

VITA

Gary Donald Borich

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Education

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| 1968 - 1970 | Indiana University, Bloomington, Indiana, Ed.D.,
Instructional Systems Technology. |
| 1965 - 1967 | Indiana University, Bloomington, Indiana, M.A.,
Mass Communications. |
| 1961 - 1965 | Indiana University, Bloomington, Indiana, B.S.,
Education. |

Positions

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| 1979 - Present | Professor, Department of Educational Psychology,
The University of Texas at Austin. |
| 1979 - Present | Director, Master's Program in Evaluation,
Department of Educational Psychology, The
University of Texas at Austin. |
| 1975 - 1979 | Associate Professor, Educational Psychology
Department, The University of Texas at Austin. |
| 1974 - 1975 | Scholar-in-Residence, U.S. Office of Education,
Washington, D.C. |
| 1971 - 1974 | Director of Evaluation, Research and Development
Center for Teacher Education, The University of Texas at
Austin. |
| 1971 - 1974 | Assistant Professor, Educational Psychology
Department, The University of Texas at Austin. |

1969 - 1971	Director of Evaluation, Institute for Child Study, Indiana University.
1967 - 1968	High School Teacher, Niles Township Schools, Skokie, Illinois.

Visiting Faculty Positions

2008-2011	Guest Professor, The Inter-Institute University of China, Macau, China
1997 - 2000	Guest Lecturer, Nanyang University, National Institute of Education, Republic of Singapore
1992, 1994, 2014	Visiting Professor, The University of Cyprus, Nicosia, Cyprus
1998 - 2014	Continuing Adjunct Professor, University of Tuebingen, Republic of Germany.
1986 – 1987,	Visiting Professor, St. Gallen University, St. Gallen, Switzerland.
1977 –1978	Guest Professor, The Universidad Pedagógico of Caracas, Caracas, Venezuela

Books

Observation Skills for Effective Teaching: Research-based Practice, 7th edition (2015). Boulder CO: Paradigm (Mandarin Translation, 2014, Taipei, Taiwan: Pearson)

Effective Teaching Methods: Research-based Practice, 8th edition (2014). Boston, MA: Allyn & Bacon (South Korean translation, 2006, Seoul, Korea: Pearson)

Educational Testing and Measurement, 10th edition (2014). Hoboken, NJ: Wiley

Hao, Y., & Borich, G. e-learning: Interactivity and Instructional Strategies.
Hershey PA: Idea Group Publishing, 2008 (in press).

Effective Teaching Methods: 6th Edition. Columbus, OH: Prentice-Hall/Merrill, 2006.

Chinese simplified language translation by Pearson Education North Asia Limited and Jiangsu Educational Publishing House, Nanjing, P.R., China, 2007.

Chinese traditional language translation by Wu-Nan Publishers, Taipei, Taiwan, 2005

Korean translation by Pearson Education Korea Limited, 2002, 2007

An Educator's Guide to Field-based Classroom Observation. Boston, MA. Houghton-Mifflin, 2004.

Vital Impressions: The KPM Approach to Children. The Atma Vidya Educational Foundation, Malakkara, Kerala, India/Austin, TX, 2004.

Educational Assessment for the Elementary and Middle School Classroom: 2nd Edition. (with M. Tombari) Columbus, OH: Prentice-Hall/Merrill, 2004.

Chinese traditional language translation by Psychological Publishing Company LTD, 2005

Educational Testing and Measurement: Classroom Applications and Practice, 8th Edition (with T. Kubiszyn). New York: Longman, 2006.

Chinese traditional language translation by HarperCollins and Wu-Nan Book Company, Limited, 1997, Taipei, Taiwan

Observation Skills for Effective Teaching: 5th Edition. Columbus, OH: Prentice-Hall/Merrill, 2006.

Korean translation by Pearson Education Korea Limited, 2005

Chinese modern language translation by Industry Press, 2007

Authentic Assessment in the Classroom: Applications and Practice Columbus, OH: Merrill, 1999

Educational Psychology: A Contemporary Approach, 2nd Edition New York: Longman, 1997. (with M. Tombari)

Becoming a Teacher: An Inquiring Dialogue for the Beginning Teacher London: Falmer Press Limited, 1995.

Clearly Outstanding: Making Each Day Count in Your Classroom. Boston: Allyn and Bacon, 1993.

Programs and Systems: An Evaluation Perspective (with R. Jemelka). New York: Academic Press, 1982.

Teacher Behavior and Pupil Self-concept (with M. Kash). Reading, MA: Addison-Wesley, 1978.

The Appraisal of Teaching: Concepts and Process. Reading, MA: Addison-Wesley, 1977.

Evaluating Classroom Instruction: A Sourcebook of Instruments (with S. Madden). Reading, MA: Addison-Wesley, 1977.

The Analysis of Aptitude-treatment Interactions (with R. Godbout and K. Wunderlich). Chicago: International Educational Press, 1976.

Evaluating Educational Programs and Products. Englewood Cliffs, NJ: Educational Technology Press, 1974.

Publications

The Evaluation of Software and Technology for Global Applications. In Handbook of Research on Human Performance and Instructional Technology (IGI Global Press), 2008.

Inquiry Learning. In A Ong & G. Borich, Teaching Strategies to Promote Thinking. Upper Saddle River, NJ: Prentice-Hall, 2006.

Introduction to the Thinking Curriculum. In A. Ong & G. Borich, Teaching Strategies to Promote Thinking. Upper Saddle River, NJ: Prentice-Hall/Merrill, 2006.

Introduction to Thinking Skills. In A. Ong & G. Borich, Teaching Strategies to Promote Thinking. Upper Saddle Riveer, NJ: Prentice-Hall/Merrill,

2006.

Assessing Thinking. In A. Ong & G. Borich, Teaching Strategies to Promote Thinking. Upper Saddle River, NJ: Pentice-Hall/Merrill, 2006.

New Dimensions in Educational Assessment. In R. Dubbs Wirtschaftliche Bildung: Trager, Inhalte, Prozesse. Zurich: Verlag, 2004.

Dissemination and Evaluation Issues Related to the System of Expert Panels. In Disseminating Promising and Exemplary Programs: Planning a System of Expert Panels. Office of Educational Research and Improvement, Washington, D. C.: U. S. Department of Education, 1998.

The Feeling Self: A Pedagogical Reconsideration of the Role of Affect in Teacher Behavior. In C. Metzger & H. Seitz, Wirtschaftliche Bildung: Trager, Inhalte, Prozesse. Zurich: Verlag, 1995.

Students, Grading and Evaluation. The International Encyclopedia of Teaching and Teacher Education. Oxford, England: Pergamon Press, 1995.

Grading and Evaluation of Students. The International Encyclopedia of Education: 2nd Edition. Oxford, England: Pergamon Press, 1994.

Five Stages for Self-Evaluating Organizations. In R. Golembiewski (Ed.) Handbook of Organizational Consultation. New York: Marcel Dekker, Inc., 2000, 99-106.

Validation of the Stages of Concern Questionnaire. The Journal of the Association of Teacher Education, 1992, Vol. XIV, 2, 43-49 (with J. Rogan and H. Taylor).

Aptitude Treatment Interaction Designs in Research in the Relationship Between Rehabilitation Counselor Education and Rehabilitation Client Outcome. Rehabilitation Education, 1990, Vol. 4, 83-92.

Confirmatory Factor Analysis for Test Validity. Science Education, 1989, 73, 6, 657.

The Pedagogy of Direct and Indirect Instruction. Schweizerische Zeitschrift fur Kaufmannisches Bildungswesen, 1988, 82, 5, 167-177.

False Confidence Intervals: Inaccuracies in Reporting Confidence Intervals (with A. Schulte). Psychology in the Schools, 1988, Vol. 25, 405-412.

Paradigmen der Lehreffektivitätsforschung und ihr Einfluß auf die Auffassung von effektivem Unterricht (with H. Klinzing). Unterrichtswissenschaft, 1987, Vol. 15, 70-111.

Validity Considerations for Research on Integrated-Science Process Skills and Formal Reasoning Ability (with W.E.Baird). Journal of Science Education. 1987, 71, 2, 259-269.

Evaluating Special Education Programs: Shifting the Professional Mandate from Process to Outcome (with D. Nance). Journal of Remedial and Special Education, 1987, 8 (3), 7-16.

Trait-Treatment Interactions in the Classroom. Researching the Effects of Instructional Treatments on Different Types of Learners, Schweizerische Zeitschrift für Kaufmannisches Bildungswesen, 1986, 80, 5, 128-139.

Die Beobachtung von Unterrichtsprozessen (with H. Klinzing). Einige Vorannahmen und Empfehlungen zur Erfassung von Verhalten geringen Inferenzgrades. Unterrichtswissenschaft 4, 1986, Vol. 14, 65-79.

Paradigms of teacher effectiveness research and their influence on the definition of effective teaching. Education and Urban Society, 1986, Vol. 18, (2), 143-167.

Reprinted in: J. H. C. Vonk and E. de Vreede (eds.) Inservice Education and the Training of Teachers. Amsterdam, Netherlands: Association of Teacher Education in Europe, 1986, 175-187.

Needs Assessment and the Self-Evaluating Organization. Studies in Educational Evaluation , 1985, Vol. 11, (2), 205-215.

Decision-oriented evaluation. International Encyclopedia of Education: Research and Studies. Oxford, England: Pergamon Press Ltd., 1985, Vol. 3, 1323-1327.

Reprinted in: International Encyclopedia of Evaluation . Oxford, England: Pergamon Press Ltd., 1989.

Reprinted in: International Encyclopedia of Curriculum. Oxford, England: Pergamon Press Ltd., 1990.

Title I Evaluation Models. International Encyclopedia of Education: Research and Studies. Oxford, England: Pergamon Press Ltd., 1985.

Reprinted in: International Encyclopedia of Evaluation. Oxford, England: Pergamon Press Ltd., 1989.

Some assumptions in the observation of classroom process with suggestions for improving low inference measures. Journal of Classroom Interaction, 1985, 20 (1).

The architecture of teacher education programs (with H. Klinzing). European Journal of Teacher Education, 1984, Vol. 7, No 2, 167-173.

Considerations in the use of difference scores to identify learning disabled children (with A. Schulte). Journal of School Psychology, 1984, Vol, 22, 381-390.

Who shall be so bold as to evaluate the evaluators. Contemporary Psychology. August, 1983, 648-49.

Evaluation models: A question of purpose, not terminology. Educational Evaluation and Policy Analysis, 1983, 5 (1), 61-63.

Definitions of instructional program evaluation. Educational Technology, August, 1981, 31-38.

A needs assessment model for conducting follow-up studies of teacher education and training. Journal of Teacher Education, 1980, July-August, Vol. XXXI, 4, 39-42.

POWERF: A program that computes the power of F-tests in fixed effects ANOVA designs (with R. Parker). Behavior Research Methods and Instrumentation, 1980, 12 (1), 76.

Implications for developing teacher competencies from process-product studies. Journal of Teacher Education, 1979, January-February, Vol. XXX, 1, 77-86.

Occurrence and generalizability of scores on a classroom interaction instrument (with O. Erlich). Journal of Educational Measurement, 1979, 16, 11-13.

Traditional and emerging definitions of educational evaluation (with R. Jemelka). Evaluation Quarterly, 1979, 3, 2, 263-276.

Factorial analysis of generalizability (with O. Erlich). Educational and Psychological Measurement, 1978, 38, 125-133.

Convergent and discriminant validity of five classroom observation systems; Testing a model (with D. Malitz). Journal of Educational Psychology, 1978, 70 (2), 119-127.

Instructional design and evaluation with a structured analysis and design technique. Educational Technology, July, 1978, 18-23.

Generalizability of teacher behaviors across classroom observation systems. (with R. Calkins et al.). Journal of Classroom Interaction, 1978, 13 (1), 9-22.

Program evaluation: New concepts, new methods. Focus on Exceptional Children, 1977, 9 (3), 1-14.

Reprinted in: Meyen, E., Vergason, G. and Whalen, R. (eds.) Instructional Planning for Exceptional Children. Denver: Love Publishing, 1979, 224-245.

Sources of invalidity in measuring classroom behavior. Instructional Science, 1977, 6 283-288.

Convergent and discriminant validation of three classroom observation systems: A proposed model (with D. Malitz). Journal of Educational Psychology, 1975, 67 (3), 426-431.

A methodological note on trait-treatment interactions. Psychological Reports, 1975, 36, 407-412.

Extreme groups designs and the calculation of statistical power (with R. Godbout). Educational and Psychological Measurement, 1974, 34, 663-675.

Determining interactions and regions of significance for curvilinear regressions (with K. Wunderlich). Educational and Psychological Measurement, 1973, 88, 691-695.

Johnson-Neymen revisited: Determining interactions among group regressions and plotting regions of significance in the case of two groups, two predictor variables, and one criterion. Educational and Psychological Measurement, 1973, 33, 155-159.

Convergent and discriminant validation of the French and Guilford-Zimmerman spatial orientation and spatial visualization factors (with P. Bauman). Educational and Psychological Measurement, 1972, 32, 1029-1033.

A test for homogeneity of group regressions for multiple regression equations with reference to aptitude-treatment interactions. Journal of Experimental Education, 1972, 40 (4), 39-42.

Preface. (Guest editor, Accountability issue) Journal of Research and Development in Education, 1971, 5, 1-2.

Accountability in the affective domain. Journal of Research and Development in Education, 1971, 5, 87-96.

A FORTRAN IV program to compute interchange, originator, and reciprocal compatability from Schultz' FIRO-B. Behavioral Science, 1971, 16, 411-412.

Expanding the Stake evaluation model to increase information yield about new educational products. Educational Technology, 1971, 11, 21-23.

Interactions among group regressions: Testing homogeneity of group regressions and plotting regions of significance. Educational and Psychological Measurement, 1971, 31, 251-253.

A comparison of guided discovery, discovery, and didactic teaching of math to kindergarten poverty children (with N. Anastasiow, et al.). American Educational Research Journal, 1970, 7, 493-510.

Books Edited

Teaching strategies to promote thinking. Upper Saddle River, NJ: Prentice-Hall, 2006. (with Ong, A).

Evaluating educational programs and products. Englewood Cliffs, NJ: Educational Technology Publications, 1974.

Book Chapters

Hao, Y., & Borich, G. (2009). A practical guide to evaluate quality of online

courses. In H. Song and T. Kidd (Eds.), The Handbook of Research on Human Performance and Instructional Technology. Hershey, PA.: IGI Global.

Characteristics of Effective Teaching. In Encyclopedia of Educational Psychology. Thousand Oaks, CA: Sage Publications, 2008.

The Inquiring mind. In Rupp, A. (Ed) Moderne Konzepte in der betrieblichen und universitären Aus- und Weiterbildung. Tuebingen, Republic of Germany: dgvt-Verlag., 2006.

Five Stages for Self-Evaluating Organizations. In Golembiewski, J. Handbook of Organizational Consultation, New York: Marcel Dekker, Inc., 2000, pp. 99-106.

Reconceptualizing Educational Assessment: New Dimensions of Psychometrics. In H. G. Klinzing, Neue Lernverfahren. Tuebingen, Germany: Verlag, 1999, pp. 33-39.

Dimensions of self that influence effective teaching. In P. Lipka, and T. Brinthaup, The Role of Self in Teacher Development. Albany: SUNY Press, 1999, pp. 92-117.

The pedagogy of direct and indirect instruction. In Konkrete Padagogik. Tuebingen, West Germany: Attempto Verlag, 1988, pp. 25-42.

Traditional and emerging conceptualizations in program evaluation. In J. Bergan (ed.), School psychology in contemporary society. Columbus, Ohio: Charles Merrill, 1985, pp. 394-420.

Teachers. In H. J. Walberg (ed.), Improving educational standards and productivity: Research basis for policy. Berkeley: McCutchan, 1982.

Evaluation. In H. F. O'Neil (ed.), State of the art assessments of computer-based instruction, New York: Academic Press, 1981, pp. 161-209.

A systems approach to the evaluation of training. In H. F. O'Neil (ed.), Procedures for instructional system development, New York: Academic Press, 1979, pp. 205-231.

Program evaluation: New concepts, new methods. In Meyen, E., Vergason, G., and R. Whelan (eds.), Instructional planning for exceptional children. Denver: Love Publishing Company, 1979, pp. 224-245.

A test of the universality of an "acculturation gradient" in three culture-triads. In Klaus F. Riegel and John A. Meachan (eds.), The developing individual in a changing world, Volume I. Chicago, Illinois: Aldine Publishing Company, 1976, 355-363 (with G.J. Manaster and R.F. Peck).

In G.D. Borich (ed.), Evaluating educational programs and products. Englewood Cliffs, New Jersey: Educational Technology Publications, 1974.

Evaluation roles and contexts, pp. 27-38.

Evaluation models and strategies, pp. 143-151.

Evaluation models and techniques, pp. 271-278.

Evaluating instructional transactions. In G.D. Borich (ed.), Evaluating educational programs and products. Englewood Cliffs, New Jersey: Educational Technology Publications, 1974, pp. 312-347.

Methodological problems in educational evaluation. In H. Poyner (ed.), Problems and potentials of educational R & D evaluation, Austin, Texas: Southwest Educational Development Laboratory, 1974, pp. 63-83.

A comparison of guided discovery, discovery and didactic teaching of math to kindergarten poverty children (with N. Anastasiow, et al.). In Educating the Disadvantaged: Yearbook 1970-71. New York, AMS Press, 1971.

Book Reviews

Pedro Reyes. Changing Schools: School Reform and Teacher Productivity. Contemporary Psychology, 1991.

David Fetterman. Qualitative Approaches to Evaluation in Education: The Silent Scientific Revolution. Educational Technology, 1989.

David R. Krathwohl. How to Prepare a Research Proposal: Guidelines for Funding and Dissertations in the Social and Behavioral Sciences. Educational Technology, 1989.

Randy Elliot Bennett (Ed.). Planning and Evaluating Computer Education Programs. Educational Technology, 1988, March, 58-59.

Elizabeth Lueder Karnes and Donald Black. Teacher Evaluation and Merit Pay. Economics of Education Review, vol. 7, 1988, 265.

Larry Braskamp, Dale Brandenburg and John Oryl. Evaluating Teaching Effectiveness. Economics of Education Review, vol. 7, 1988, 266.

Ernest House. Philosophy of Evaluation. Contemporary Psychology, 1984.

A. Lewy, and D. Nevo. Evaluation Roles in Education. Educational Technology, 1983, 23, 49-50.

D.H. Stott. Delinquency and human nature (Second Edition). Journal of School Psychology, (with Ann Schulte). 1982, 20, (3), 258-259.

Michael Scriven. Evaluation Thesaurus, Second Edition. Educational Technology, November, 1982, 42-43.

Ernest House. Evaluating with validity. Contemporary Psychology, 1981, 26, (2), 834-835.

Anthony D'Augelli, Steven Danish, Allen Haver, et al. Helping skills: A basic training program. Journal of School Psychology, (with Diane Linimon). 1982, 20, (1), 77-78.

Herbert Schulberg and Frank Baker. Program evaluation in the health fields: Vol. II. Journal of School Psychology, 1980, 19, 2.

Malcolm Fleming and Howard Levi. Instructional message design: Principles from the behavioral science. Journal of Educational Communications and Technology, 1979, 27, 4, 323-328.

American Institutes for Research, Evaluative research: Strategies and methods. American Educational Research Journal, 1971, 8, (4), 683-685.

Benjamin Bloom, Thomas Hastings and George Madaus. Handbook on formative and summative evaluation of student learning. Audiovisual Communications Review, 1971, 19, 334-338.

Sheldon Rosenberg and James Koplin. Developments in applied psycholinguistics research. Audiovisual Communications Review, 1969, 17, 447-452.

Papers

Research-based Methods of Effective Teaching. Paper presented at the Beijing Institute of Research and Development in Education, Beijing, China, 2007

The Development and Measurement of School and Classroom Processes as Education Indicators. Paper presented at the International Symposium on Moving Toward Excellent Education, 2006, Taipei, Taiwan.

Student Voices: The KPM Approach to Children. Paper presented at the New Horizons for Learning Conference, Seattle, WA. 2005

Effective Teaching Methods: New Approaches to the Pedagogy of Teaching. Paper presented at the Third Annual Meeting of the Discover Project, Beijing Normal University, Beijing, China, 2004

A High Stakes Multiple Intelligences Cross Cultural Assessment of an Innovative Teaching Approach in Grades K-12 in India and the U.S. Paper presented at the International Conference on Multiple Intelligences, Beijing, China, 2004.

Lessons learned: Disseminating promising and exemplary programs. Paper presented at the symposium on Evolving Systems of Expert Panels at the annual meeting of the American Educational Research Association, San Diego, 1998.

Reconceptualizing Educational Assessment: New Dimensions of Psychometrics. Paper presented at the German Educational Research Association, The University of Tuebingen, West Germany, 1998.

The Austin, Texas, Anti-Gang Initiative: Program Evaluation Report Paper presented at the meeting of the U. S. Department of Justice, Office of Community Oriented Policing Services, Miami, Florida, 1997

A Synthesis and Integration of U.S. Evaluation Efforts to Identify Promising and Exemplary Educational Programs, Products and Practices. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, 1997.

Performance Assessment in the Schools: Theory and Methods. Paper presented at the annual meeting of the European Educational Research Association, Berlin, Germany, 1996.

Methods of Qualitative and Quantitative Analysis in the Evaluation of Teacher Education Programs. Paper presented to the Association for Teacher Education in Europe, Zurich, Switzerland, 1995.

Theoretical Foundations of Program Evaluation. Invited paper to the Cyprus Pedagogical Society, University of Cyprus, Nicosia Cyprus,, 1994.

A curriculum for induction year training with mentor guidance. Paper presented at the annual meeting of the American Association of School Administrators, San Francisco, California, 1990.

Three models of teacher appraisal. Paper presented at the meeting of the Association for Teacher Education in Europe, Subgroup B, Bern, Switzerland, 1989.

The pedagogy of direct and indirect instruction. Paper presented at the annual meeting of the West German Educational Research Association, Tuebingen, West Germany, 1988.

Direct and indirect functions of effective teaching. Paper presented at the annual meeting of the West German Educational Research Association, Tuebingen, West Germany, 1987.

Some assumptions and suggestions for improving low-inference measurement in classroom observation. Paper presented at the 10th conference of the Association for Teacher Education in Europe, Tilburg, The Netherlands, 1985.

Paradigms of teacher effectiveness research and their influence on the concept of effective teaching. Paper presented at the 10th conference of the Association for Teacher Education in Europe, Tilburg, The Netherlands, 1985.

Using confidence intervals correctly. Paper presented at the annual meeting of the American Psychological Association, Los Angeles, California, 1985.

A model for the evaluation of comprehensive special education programs: compliance, coordination and change measures. Paper presented at the Texas Council for Exceptional Children, Ft. Worth, Texas, 1985.

Validity considerations for the study of formal reasoning ability and integrated science process skills. Paper presented at the annual meeting of the National Association for Research in Science Teaching, French Lick Indiana, 1985.

Using difference scores in the diagnosis of learning disabilities. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA, 1984.

Paradigms for research on teaching. Invited address and paper presented to the faculty of education, University of Tubingen, Republic of West Germany, 1983.

Building program ownership: A collaborative approach to defining and evaluating the teacher training program. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, 1983.

Evaluator as technician versus evaluator as change agent: A continuum of power relationships (with Diane Linimon). Paper presented at the annual meeting of the Evaluation Network, Austin, Texas, 1981.

A modest proposal for the training of evaluators. Paper presented at the annual meeting of the Evaluation Network, Austin, Texas, 1981.

Conceptual models of educational program evaluation. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, California, 1981.

Value-related criteria for educational program evaluation. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, California, 1981.

The training of evaluators within the context of an educational psychology department (with K. Kirkhart). Paper presented at the annual meeting of the American Psychological Association, Montreal, Canada, 1980.

Three generic assumptions in program evaluation: The legitimacy, representativeness, and appropriateness of program objectives (with R. Jemelka). Paper presented at the annual meeting of the American Psychological Association, Montreal, Canada, 1980.

Planning from a systems perspective. Invited address to the Governor's Committee on Gerontology. Lyndon Baines Johnson School of Public Affairs, The University of Texas at Austin, 1980.

Program evaluation from a systems perspective. Invited address to the faculty of the John F. Kennedy Center for Educational Research and Human

Development, Peabody College of Vanderbilt University, Nashville, Tennessee, 1980.

Application of the structured analysis and design technique to program planning and evaluation. Symposium presented at the annual meeting of the Southwestern Psychological Association, Oklahoma City, 1980.

Definitional issues in program evaluation. Paper presented at the annual meeting of the Southwestern Psychological Association, Oklahoma City, 1980.

Methods of research and evaluation in psychology. Invited address to the faculty of psychology, Universidad Autonoma de Nuevo Leon, Monterrey, Mexico, 1980.

Evaluation models: What are they good for? Invited presentation to the annual meeting of the Texas Psychological Association, San Antonio, Texas, 1979.

A state of the art assessment of educational evaluation. Paper presented at the annual meeting of the Southwestern Psychological Association, San Antonio, Texas, 1979.

Preformative evaluation: Its role in program design and evaluation. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, 1979.

Evaluation of an advanced system analysis technique in modeling a Department of Defense training environment (with R. Jemelka). Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada, 1978. In: Educational Communications and Technology, 27 (2), 1979, p. 174.

Models and instrumentation for evaluating school staff. Invited presentation to the American Association of School Administrators, National Academy for School Executives, Williamsburg, Virginia, 1978.

A decade of teacher effectiveness research: Implications for developing teacher competencies. Invited presentation to Duetsche Gessellschaft Fur Erziehungswissenschaft (West German Educational Research Association) Kongress Der DGFE, Universitat Tubingen, West Germany, 1978.

Psychometric standards of classroom observation instruments. Invited presentation to Duetsche Gesellschaft Fur Erziehungswissenschaft (West

German Educational Research Association) Kongress Der DGFE, Universitat Tubingen, West Germany, 1978.

Convergent and discriminant validity of the locus of control construct (with S. Paver). Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada, 1978.

Educational program design and evaluation with a structured analysis and design technique. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada, 1978.

Three school based models for evaluating teacher education and training. Invited address to the American Association of Colleges of Teacher Education, Chicago, Illinois, 1978.

Measuring classroom interactions: How many occasions are required to measure them reliably? (with O. Erlich). Paper presented at the annual meeting of the American Educational Research Association, New York, 1977.

Analysis of covariance: Is it the appropriate model to study change? (with P. Marston). Paper presented at the annual meeting of the American Educational Research Association, New York, 1977.

Convergent and discriminant validity of five classroom observation systems (with D. Malitz). Paper presented at the annual meeting of the American Educational Research Association, New York, 1977.

Generalizability of teacher behaviors across observation systems (with R. Calkins). Paper presented at the annual meeting of the American Educational Research Association, New York, 1977.

An instructional systems development model for the design and evaluation of teacher training curricula. Invited presentation to the faculty of the Instituto Universitario Pedagogico de Caracas, Caracas, Venezuela, 1977.

Relationships between teacher's marks, achievement test scores and aptitude as a function of grade, ethnicity and sex. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C., 1976.

Sources of invalidity in measuring classroom behavior. Invited presentation to the faculty of the Zentrum Fur Neuen Lernverfahren Der Universitat, West Germany, 1976.

An index for determining the importance of a region of significance and some applications to published ATI research (with R. Godbout). Paper presented at the annual meeting of the American Psychological Association, Washington, D.C., 1976.

Conducting national needs assessments. Invited presentation to the Symposium on Standards and Criteria for the Selection of Instructional Materials. National Center for Media and Materials, Ohio State University, Columbus, Ohio, July, 1975.

Analysis of unbalanced data (with R. Godbout and L. Poynor). Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., 1975.

Convergent and discriminant validation of classroom observation systems: A proposed model. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., 1975.

Differences and sources of criterion bias in child and adult values (with R. Peck). Paper presented at the annual meeting of the American Psychological Association, New Orleans, Louisiana, 1974.

Strategies for the formative evaluation of instructional materials. Invited presentation to the annual meeting of the Council For Exceptional Children, New York, 1974.

Evaluating instructional transactions: The concept and process (with S. Drezek). Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, 1974.

A reanalysis of selected aptitude-treatment interaction studies incorporating tests for regions of significance (with K. Wunderlich). Paper presented at the annual meeting of the National Council for Teachers of Mathematics Education, Atlantic City, New Jersey, 1974.

Methodological considerations for program and product evaluation. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, 1974.

Curvilinear extensions to Johnson-Neyman regions of significance and some applications to published research (with K. Wunderlich). Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, 1974.

The effectiveness of teacher training programs as a function of the personality and attitudes of the prospective teachers (with R. Godbout). Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, 1974.

Personality measures that predict teaching performance (with R. F. Peck). Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, 1974.

Minority and majority working class children's socialization into the occupational hierarchy in Brazil and the United States (with G. Manaster, et al.). Paper presented at the Biennial Meeting of the International Society for the Study of Behavior Development, Ann Arbor, Michigan (University of Michigan), 1973.

Text processing and individual differences in conceptual organization (with D.S. Campbell). Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, 1973.

Hypothetical concepts, intervening variables, and observed data in program evaluation. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, 1973.

Linear and curvilinear models for aptitude-treatment interactions. Paper presented at the annual meeting of the American Psychological Association, Honolulu, 1972.

Convergent and discriminant validation of the French and Guilford-Zimmerman spatial orientation and spatial visualization factors. Paper presented at the annual meeting of the American Psychological Association, Honolulu, 1972.

The effect of educational consultant teams on the acceptance of innovation (with J. Sanders). Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, 1972.

A test for homogeneity of group regressions for multiple regression equations with reference to aptitude-treatment interactions. Paper presented at the annual meeting of the American Educational Research Association, New York, 1971.

Learning and transfer in concept attainment as a function of concept rule, saliency, and stimulus variety. Paper presented at the annual meeting of the Midwestern Psychological Association, Cincinnati, Ohio, 1970.

Consultant: Editorial

Journal of Evaluation and Research in Education, Editorial Board Member appointed, 2005-present

American Educational Research Journal, Reviewer, 1987-1995.

Journal of Educational Psychology, Reviewer, 1976-1985

Journal of Educational Communications and Technology, Editorial Consultant, 1984-present.

Educational Technology, Member, Professional Materials Review Panel, 1995-present

Consultant: Teacher Preparation and Evaluation

Member, Evaluation Advisory Board, Southwest Educational Development Laboratory, Sue Sweet, director, Evaluation Services, Austin, Texas.. 2002-2005

Psychometric consultant, Dell Computers, Darin Hartley, manager, Design and Analysis Department, Dell University, 1997-2000

Member, Impact Review Panel, U.S. Department of Education, Office of Educational Research and Improvement, Sharon Bobbitt, Knowledge Applications Division, 1998-99

Singapore Polytechnic, Republic of Singapore, Ai Choo Ong, Department of Educational and Staff Development, 1997-98

U.S. Department of Justice, Office of Community Oriented Policing Services, Joseph Kuhns, policy analyst, U. S. Department of Justice, Office of Community Oriented Policing Services, 1996-97

Office of Educational Research and Improvement, Department of Education, Washington, D.C., Dr. Susan Klein, Project for Promising and Exemplary Programs, 1996-97

University of Cyprus, Nicosia, Cyprus, Office of the President, member Faculty of Education selection and planning committee, 1996

Initiative for Better Schools, Member of the Advisory Council, Tom Williamson, President, Orlando, Florida, 1994-present

Texas Education Agency, Division of Teacher Education, Career ladder planning, Dr. Lynda Haynes, Austin, Texas, 1994

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Texas Association of School Boards, Texas Learning Technology Group, Evaluation design, Dr. Dava Coleman, 1988-90.

Texas Education Agency, Teacher Assessment Division, Statistical analysis, Dr. Jane Irons, 1988-89.

National Council for the Accreditation of Colleges of Teacher Education, Washington, D.C. Member, Board of Examiners, Dr. R. Kunkel, 1987-present.

Psychological Corporation, San Antonio, TX. Performance assessment, Tom Williamson, 1987-88.

Research Management Corporation, Falls Church, VA. Technical review of the Texas Education Agency Special Education Research Program, Judy Barokas, 1986-87.

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Organizational for Economic Cooperation and Development (OCED), Center for Educational Research and Innovation, Paris, France; member, Experts Committee on Inservice Teacher Training. P. Laderriere, 1977-78.

Agency for Instructional Television, Bloomington, Indiana, The Essential Skills Television Project, Project planning. Dr. Saul Rockman, 1977.

Kirschner Associates, Inc. , Washington, D.C.; member, Technical Advisory Panel, Instructional Dimensions Study. Dr. Hugh Poyner, 1976-77.

Biological Sciences Curriculum Study, Boulder, Colorado; member, Evaluation Advisory Committee. Dr. William Callahan, 1976-79.

U.S. Office of Education, Bureau of Education for the Handicapped, Research Projects Branch; member, site visit team to Los Angeles County Schools, Downey, California. Dr. John Davis, 1976.

SoftTech, The Software Technology Company, Boston, Massachusetts, Proposal Preparation: Demonstration and Evaluation of an Advanced System

Analysis Technique in Modeling A DoD Training Environment. Dr. John Brackett, 1976-77.

U.S. Office of Education, Bureau of Education for the Handicapped, Research Projects Branch; member, site visit team to Yeshiva University, New York City, Dr. John Davis, 1975.

Department of Defense Advanced Research Projects Agency, Cybernetic Technology Division, Arlington, Virginia, Project Review. Dr. Harold O'Neil, 1975-77.

U.S. Office of Education, Fund for the Improvement of Post Secondary Education, Field Reader for Field Initiated Research in Competency-Based Instruction. Dr. Grady McGonagill, 1974-75.

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McDonnell-Douglas Corporation, Astronautics Division, Advanced Instructional System Project. Lowry Air Force Base, Denver, Colorado. Statistical Consultant. Dr. Harold O'Neil, 1974.

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Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana, Proposal preparation. Dr. Melvyn Semmel, Director. 1972-74.

Texas State Department of Education (Texas Education Agency), Austin, Texas. Program planning. Dr. Jerry Vlasak, Director of Program Evaluation. 1972-74.

Georgia State Department of Education, Atlanta, Georgia; member, site visit team to Waycross Georgia Public Schools. Dr. Will G. Atwood, Director of Title III, FSEA. 1973.

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An evaluation of the Clinica de Psicologia, Universidad Autonoma de Nuevo Leon, Monterrey, Mexico, 1980.

An evaluation and systems analysis of the Division of Inspection and Planning, Texas Department of Public Safety, 1980.

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An evaluation of an advanced system analysis technique for modeling a Department of Defense training environment, Defense Advanced Research Projects Agency, Cybernetic Technology Division, 1976-77.

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Courses Currently Taught at The University of Texas

Program Evaluation: Models and Techniques

Fundamentals of Statistical Inference

Experimental Design and Statistical Inference