

reaching out

College Shares Best Practices

Schools and colleges of education across the country face the same issues when trying to find ways to indicate how their teacher education programs attend to professional standards.

But The University of Iowa College of Education solved this dilemma a decade ago when it created the ePortfolio™ model, a web-based documentation system.

After reviewing a number of electronic portfolios available in the market, educators at Wayne State College turned to the UI College of Education for its expertise.

"Our team found Iowa's ePortfolio™ model to be far superior to all others," said **Anthony Koyzis** (BA '80/MA '83/PhD '88), dean of Wayne State College's School of Education. "The features we liked best are its user friendliness, simple interface, and how easily it can be used for employment purposes, as well as program accreditation and student assessment."

During a visit to the UI campus, Wayne State College's faculty and technology staff were matched with their College of Education counterparts for round table discussions with Dean **Sandra Damico** and clinical professors **Pam Ries**, **Amy Shultz**, and **Ellie Herman**; a facility tour; and an ePortfolio™ clinic presented by ePortfolio™ co-developers **Rebecca Anthony** and **John Achrazoglou**, and **Doug Allaire**, ePortfolio™ Support Center coordinator, and **Moon Jun**, web coordinator.

Koyzis said the visit was tailored so that each team member received information appropriate for their specific roles. "The professionalism and expertise of the UI team was exemplary," he said. "We gained excellent ideas to help us design our own Electronic Portfolio model to meet our needs as a unit and as an institution."



Achrazoglou and Anthony share ePortfolio™ with Wayne State College faculty/staff.

education firsts

Ed Admin First to Offer Program "Live" Online

From our classrooms to your desk, The University of Iowa Educational Administration Program is blazing trails to reach its students.

School administrator students now have the option to take courses not only on campus, but also simultaneously through real-time, web-based courses available "live" on their own desktop computers.



Lagos Lavenz instructs "live" online.

Associate Provost **Chet Rzonca**, dean of the Division of Continuing Education, said the Educational Administration program is the University's first program to offer its entire program "live" online.

"We have other program areas and colleges that offer course work with various levels of web assistance, but none that deliver the coursework for their entire program 'live' online," Rzonca said.

The courses use *Elluminate Live!*, a software program that enables users to talk over the internet, chat online, and share whiteboards and other applications.

Student David Dude, a math teacher at Davenport Central High School, sees two benefits of taking a course using *Elluminate Live!*.

"First, I don't have to expend time and money driving to Iowa City," he said. "Second, the classes are archived, so any student—especially those who were absent—can review the class as needed."

But the technology, while important, is only one piece of the delivery, Rzonca says. "Distant learners receive a quality formerly available only to campus students," he said. "This program accommodates the need to prepare educational leaders that could not or would not participate in a traditional campus program."

"Whether students live in Cherokee, Chicago, or China, our ability to reach them is limitless," said Clinical Assoc. Prof. **Marc Haack**, the program's coordinator.

Clinical Assoc. Prof. **Susan Lagos Lavenz** says this new technology benefits instructors as well. "It is one more way we can unite people and practice," she said.

"Iowa's Ed. Admin. faculty aren't afraid to embrace new ideas," Dude said. "Their efforts at blending academic knowledge, real-world experience, and emergent technology are much appreciated."

For more information on *Elluminate Live!* at Iowa, visit www.continuetolearn.uiowa.edu/ccp/tech-support/illuminate.htm

For more information on Iowa's Educational Administration program, visit www.education.uiowa.edu/epls/programs/

Accessible. Affordable. Quality.

Iowa's Educational Administration Program

Interactive Learning Available at Your Desktop

Ho Nets Grant to Compare State and National Assessments

When it comes to assessing K-12 academic achievement in the United States, not all tests are created equal. It's more than an apple-and-orange dilemma.

Tests that ostensibly seek to assess the same thing can use widely divergent methodologies or slice and dice the data in ways that make meaningful test result comparisons difficult, if not impossible.

That presents challenges to researchers and policymakers who want to compare results from the National Assessment of Educational Progress (NAEP) with results gathered from the many varied kinds of tests administered by individual states for their own purposes.

Statistics and Measurement Assistant Professor **Andrew Ho**, an expert on educational assessment, recently received a \$63,000 grant from the U.S. Dept. of Education to develop a methodology that provides a sound basis for comparing trends and gaps from state test scores to trends and gaps from NAEP scores.

Ho's primary objective is to develop a formula for more readily squaring results of state-sponsored tests with those from NAEP tests, otherwise known as "The Nation's Report Card." NAEP allows for comparisons of student performance across all 50 states by representatively sampling schools to be tested in each state.

"With the release of the 2005 State NAEP results in October, researchers and policymakers will have new opportunities to compare state NAEP trends and gaps to large-scale test results from state accountability programs," Ho wrote in his grant appli-

cation. "Serious technical and substantive issues arise with these comparisons. Technically, the summary statistics that are likely to be used are not well suited for cross-test comparisons, whether they are percent-above-cut measures, effect sizes, or percentiles. Substantively, if there are discrepancies between State NAEP and state testing results, there is little guidance for stakeholders about how to interpret these discrepancies."

And that, Ho said, is bad, especially in light of growing pressure on schools under the *No Child Left Behind Act* to demonstrate test score improvement.

"Trend and gap statistics are at the heart of discussions about educational improvement and equity, and comparisons between NAEP and state test scores are often used to bolster or threaten the validity of state testing programs and/or NAEP itself," he said.

Ho has two specific goals: to develop a "metric-free" methodology that supports cross-test comparisons of trends and gaps, and to provide new conceptual frameworks for interpreting discrepancies between state NAEP and state testing results.

Ho says that UI is in an ideal position to head this kind of research because it's the only university that maintains an active educational testing program as an academic unit, the College of Education-based Iowa Testing Programs. —by Stephen Pradarelli



Andrew Ho

Colangelo Named Most Influential Educator



Nicholas Colangelo

An online publication dedicated to covering news about higher education has named gifted education expert Professor **Nicholas Colangelo**

one of the country's 10 most influential people who made a difference in education last year.

EducationNews.org awarded Colangelo, the director of the Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development, one of its First Annual Upton Sinclair Awards for Influential Educators.

The judges described Colangelo as a proponent of and advocate for gifted children and gifted education.

"We feel he is worthy of acknowledgment and recognition for all of his work

with the report, 'A Nation Deceived: How Schools Hold Back America's Brightest Students,'" the *EducationNews.org*'s editors said. "He has consistently, cogently, and carefully worked for the education of gifted and talented children for many years, but his contributions in 2005 were exemplary."

"A Nation Deceived" translates the key findings of five decades of research regarding accelerated education into straightforward, bold, and succinct language. The report dispels many of the myths about accelerated education and argues that far more harm than good can come from holding back students, not only to the students themselves, but to society.

To view the report, visit www.nationdeceived.org

"Clearly 'A Nation Deceived' resonates

with many people involved in the education of academically gifted students, including parents, teachers, education administrators and lawmakers," Colangelo said. "Getting professional recognition is certainly an honor for me personally. But it's far more gratifying to know that the Belin-Blank Center is making a real difference in the lives of educators who are working to ensure that students have opportunities to reach their full intellectual potential." —by Stephen Pradarelli

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