

**Minutes of the Executive Committee Meeting
Division 15 (Educational Psychology) of APA
Washington DC
August 4, 2000**

Present: Dale Schunk, Paul Pintich, Paul Schutz, Rich Mayer, Judith Torney-Purta, Giovanni Valente, Jenefer Husman, Angela O'Donnell, Phil Winne, Pat Alexander, Sigmund Tobias, Howard Everson, Mitch Rabinowitz, Barry Zimmerman, Gary Phye, Mike Royer, Joyce Alexander, Allan Wigfield, Fran Blumberg, Bonnie Meyer

1. The meeting was called to order by President Howard Everson at 7:00 p.m.
2. Motion Schunk/P. Alexander to approve the minutes of the April Executive Committee Meeting. Motion carried.
3. Guests were invited to give their reports. Karen Anderson from the Education Directorate spoke about the Task Force on the Role of Psychology in Early Care. The task force will come before council soon asking for money and would like Division 15 support. The Education Directorate is also examining the role of technology, particularly the digital divide between those who have access to technology in the schools and those who do not. They are particularly interested in how the divide affects the processes of education including socio-emotional development. Anderson also notes that she has a job to fill focusing on Gifted & Talented education. Good candidates are encouraged to contact her. The Education Directorate just finished a brochure for a project funded with the Centers for Disease Control on HIV prevention in high risk teens. The Education Directorate also has a new office on Graduate Education and Training and has a grant to focus on preparing future faculty. Since the convention will be in San Francisco, the Directorate may sponsor a mini convention on educational technology. APA might establish an office of technology or work with a university to apply for grant money in the area of technology. What does APA plan to offer through its new graduate education office? It might be a good idea to have Paul Nelson talk with us next year.

Lara Frumkin from the Testing and Assessment Office. Did you know that the testing and assessment office was housed within the science directorate? The Science Directorate provides many resources for academics including travel awards for students, dissertation research awards, research conference sponsorship, administers graduate fellowships, and directs the Summer Science Institute for outstanding first and second year undergraduates. Current issues for the testing and Assessment office include working with the Department of Education Office of Civil Rights to provide comments on their latest draft of a report entitled "The use of tests when making high risk decisions for students: A resource guide for educators and policy makers." The final document should be out in late fall and APA will attempt to inform as much as possible. A draft of the document can be viewed at www.ed.gov/offices/OCR/testing/index.html much as possible. A draft of the document can be viewed at www.ed.gov/offices/OCR/testing/index.html.

Sandy Wigdor from the National Research Council (NRC) talked about their latest publication entitled "Improving Student Learning: A strategic plan for Education research and its utilization". "The report outlines a highly focused program of research designed to support improved student learning, proposing a new model – drawn in part from the MacArthur Foundation research networks – for carrying out that research. The ...plan also calls for a new kind of collaboration that will involve many scientific disciplines ...and individuals who understand education from the inside: teachers, administrators, and policy makers" (p. vii). There is a possibility of large funding grants from the government over the next 7-10 years. The strategic education research will work only as it is a true collaboration between practitioners and researchers. Jim Kelly at NRC has pushed the group to think in terms of the supply and demand side of the issues. If there was a demand for educational research in the practitioner ranks, it would be easier to work together. This demand would allow research to focus and would make it easier to use by default. Partly, one of the goals of this plan is to help the practice communities be able to articulate their need for research and create structures to express their needs to the research community. The report proposes a plan which is incredibly ambitious, over 10 to 15 years, with an accumulation of research built on and shaped by practice. The group is currently trying to create a structure which will encourage interdisciplinary research and allow the research community to focus – there are a million questions but if we don't focus on a few important questions we won't get anywhere. The report also proposes to support new collaborations with policy makers and practitioners and researchers working together in a core group. Thus, structures are needed to continue to facilitate this kind of collaborative research into future.

The committee would like to propose for discussion that although about 60-70% funding comes from the federal government, it has not yet created a body of research that is being translated into educational practice as in other fields. In pharmaceuticals, for example, lots of private sectors are involved and research gets translated post-haste into products. Education has never done that. We might want to consider private-public partnerships to enhance connections to practice. Another principle that grows out of this report is the idea of using this 15-year research plan as a way to create effective demand growing out of the teaching sector. Some of the core topics being talked about include: How can advances in research in cognition and learning be incorporated into teaching practice? How can student engagement in the learning process and motivation to achieve be increased? How can schools and school districts be transformed so they can continuously improve their practice? How can the use of research knowledge be increased in schools and school districts? How do we create demand for research within the schools that will help them answer the questions they need? Basically, the plan proposes a network structure to carry out this focused research, like the MacArthur Health Networks. The second phase (which is what we are entering) is to begin to try to facilitate 18 months of public dialogue during which the ideas are expressed, discussed,

translated to structures and plans, and the commitment of the federal government and public and private sources is garnered.

Rabinowitz noted that there has traditionally been a reluctance on the part of many people (including teachers and lay person) who don't believe that education can be changed by science, noting that teaching is an art, not influenced by science. Wigdor responded that there is clearly science involved in the process (as we all believe) and she has found that teachers have been very receptive to the information presented in the "How people learn" book. The book basically tries to apply some of those scientific findings for the classroom. A second project that this group has been involved with included the creation of a small book trying to look at what kinds of research would close the gap between basic research and applied principles. A third project in this series takes core principles and has groups of people develop curriculum units in science and math, to be used as training guides or self learning guides for teachers. These sample curriculum units translate given principles into teaching ideas, concretizing the central concepts of learning. The NRC has been getting good response from teachers on all of these products. Teachers are saying "Now I can understand what it would mean to teach according to learning principles". The products are allowing teachers to see the science of learning as a science of education. Division 15 is a natural linkage to these ideas. Royer suggested that what may be missing is the link between research and practice, what Dick Anderson once termed an educational engineer.

4. President Howard Everson presented the report from the Strategic Planning Committee which was convened in New York in July 2000. This group was charged with creating a long-range planning document which would guide future monetary decisions and prioritize goals for the coming decade. The Strategic Planning Committee agreed to the following long range goals:

- The Division should position itself so that it can provide service to our membership. This service should include: 1) recognition of current work that pushes the field of educational psychology in new directions; 2) the enhancement of collaborative efforts; 3) enhancing the connections between the Division and graduate students; and 4) fostering connections between the Division and junior faculty by offering support for new research initiatives.
- The Division should position itself to become a leader and a catalyst for cross domain discussions of psychology's role in education within APA.
- The Division should position itself closer to relevant organizations so that our research has implications for policy issues, connections to relevant fields, and impact. These issues might include school reform and standards for assessment.
- As always, the Division reaffirms its commitment to creating closer links between its members and schools and educational practices.

To establish these five goals, the Strategic Planning Committee, recommends the following changes in the Division By-Laws, Committee Structures, and Publishing Goals for the next decade:

Initiative

#1 Research Grant Committee

In order to continue to foster high quality research, the Strategic Planning Committee feels that competitive monetary awards in the form of seed money are necessary. We recommend the development of two grant award competitions to foster research, particularly within the areas of practice or policy issues. Small grants will be up to \$2000.00, Large grants up to \$5000.00. A research grant committee is charged with delineating exact purposes, amounts, criteria, and stipulations.

#2 Various Award Committees

We feel the various award committees (Thorndike, Fellows, Snow, Dissertation) play an important role in recognizing quality research and individuals within our field. We suggest that these committees continue to be charged with their existing duties.

#3 Graduate Student Committee

We feel the Graduate Student Seminar (first conducted in 1998 in association with the annual APA meeting), has brought new graduate students into the professional ranks well, provided an outlet for their research ideas with senior mentors, and created a network of support from which these graduate students can later draw. We recommend that the seminar continue.

#4 Three-year Appointed Liaisons

Liaisons are the Divisions' presence on committees within APA. As such, they represent the easiest form of influence on cross-domain connections and cross-area discussions. We recommend that liaisons and monitors be appointed for a three year period to provide continuity in communications with various aspects of APA.

#5 Electronic Communications Committee

Given the importance of information dissemination to facilitate both within Division communication and communication with the lay public, the Strategic Planning Committee recommends the creation of a new standing committee to be known as the "Electronic Communications Committee". This committee should be in charge of all forms of electronic communications including the newsletter, the creation of a list of all current Educational Psychology degree programs, the creation of answers to a series of frequently asked questions about educational psychologists and training programs, and a list of Division 15 members, fellows, graduate students, etc. A bulletin board for discussion of relevant issues might also be a priority.

#6 International Committee

The Strategic Planning Committee discussed several foci for a re-constituted international committee. First, the committee should be charged with creating connections to other groups such as EARLI. Second, we could solicit international manuscripts for EP or JEP and include international groups at our meetings and workshops, maybe using international regional editors much like Contemporary Educational Psychology already does. Third, we recommend that the committee be charged with investigating the cross national publication of the "Psychology in the Classroom" series. Fourth, the committee should investigate what can be done to donate some of our publications to libraries in other countries (possibly through the American Association for the Advancement of Science) or put all or some of the information available on the web.

#7 Membership Committee

The Strategic Planning Committee feels that re-constituting the membership committee as a separate committee could help the Di-

members and serve those members' needs. The Strategic Planning Committee recommends that the "Membership Committee" be charged with coming up with a plan for recruiting new members. The membership committee should also be charged with working with the Fellows committee to identify new ways to recruit and recognize quality members of our Division with Fellows status.

#8 Publications Schedule for Handbooks

Both the Handbook of Educational Psychology and the Training Handbook stand to make significant impacts on our field as well as fields that use our knowledge base to train. Given this impact, we feel it is important to have a long-range plan which allows the Handbooks to be updated approximately every 10 years and the income from these publications to be predictable. We recommend that the publications committee be charged with creating a workable short-term time table which will realize these goals. We would like the committee to consider additional books.

#9 Policy Issue Series Publication

There are always going to be publications that claim to address how students learn best or ways to best improve teaching. The members of Division 15 represent a sizeable resource when it comes to answering these questions. The Strategic Planning Committee feels that Division 15's ideas and research should be some of the first consulted when beginning to answer these questions. As a result, Division 15 needs to position itself more squarely within the policy arena. The Strategic Planning Committee recommends that the Publications committee be charged with creating an advisory board for a new publication on Policy Issues. This Policy Issues advisory board should explore the costs and benefits of a series of white papers on policy issues related to Division 15 interests. This series might also be used to address issues related to the role of educational psychology in teacher education, the consequences of deleting or watering down educational psychology within teacher preparation, etc.

#10 Classroom Issues Series

The "Psychology in the Classroom" series has been very successful at helping teachers see the usefulness of Division 15 members' research. We recommend that the series be continued. In order to facilitate new ideas, new issues, and new authors, the publications committee should be charged with creating a list of desirable new topics, authors, short series editors, etc.

#11 Changes in Accounting and Reporting Procedures

Given that day-to-day faculty responsibilities continue when a Division 15 President is elected, a graduate student or secretarial support fund is necessary. The Strategic Planning Committee recommends that an amount be set aside for a standing line item in the budget. We also suggest the addition of a \$10,000 yearly discretionary fund for the Division president. This fund should be used to conduct Division business for various committees. Chairs of committees should submit a regular operating budget to the Executive Committee. In the event that special funds are needed to complete charges (for conference calls, flyers, mailing lists, face-to-face meetings, etc), the President can use the discretionary fund without waiting for the spring or fall Executive Committee Meetings. We are hopeful that this change in accounting procedures will allow the day-to-day business of Division 15 to be accomplished in a timely manner.

The report was discussed. Amendment suggestions included have a standing budget for each committee. Changes in budget requests could be submitted the prior year by an outgoing committee chair. The report was submitted for a vote with friendly amendments as noted above. The motion was seconded by O'Donnell and carried unanimously.

5. Dale Schunk presented the Past President's report. Election results were announced in the last NEP. Paul Pintrich is President-Elect. Bonnie Meyer is the new Member-at-Large. Allan Wigfield is the new Treasurer.

6. Bonnie Meyer presented the Treasurer's report. The Division is strong financially. Our net income over the past three years has been averaging about 32,000-35,000 dollars. Most of our income comes from royalties and most of our expenses are from publication and the graduate student seminar.

7. Mitch Rabinowitz presented the program committee report. The program had a good acceptance rate on posters. There are two poster sessions – one today, one tomorrow at 1:00. Several good symposium are also available. Please make sure you attend.

8. Barry Zimmerman delivered the Council representatives report. APA is creating a companion organization to allow for increased lobbying efforts. The new organization will allow APA to make an impact on the legislature despite IRS restrictions. APA is also proposing a Cost of Living Increase be institutionalized for dues rates. There have traditionally been raises every three to five years, but they have been painful to get approved. APA hopes that simple cost of living increases will help decrease much of the debate. The major problem in the APA organization right now is the 20% vacancy rate in support staffing. They are losing people and with the low unemployment rate they are having to pay more to get new people, creating inequalities in pay among the staff.

APA has also just finished the report on test users qualifications and accepted is as a new document. There is also an initiative to keep scientific membership coming into the organization which will be voted on at this meeting. APA is also considering workshops designed to help beginning faculty and graduate students into the organization. There may also be faculty development workshops, etc. APA has also recently recognized a new professional level of training parallel to school psychology called behavioral psychology.

9. The report for the NEP was presented for Anastasia Morrone in absentia. Morrone notes that the newsletter is running smoothly, including the posting of the newsletter on the APA web site. Morrone also notes that she would like to post calls for awards and special conferences on the web site before the NEPs next publication date.

10. The report for the Educational Psychologist was presented by Phil Winne for the co-editing team of Winne and Corno. Winne notes that review times for unsolicited manuscripts have been consistent with data from Pintrich's term as editor. Special Issues are already planned into 2003.

11. The Psychology in the Classroom series report was discussed. McCombs noted that about 3,000 copies of the various books sold in 1999 but that more could sell given a

marketing meeting with APA. Authors are still sought for three books including: 1) integrating technology into the classroom; 2) developing students' social responsibility and competence; and 3) making standards-based approaches work for learners.

12. The Publications committee was charged with addressing the question of how royalties from publications should be split between authors and Division 15. Historically, the Division has gotten all of the royalties, but we need to revisit this issue. It was also noted that the progress on the Centennial book has been substantial. The editors currently have 22 chapters in hand and are hoping to have a version ready to go to the copy editor/publisher by early 2001.

13. The Graduate Student Committee report was present by Paul Schutz. Schutz wanted to note that Woolfolk had arranged for some funding assistance for the seminar from Merrill publishing. In addition, Addison, Wesley, Longman; Allyn & Bacon; Houghton-Mifflin; Jossey-Bass; Lawrence Erlbaum Associates; McGraw-Hill; and Merrill Education all donated books for the students. This year there are 12 students attending. There were 17 applications. Shutz and Husman noted that the new budget seems to be working well.

14. The Fellows Committee received no applications likely due to a misprint in the NEP about where to send application materials. All materials should be forwarded to Mitch Rabinowitz at Fordham University.

15. The Thorndike Award Committee announced its decision. John Bransford will give the Thorndike presentation at next year's conference.

16. The Dissertation Award Committee noted that they had not received enough applications this year. They are extending the deadline through the fall. All materials should be forwarded to Maria Pennock-Roman at Penn State as soon as possible.

17. Mike Royer announced that the winner of this year's Richard E. Snow Award for Early Contributions, Gregg Shraw, will give his talk Sunday at 2:00p. Nominations for next year will be due this fall. Watch for an announcement in the NEP.

18. A motion to adjourn was made by Zimmerman/Schunk. Motion carried.

Correlates of Performance on the SAT: A Multilevel Model of Developing Academic Abilities

Howard T. Everson
The College Board

Roger Millsap
Arizona State University

ABSTRACT Presidential Address

This research was animated by concern about the persistent achievement gap between minority and non-minority students on large scale standardized tests like the SAT. In particular, we wanted to disentangle the role of individual differences in academic achievement, from other possible contributors, such as socio-economic status, educational opportunities, and school effects. Using data collected from background questionnaires administered to more than 1 million students who took the SAT in 1995, we developed and tested a series of multi-level latent variable models and fit them to the SAT data. We attempted to fit our complex model to 8 groups of students—the male-female subsets of African Americans, Hispanics, Asian Americans, and Whites. Specifically, we asked whether the observed score differences on the SAT remain after controlling for family background, course taking opportunities, and academic achievement. More, we asked if the introduction of high school characteristics, e.g., size, percent minority, urban v. rural, and percent of students eligible for free or reduced lunch, would contribute to the further reduction of group differences on SAT scores.

In general the multi-level model fit the data reasonably well, with R^2 estimates in the .80 range. More importantly, the remaining group differences in SAT verbal and math scores predicted by the model dropped to about one-half the standard error of measurement (10 to 20 points) on the SAT scales. On the basis of these findings we concluded (1) that the latent variables in the model operated similarly across all 8 groups; (2) a small but not unimportant amount of group difference remained in the SAT mathematical reasoning scores, and (3) once school-level variables were introduced into the model, the remaining group differences in SAT scores were negligible. This modeling approach suggests that family background influences SAT scores directly and indirectly, learning opportunities available within a school are directly related to SAT performance, and the quality of the school matters when it comes to the SAT.