestic and international program evaluations and audits. Currently, he is engaged in a GAO-wide effort to assess how well Federal agencies have complied with the Government Performance and Results Act in developing and adhering to management performance plans. Over the last two years, he has served as the principal instructional design specialist for developing program evaluation and performance management training curricula for GAO's professional evaluation and audit staff. With extensive adult training experience in government, private sector consulting, and academia, Dr. Hill has been instrumental in the agency's efforts to identify the core competencies of its professional management and evaluation staff, and to design and implement learning strategies to enhance these competencies. He is highly skilled in instructional design and delivery of adult education and technical assistance to internal and external clients. For example, he has extensive experience teaching graduate level courses in social research, psychological and educational testing, and cross-cultural counseling. Further, he has provided technical assistance to GAO evaluation teams in designing and conducting audits and evaluations of government programs.

Over the last 19 years, he has held a variety of technical and project management positions at GAO that have required extensive expertise in program evaluation and organizational development. He has consulted with congressional staff, U.S. and international government and private sector officials. His duties have included extensive international travel, including several visits to the republics of the former Soviet Union, North and West Africa, and Western Europe.

He has over 25 years professional experience in psychotherapy and educational and psychological testing. He is licensed as a psychologist and as a professional counselor. In 1996, he was appointed by Governor Glendening to the Maryland State Board of Examiners of Professional Counselors and is the former president of the Maryland Association of Measurement and Evaluation.

**STAFFORD HOOD, PhD**  
Arizona State University

**Academic Background**

PhD in Education (emphases in administration, program evaluation, and policy analysis), University of Illinois at Urbana-Champaign (1984)

**Selected Professional Experiences**

Arizona State University (1992 to Present)

Associate Professor of Psychology in Education (tenured) where he teaches graduate courses in Counseling/Counseling Psychology (e.g. Psychological Testing, Program Evaluation, and Multicultural Counseling). He is also the co-director of the annual national conference, Relevance of Assessment and Culture in Evaluation hosted by Arizona State University.

Northern Illinois University (1988-1991)

Assistant Professor of Educational Psychology where he taught undergraduate and graduate courses (e.g. Measurement and Evaluation in Teaching, Standardized Testing, Test Construction, and Program Evaluation).

Acting Assistant Dean – Graduate School (1989-1990)

Illinois State Board of Education (1984-1988)

Assessment Specialist – Student Assessment Section (1987-1988) with responsibilities for the technical activities associated with the development and validation of the Illinois Student Assessment Program (standardized tests across five subject areas administered to third, sixth, eighth, and eleventh grade students in Illinois Public Schools) and Illinois Certification Testing System (tests across 54 areas to certify teachers, administrators, and other educational personnel in Illinois Public Schools). Designed and monitored the implementation of the bias review components for these two programs.

Program Evaluator III – Program Evaluation and Assessment Section (1984-1987) with responsibilities for conducting evaluations of state and Federally funded special education programs and special projects.

**Selected Evaluation and Training Consulting Activities**

Arizona Supreme Court, Foster Care Review Boards. Co-Director. Responsible for designing qualitative component of project and analyses of qualitative and quantitative data for the Foster Care Review Board's Annual Report. September 1998 to December 1998 and June 1999 to December 1999.

Chicago State University, College of Education. Project Director. Responsible for the design, implementation, and report on the evaluation of the Field Based Teacher Preparation Program. July 1997 to present.

National Center for Urban Partnerships, Center for Educational Evaluation. Responsible for serving as an evaluation facilitator to three partnerships of local school districts, universities, and community colleges in three cities (Seattle WA, Denver CO, and Memphis TN) as they implement program evaluation activities related to increasing the attainment of baccalaureate degrees for at risk students. August 1994 to July 1997.

**RODNEY K. HOPSON, PhD**  
Duquesne University

Rodney K. Hopson is an assistant professor in the School of Education, Department of Foundations and Leadership and faculty member in the Center for Interpretive and Qualitative Research (CIQR), Duquesne University. In 1997, upon completion of his dissertation in the Department of Foundations, Leadership, and Policy in the Curry School of Education, University of Virginia, he completed a year as a Postdoctoral Research Fellow in the Department of Social and Behavioral Sciences at the School of Hygiene and Public Health, Johns Hopkins University.

His research interests include social politics and policies, foundations of education, sociolinguistics, and ethnographic evaluation research. Forthcoming publications include guest editor of a special issue of the American Evaluation Association journal, *New Directions for Evaluation*, that will address how language shapes the evaluation of social programs and policies, senior author of a paper addressing HIV/AIDS ethnographic intervention in Baltimore City, MD, and author of a paper analyzing transformation of higher education in the post-apartheid context of the Republic of Namibia, (where he will continue researching and lecturing during the 2001 calendar year as a Fulbright Scholar on issues pertaining to educational language politics and policies).

He is currently working on two projects in southwestern Pennsylvania exploring and advancing the notion of educational resilience among high and low performing schools with colleagues at the University of Pittsburgh, the Educational Policy and Issues Center, and Duquesne University. One of the projects, funded by the Heinz Endowment, is investigating factors that contribute to understanding exemplary elementary schools for replication of sustainable, educational policies and practices in the region.

At Duquesne University, Dr. Hopson teaches courses in the Department of Foundations and Leadership and is a part-time faculty member in a new master's program in Program Evaluation and Planning in the same department. Select courses include: *Society, Politics, and the Teaching Profession*; *Philosophical, Historical, Sociological Foundations of Education, Society and the Individual*; and *Educational Language Politics and Policies*.

During the 1999-2000 academic year, Dr. Hopson was named as Fellow to the Pennsylvania Education Policy Fellowship Program where he is part of a cohort that is influencing children's and educational policy in the commonwealth. He recently participated in the 1999 Teaching with Technology Summer Institute and received a Duquesne University Presidential Scholarship awarded to faculty for demonstration of research promise. Select service accomplishments include: charter member of the Western Pennsylvania Evaluation Network, local affiliate of the American Evaluation Association, member of the Duquesne University Charter Schools Project Advisory Board, and chair of the academic curriculum and development committee at Ethnan Temple SDA Christian Elementary School.

Dr. Hopson is married to Wabei Siyolwe and they live in Pittsburgh, Pennsylvania with their two children, Hannibal and Habiba.

**GERUNDA B. HUGHES, PhD**  
Howard University

Gerunda B. Hughes is Assistant Professor of Curriculum and Instruction in the School of Education where she teaches mathematics methods courses for elementary and secondary pre-service teachers. Dr. Hughes serves as a Co-Principal Investigator of the "Assessment and Evaluation Innovations Project" at the Center for Research on the Education of Students Placed At Risk (CRESPAR) which is funded by the Office of Educational Research and Improvement (OERI). She received her BS in Mathematics from the University of Rhode Island; MA in Mathematics from the University of Maryland, College Park; and PhD in Educational Psychology from Howard University.

At CRESPAR, Dr. Hughes collaborates with other researchers on projects in which she plans and conducts basic research and development activities with the aim of aligning classroom instructional practices with assessment practices that maximally develop students' skills, abilities and talents. She also serves as a Guest Co-Editor of the Journal of Negro Education.

Prior to joining the faculty in the School of Education in 1995, Dr. Hughes taught mathematics courses in the Department of Mathematics and developmental mathematics courses to underprepared college students in the Center for Academic Reinforcement (CAR) for twenty years.

Dr. Hughes has served as Project Coordinator of the WBHR Alliance for Minority Participation Teacher Preparation (AMP-TP) Program (1996-98) funded by the National Science Foundation (NSF); research/evaluation consultant for the Calculus Reform Project at Howard University; Co-Principal Investigator of a NSF funded project to develop and evaluate the use of performance assessments in college pre-calculus; a member of a reverse site visit panel for the Collaboratives for Excellence in Teacher Preparation (CETP) program; and as Principal Investigator of small-scaled Howard University -funded projects entitled, "Transforming Professors into Teachers," "Effective Teacher Preparation: How Are We Doing?", and "Developing Technology-Proficient University Professors and Prospective K-12 Teachers."

Dr. Hughes is a member of the National Council of Teachers of Mathematics (NCTM), the Benjamin Banneker Association, the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME).

She also serves on the National Assessment of Educational Progress (NAEP) Validity Studies (NVS) Panel as a mathematics and test/item bias consultant. The NVS Panel is coordinated by the American Institutes for Research (AIR) and reports to the National Center for Education Statistics (NCES).

**FRANCINE E. JEFFERSON, PhD**

U.S. Department of Commerce

Dr. Francine E. Jefferson is a Telecommunications Policy Analyst with the National Telecommunications and Information Administration (NTIA) in the U.S. Department of Commerce. Her primary role is that of evaluation specialist for NTIA's Technology Opportunities Program (TOP).

Since coming to NTIA, she has been responsible for the design of a Web-based performance reporting system and the development of evaluation guides for TOP grant recipient. She conducts yearly research and evaluation sessions for new grantees and technical assistance workshops on evaluation for prospective applicants.

Dr. Jefferson came to NTIA after having spent six years at Cheyney University of Pennsylvania. During that time, she served as director of distance learning and was responsible for the design and implementation of Cheyney's Telecommunications Center and the Cheyney Education and Research Telecommunications Network (CERTNet). Although Dr. Jefferson has been engaged in the uses of telecommunications and information technologies for educational purposes for about 30 years, she has been a researcher and evaluator for most of her professional life.

Dr. Jefferson received her PhD in sociology, and a certificate in applied sociology, from the University of Pittsburgh. She has been a senior evaluator with the U.S. General Accounting Office, Dean of Graduate and External Programs, and served on the Mayor's Telecommunications Task Force for the City of Philadelphia.

**JAMES M. PATTON, EdD**

The College of William and Mary

James M. Patton is Professor of Leadership and Special Education at the College of William and Mary in Virginia. He was formerly Associate Dean of Academic Programs and Director of Project Mandala, a Federally funded research and development project aimed at identifying and serving selected students and their families who exhibit at-risk and at-promise characteristics. He directed professional development, teacher education and evaluation programs for the Commonwealth of Virginia for three years. He has also served as Dean of the School of Education and Chairperson of the Department of Special Education at Virginia State University and Chair of the Special Education Program at Hampton University. Dr. Patton has taught special education in the public schools of Louisville, Kentucky, where he also directed the Career Opportunities program, a Federally funded effort to increase the number of indigenous inner-city teachers in the Louisville Public Schools.

Dr. Patton has served extensively as an evaluator employing both quantitative and qualitative methodology in his evaluation efforts. He has served as an evaluator of 15 major programs with total funding of \$11.5 million. Some selected examples of his evaluation efforts include Hampton University's Title III Program, Project Teagle in the School of Nursing at Hampton University, Third Party Evaluator at Virginia Polytechnic Institute and State University, Kaiser Family Foundation Funded Project at the School of Medicine, Morehouse College, Pre-Service Teacher Institute, NASA, Langley, United States Office of Special Education funded projects, ILIAD and ASPIIRE, Newport News Alliance for Youth Family Preservation and Family Support Program, The Parental Involvement Program of the Norfolk Public Schools, Norfolk, Virginia, and Project Success at South Carolina State University.

A member of the Executive Committee of the Council for Exceptional Children (CEC), Dr. Patton also serves as a Senior Scholar in the Shaklee Institute, a special education think tank. His major research interests include the educational and psychosocial development of African-Americans, particularly those with gifts and talents, the holistic development of African-American males, the social, political and economic correlates of mild disabilities, curriculum and pedagogical issues around multi-cultural education, and analysis of policies that affect people of color and those from low socioeconomic circumstances. His funded grants approximate \$4.7 million.



**CARLOS M. RODRÍGUEZ, PhD**

American Institutes for Research

**Expertise**

Primary research interests focus on issues of equity, access and educational attainment of minority populations from K-12 through higher education, adult education and educational partnerships as mechanisms for educational reform.

**Projects**

Currently serves as Project Director for two national studies: the longitudinal study of three cohorts of students involved with the Equity 2000 Project of The College Board, and the Partnerships for Health Professions Education of the Health Resources and Services Administration. He also serves as a task leader related to bias and sensitivity reviews of test items in the development of the Voluntary National Tests. Additionally, he serves as a task leader for a national study to identify the effective or "what works" educational practices with adults of limited literacy skills. Other recent projects include advising on bias and sensitivity issues related to the assessment of special needs and limited English proficient students and the development of a special analysis of trends and challenges confronting education development in Latin American countries.

**Career**

Serves as a key advisor to the White House Initiative on Educational Excellence for Hispanic Americans and the National Council for Community and Educational Partnerships. He delivered prepared remarks on August 2, 1999 at the White House for the First White House Conference on Hispanic Children and Youth convened by First Lady Hillary Rodham Clinton. He also holds an appointment as Associate Professor and Scholar-In-Residence at American University in Washington, DC.

**Selected Publications**

- "A Practitioner's Perspective" in *Access Denied: Race, Ethnicity and the Scientific Enterprise*, Oxford Press, December 1999.
- *A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94)*, Statistical Analysis Report, NCES, January 1997.
- *America on the Fault Line: Hispanic American Education*, for the Presidential Commission on Educational Excellence for Hispanic Americans, Washington, DC, 1996.

**Honors****Associations**

- Fellow, The Spencer Foundation of the Woodrow Wilson Foundation
- American Association for the Study of Higher Education
- Higher Education Group of Washington, DC.
- NABE
- TESOL
- AERA

**Education**

Received his Ph.D. from the University of Arizona in 1993 in the field of Higher Education Administration and his Masters of Arts in Bicultural and Bilingual Studies from the University of Texas at San Antonio in 1989.

**THELMA L. SPENCER, EdD**  
Educational Consultant

**Education**

EdD University of Colorado-Boulder  
MA Case Western Reserve University  
BA Case Western Reserve University

**Professional Experience**

Current Independent consultant on institutional and program evaluation, performance assessment, faculty and staff development, curriculum and test development, test-taking skills and strategies, interdisciplinary critical thinking skills, instructional improvement

1988-1989 Eminent Scholar, Norfolk State University (VA) Graduate School of Education, adjunct professor

1969-1988 Educational Testing Service, Princeton, NJ: Assistant Program Director, National Teacher Examinations (NTE) and Program Director, Teacher Education Examination Program (TEEP) 1969-1972; Executive Associate for School and College Relations 1972-1988

**Previous Experience**

Teacher, Cleveland (OH) public schools; deputy probation officer, Los Angeles County (CA); casework visitor, Cuyahoga County (OH) Child Welfare Department

**Related Experiences**

Visiting Professor, Princeton University, 1976-77; Urban Mass Transit Administration (UMTA, DOT) Advisory Group, 1970-79

**Affiliations**

American Educational Research Association  
American Psychological Association  
Association for Supervision and Curriculum Development  
National Council on Measurement in Education  
University of Colorado, Graduate School Advisory Council

**FLORALINE I. STEVENS, EdD**  
Floraline Stevens and Associates

Floraline I. Stevens received her Bachelor of Science degree from the University of Southern California, and Master of Education and Doctor of Education degrees from the University of California, Los Angeles (UCLA). She held the following positions in the Los Angeles Unified School District (LAUSD): teacher, evaluation specialist, testing coordinator, assistance director for research and evaluation, and director of research and evaluation from 1979 to 1994. She was the 1991-92 American Educational Research Association's Senior Research Fellow at the National Center for Education Statistics (NCES), U.S. Department of Education in Washington, DC; and from 1992-94 was a Program Director at the National Science Foundation, Division of Research, Evaluation and Dissemination. She retired from LAUSD in 1994 and currently serves as an independent evaluation and research consultant. Also, Dr. Stevens is a research associate at Temple University's Laboratory for Student Success (LSS), Mid-Atlantic Regional Educational Research Laboratory. She serves on several evaluation advisory committees including the U.S. Department of Education and National Education Association. She is a former vice-president for Division H (School Evaluation and Program Development), American Educational Research Association, and is the chair-designate of the Research into Practice Committee.

**SHEILA D. THOMPSON, PhD**  
Howard University

Dr. Sheila Thompson has been a Senior Research Associate with the Center for Research on the Education of Students Placed At Risk (CRESPAR) at Howard University since 1995. She is currently working with CRESPAR's Assessment and Evaluation Innovations Project and its Talent Development Elementary School Project. Dr. Thompson's previous research and evaluation experience includes her employment with the Maryland State Department of Education; the District of Columbia Public Schools; A Better Chance, Inc.; the University of Maryland at Baltimore, and Research and Evaluation Associates, Inc.

As a professional consultant, Dr. Thompson has completed various projects for the U.S. Department of Education's Office of Educational Research and Improvement (OERI); the National Institute on Student Achievement, Curriculum, and Assessment; and the National Center for Education Statistics (NCES). These activities have included her work with studies related to large-scale assessments such as the National Assessment of Educational Progress (NAEP). She also provided program evaluations and reviews for the General Educational Development (GED) Testing Service of the American Council on Education; Metis Associates; A Better Chance, Inc.; and the Human Resource Research Organization (HumRRO).

Dr. Thompson is a member of the American Educational Research Association (AERA): Divisions D (Measurement and Research Methodology) and H (School Evaluation and Program Development) and the Special Interest Groups: Research Focus on Black Education and the Talent Development of Students Placed At Risk. She is also a member of the National Council on Measurement in Education (NCME). She was formerly the Chair of the Minority Issues and Testing Committee of NCME.

Dr. Thompson received a BS degree in Psychology from Morgan State University in 1980, a MA degree in Educational Psychology from Michigan State University in 1981, and a PhD in Educational Psychology from Howard University in 1989. While at Howard University, she participated in the Summer Fellowship Program in Research for Graduate Students, sponsored by the Educational Testing Service. She is an inaugural inductee of the Morgan State University Psychology Department Hall of Fame. Dr. Thompson is listed in *Outstanding Young Women of America* and has been initiated into Promethean Kappa Tau and Psi Chi Honor Societies.

Dr. Thompson volunteers in local public and private schools in activities ranging from read-a-thons to science fairs. Her additional community service involvement includes her work as Secretary of the National Board of Directors of Choice Services International, Inc.; as a member Delta Sigma Theta Sorority, Inc.; and as the Church School Superintendent of Payne Memorial A.M.E. Church in Jessup, Maryland.

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